Wake Technical Community College
Annual Planning and Evaluation Report
For Academic Year
2013-2014

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Mission

The mission of Wake Technical Community College is to improve and enrich lives by meeting the lifelong education, training, and workforce development needs of the communities it serves; to promote individual success in the workplace and in higher education; and to increase entrepreneurship as well as cultural, social, and economic development.

Vision

At Wake Technical Community College, our vision is a college that exceeds the expectations of our stakeholders for effective lifelong education, training and workforce development by providing world-class programs and services.

Core Values

Wake Technical Community College will structure its operations, training and educational programs around the Core Values of accountability, respect, responsibility, critical thinking, communication, and collaboration.

Accountability is essential for an environment of learning. Those who are accountable stand by their words and actions, taking full responsibility for what they create and for what they contribute to the community.

Respect is a prerequisite for enhancing learning. Community members who respect themselves and others help create a safe, yet open, climate of learning.

Responsibility is the root of success. Students who assume personal responsibility for their education will reach their goals. Responsible students also make contributions to their communities.

Critical Thinking is the fundamental purpose of higher education. The ability to solve problems through the application of the appropriate skills is critical to all disciplines.

Communication is increasingly the key competency for living and working in the information age. Communicating effectively in oral and written forms through traditional and new media is a powerful tool for personal and career success.

Collaboration, by bringing together individual knowledge and talents, creates teams that are greater than the sum of their parts. Such teamwork maximizes benefits to individuals and the community.

College Goals

Wake Tech's commitment to the economic vitality of the county and region is intertwined in our day to day activities. The Wake Tech of the future will achieve prominence by investing in a commitment to:

Goal 1: Student Success
Wake Tech will provide students with a safe and dynamic learning environment through policies, curricula, instruction, and support services that are responsive to their needs and focused on improving completion rates in programs that prepare them for employment or transfer to a four year institution.

Goal 2: Workforce Development
Wake Tech will promote economic growth, job creation, and entrepreneurship through educational partnerships that provide citizens with the skills necessary for success in a transformational economy. Partnerships will include business, industry and the public school system.

Goal 3: Diverse Learning Needs
Wake Tech will provide citizens with opportunities to develop and upgrade essential skills for lifelong learning and the workplace through flexible, accessible, and customized educational and training programs.

Goal 4: Resources
Wake Tech will continuously research, analyze and secure the resources necessary to fulfill the mission of the College.

Goal 5: Community Services
Wake Tech will provide courses and support services for personal enrichment and lifelong learning and centered around the community's civic, economic, and cultural needs.

Wake Tech's Institutional Effectiveness System

Wake Technical Community College has an integrated, ongoing, systematic and research-based planning and evaluation system. Through a framework of strategic and annual planning and evaluation, this institution-wide system ensures the accomplishment of the mission and goals of the College as well as continuing quality improvement.

Figure 1: **Wake Tech's Institutional Effectiveness System**

Adapted from:
1) The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units, by James O. Nichols and Karen W. Nichols, Agathon Press, New York 2000;
2) Ten Keys to Successful Strategic Planning for Nonprofit and Foundation Leaders https://www.ideaencore.com/item/ten-keys-successful-strategic-planning-nonprofit-and-foundation-leaders

Strategic Planning

Wake Tech's college goals operationalize its mission, and the 5-Year Strategic Plan is a tool that provides guidance in fulfilling these goals with maximum efficiency and impact. Developed and revised based on environmental scans, institutional research as well as NCCCS system goals and measures, the Strategic Plan guides the college's strategic planning processes, including facilities planning, Curriculum program planning (Curriculum Program Review Committee), administrative planning, academic and student support services planning and continuing education/community services planning.   Accordingly, these planning processes both guide, and are supported and revised by, annual planning and evaluation processes.

Annual Planning and Evaluation Cycle

While Wake Tech's strategic planning processes focus on the actions the college needs to take and the resources it needs to fulfill its mission and goals, Wake Tech's Annual Planning and Evaluation Cycle ensures needs are met and evaluates the extent to which it has achieved its goals each year.
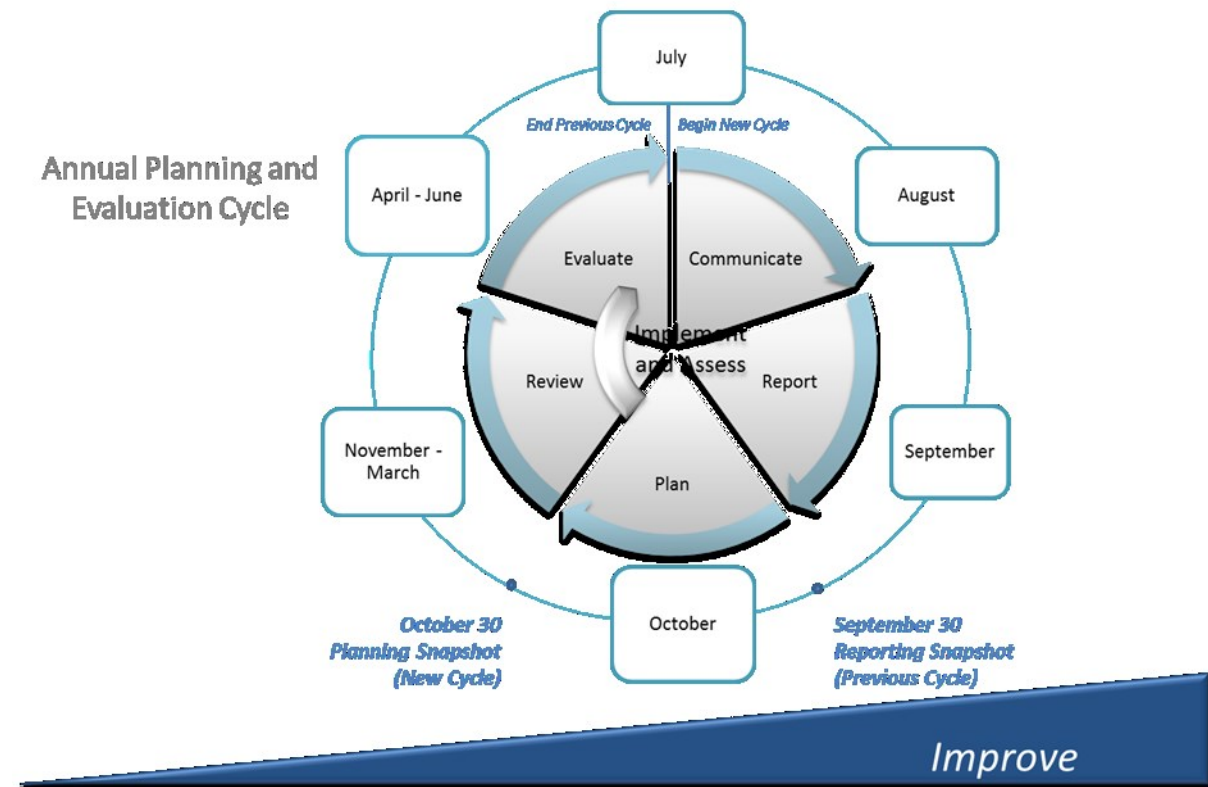
The President's Advisory Council (PAC) annually evaluates progress toward strategic goals; reviews the planning and evaluation process; and reviews the mission, vision, and strategic plan.   Formal recommendations made by the PAC become recommendations to the President, with final action taken by the President and the Board of Trustees. Outcomes connected with each goal are assessed annually at both the institution-level and program/unit level.

Annual Budget Planning. In accordance with NCCCS Policies and the College's budget planning process, Wake Tech uses a Budget Request System where each service area and division reviews and submits budget requests to their Vice President for personnel, equipment and supply needs for the following fiscal year. Budget requests connected with goals, outcomes and action plans in unit assessment plans are posted in the WEAVEonline

© system. Division deans use this financial information and establish priorities within their service areas and forward their recommendations to their specific Vice President. Once the College's budget has been established by the state and county in September or October of each year, the vice presidents work with the Vice President of Finance and Business Services to allocate budget in accordance with these priorities.

Annual Assessment. The Annual Planning and Evaluation Cycle outlines the time line that Wake Tech follows in its annual assessment. During this annual process, all units

1. develop annual assessment plans that identify program outcomes, including student learning outcomes;
2. implement the assessment plans;
3. analyze findings and evaluate the extent to which outcomes are achieved;
4. review and communicate assessment findings from the previous annual cycle and develop action plans that integrate improvements into the new annual cycle;
5. Provide evidence of implemented improvements based on analyses of these assessment findings.

Wake Tech's Annual Planning and Evaluation Cycle incorporates these steps in an ongoing, integrated, systematic and research-based planning and evaluation process that involves all levels and areas of the College, ensuring that it is continually reviewing, accomplishing, and improving in its mission. While designing plans that include expected outcomes and appropriate measures to achieve those outcomes is critical to this process, Wake Tech's Annual Planning and Evaluation cycle emphasizes the importance of assessing, reviewing, communicating and evaluating results and using those results to improve annually.

Wake Tech's Assessment and Evaluation System

Wake Tech assessment and evaluation system is integrated among different levels and evidenced by different reports, as follows:

Institution–Level - Annual Planning and Evaluation Report
Wake Tech's Strategic Plan 2012-2017 summarizes the College's mission, goals, and outcomes. During Spring and Summer 2013, Wake Tech's goals were updated to include Student Success, Workforce Development, Diverse Learning Needs, Resources, and Community Services, and outcomes associated with each goal were developed. Because Wake Tech's goals and outcomes have been developed around system-level goals and performance measures, the NCCCS performance measures are some of the measures used to evaluate Wake Tech's goals and

institution-level outcomes.   Additional measures are provided in Wake Tech's annual Fact Book. Combined into this Annual Planning and Evaluation Report , these measures provide both institution-level indicators of accomplishment of Wake Tech's Mission and goals and a research-basis for institution-wide, strategic improvement initiatives.

Program and Unit-Level – WEAVE Assessment Reports

 In a complete cycle, units (all programs, departments, divisions and service areas) "close the loop" from April through August by reviewing, evaluating and discussing their findings from the previous cycle. By September 30, they report their findings, analyses, evaluations, implemented improvements, action plans, and annual reviews in WEAVE.   To ensure inter-cycle integration, new, subsequent assessment plans and action plans for the next cycle are developed based on assessment findings and action plans from the previous cycle. These plans are reviewed and approved annually by supervisors by October 30. Guidelines and expectations for outcomes assessment are provided in Wake Tech's Annual Planning and Reporting guidelines on the WEAVE website. Program and unit compliance with this cycle is shown in Appendix A.

Individual and group-level - Applied Benchmarking Reports

In addition to ongoing and integrated institution-level and unit level annual planning and evaluation, Wake Tech also implements an annual Applied Benchmarking process for individuals and groups. Applied Benchmarking is a process of
1. identifying a problem that needs improvement,
2. identifying a solution developed by an outside expert, and contacting that expert to discuss the solution;
3. planning to adopt and improve the solution to fit the needs of the unit;
4.   implementing the plan;
5. assessing whether or not the plan resulted in intended outcomes;
6. evaluating assessment results by comparing actual to intended outcomes and
7.   developing action plans for future improvement.

As evidenced by the 2014 Bellwether Award in Planning, Wake Tech's Applied Benchmarking process has resulted in the implementation of many improvements at all levels − institution, unit, and individual. Evidence of the Applied Benchmarking process is provided in the Applied Benchmarking database (Appendix C).

Annual Planning and Evaluation Summary

A summary of the results of Wake Tech's annual institution-level assessment can be found in Table 1. A Detailed Assessment Report (DAR) can be found in Appendix B. Unit-level reports for all programs, departments and divisions can be found in WEAVEonline.

Table 1. Summary of Institution-Level Assessment Measures and Findings

Goal 1: Student Success						
Outcome/ Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 1: Wake Tech will meet or exceed benchmarks for student progress, transfer and completion	M 1: NCCCS* Performance Measure C - Developmental English Student Subsequent Success	Meet or exceed college mean for NCCCS Performance Measure C	**Not Met**	**Not Met**	**Not Met**	
	M 2: NCCCS Performance Measure D- Developmental Math Student Subsequent Success	Meet or exceed college mean for NCCCS Performance Measure D	**Not Met**	**Not Met**	**Not Met**	
	M 3: NCCCS Performance Measure E - First Year Progression	Meet or exceed college mean for NCCCS Performance Measure E	**Not Met**	**Met**	**Met**	
	M 4: NCCCS Performance Measure F - Curriculum Completion Rate	Meet or exceed college mean set by NCCCS for Performance Measure F	**Not Met**	**Not Met**	**Not Met**	
	M 5: NCCCS Performance Measure H - College Transfer Performance	Meet or exceed college mean set by NCCCS for Performance Measure H	**Met**	**Met**	**Met**	✔
O 2: Wake Tech will increase the number of students who transfer or complete credentials	M 6: IPEDS* graduation and transfer rates.	At least 1% increase in graduation and transfer-out rate each year among IPEDS cohort graduating in 150% normal time.	**Partially Met**	**Partially Met**	**Partially Met**	✔
	M 7: Percent change in curriculum credentials awarded. (CU* Report)	At least 1% increase from previous academic year	**Met**	**Met**	**Met**	✔

O 3: Wake Tech will meet or exceed targets for effective educational services.	M 8: Survey of Entering Student Engagement (SENSE) Benchmarks	Exceed weighted benchmark scores (50% or greater) when comparing Wake Tech to other Community Colleges in the cohort (Measured every other year).	**Partially Met (2 of 6)**	**Partially Met (4 of 6)**	**Partially Met (5 of 6)**	✔
	M 9: Community College Student Survey of Engagement (CCSSE) Benchmarks	Exceed weighted benchmark score (50% or greater) when comparing Wake Tech to other Community Colleges in the cohort (Measured every other year).	**Not Reported This Cycle**	**Not Met**	**Not Reported This Cycle**	
	M 10: Wake Tech Graduate Survey - Student Goals	70% or greater: students applying for graduation will report that they completely accomplished their goal for attending Wake Tech; 90% will report at least partially accomplishing their goal for attending Wake Tech;	**Met**	**Met**	**Met**	✔
	M 11: Wake Tech Graduate Survey - Quality	90% or greater: Students applying for graduation will report that they were very satisfied or satisfied with the quality of educational services.	**Met**	**Met**	**Met**	✔
			2011-2012 Findings Met/ Partially Met	**2012-2013 Findings Met/ Partially Met**	**2013-2014 Findings Met/ Partially Met**	**Total Improved from prior year**
Goal 1 Totals			**6/10**	**7/11**	**7/10**	**6**

	Goal 2: Workforce Development					
Outcome/ Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 4: Wake Tech will increase opportunities for students to enter workforce education and training programs.	M 12: Continuing Education - Career and Technical Education Programs (CTE) enrollment growth (NCCCS Data Warehouse Report)	At least 4% annual enrollment growth in Continuing Education Career and Technical Education Programs.	**Met**	**Not Met**	**Not Met**	
	M 13: Customized Training Programs Enrollment Growth (CE* Report).	At least 4% annual enrollment growth in customized training programs annually.	**Partially Met**	**Met**	**Met**	✔
	M 14: Curriculum Education: Career Programs Enrollment Growth (NCCCS Data Warehouse Report)	At least 4% annual CTE enrollment growth in CTE.	**Met**	**Met**	**Partially Met**	
O 5: Wake Tech will increase the numbers of students earning job-ready credentials.	M 15: Number of students transitioning from non-credit to credit work (CU Report).	Increase the number of students taking only non-credit CE courses who enroll in CU credit courses during the following academic year (Baseline Collected in 2011-2012)	**Not Reported This Cycle**	**Not Met**	**Met**	✔
	M 16: Continuing Education CTE Program Completions (CE Report)	At least 1% annual increase as compared to the previous academic year.	**Measure Eliminated**	------------	-------------	-------------
	M 17: Curriculum Career Programs degree completions (CU Report)	At least 1% annual increase as compared to the previous academic year.	**Met**	**Met**	**Met**	✔
	M 18: NCCCS Measure G - Licensure Passing Rate	At or above mean set for NCCCS Performance Measure G	**Met**	**Met**	**Met**	✔
O 6: Students graduating from workforce education programs will add value to the economy	M 19: Median income earnings potential of curriculum CTE graduates (Wake County Census)	The median income earnings potential of Wake Tech CTE graduates will be greater than the median income of an equal number of Wake County citizens with a high school diploma. Source: Wake County Census Data	**Met**	**Met**	**Met**	✔

			Goal 2: Workforce Development			

Outcome/ Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 6: Students graduating from workforce education programs will add value to the economy	M 20: Starting salary ranges reported by curriculum Career Programs graduate applicants who secured full-time jobs related to their field of study (Wake Tech Graduate Survey)	More than 50% of Career Programs students who: 1) applied for graduation; 2) indicated they had already secured a full-time job related to their program of study; and 3) reported their salary range AFTER graduation will report greater starting salary ranges than the median income of an equal number of Wake County citizens with a high school diploma, as reported by the Wake County Census.	**Met**	**Met**	**Met**	✔
	M 21: Number of small business start-ups (CE Report)	Increase the number of small businesses started and jobs created/retained as a result of the Small Business Center.	**Not Met**	**Not Met**	**Not Met**	
			2011-2012 Findings Met/ Partially Met	**2012-2013 Findings Met/ Partially Met**	**2013-2014 Findings Met/ Partially Met**	**Total Improved**
	Goal 2 Totals		7/8	6/9	7/9	6

Goal 3: Diverse Learning Needs						
Outcome/Obj ective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 7: Students will gain the skills they need to enter into education and training programs.	M 22: NCCCS Measure A - Basic Skills Progress	Meet or exceed college mean set by NCCCS for Performance Measure A	**Not Met**	**Not Met**	**Met**	✔
	M 23: NCCCS Measure B - GED Pass Rate	Meet or exceed college mean set by NCCCS for Performance Measure B	**Not Met**	**Not Met**	**Not Met**	✔
O 8: A diverse student population will be able to access and complete programs	M 24: Comparison of CU Enrollment to Wake County Population (NCCCS Data Warehouse; Wake County Census)	Less than 10% difference between Wake Tech enrollment percentages and Wake County population percentages.	**Met**	**Partially Met**	**Partially Met**	
	M 25: CE Enrollment Compared to Wake County Population (NCCCS Data Warehouse; Wake County Census)	Less than 10% difference between Wake Tech enrollment percentages and Wake County population percentages.	**Met**	**Met**	**Partially Met**	
	M 26: Curriculum completion frequency distributions by gender, race and ethnicity (CE Report).	Less than 10 % difference in graduation distributions by gender, race and ethnicity.	**Partially Met**	**Partially Met**	**Met**	
	M 27: SENSE Survey question 20.1k: Percentage of students who knew about services to students with disabilities	Wake Tech will meet or exceed the performance of the extra-large colleges cohort on questions related to students with disabilities on the SENSE survey.	**Met**	**Met**	**Met**	✔
	New M 28: SENSE Survey question 20.3k: Percentage of students who were satisfied with services for disabled students.	Wake Tech will meet or exceed the performance of the extra-large colleges cohort on questions related to students with disabilities on the SENSE survey.	**Not Measured**	**Not Met**	**Not Met**	✔
O 9: Students will be able to use technology to access and complete credentials	M 29: Distance Education enrollment growth (NCCCS Data Warehouse).	Enrollment growth in online, and hybrid technologies will keep pace with CU enrollment growth.	**Met**	**Met**	**Met**	✔
	M 30: Compare success rates among course delivery methods (CU Report).	Success rates among learning methods will be comparable	**Partially Met**	**Partially Met**	**Partially Met**	
	M 31: Uptime statistics for critical instructional services: Blackboard,	99.999% or higher	**Not Reported**	**Not Met**	**Met**	

Goal 3: Diverse Learning Needs

Outcome/Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 9: Students will be able to use technology to access and complete credentials	WebAdvisor, Internet Access, etc.(IT Report)					
	M 32: Student and staff technology satisfaction survey (IT Report).	Overall 80% or greater.	**Not Reported**	**Met**	**Not Reported**	
			2011-2012 Findings Met/ Partially Met	**2012-2013 Findings Met/ Partially Met**	**2013-2014 Findings Met/ Partially Met**	**Total Improved**
Goal 3 Totals			**6/8**	**7/11**	**8/10**	**5**

Goal 4: Resources						
Outcome/Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Improved from prior year?
O 10: Wake Tech will increase revenue from different funding sources	M 33: Total State, County and Federal Funding (WTCC Office of Business & Finance)	Funding from all sources will increase annually.	Met	Met	Met	✔
	M 34: Number and dollar amount of grants projects (Sponsored Programs & Federal Relations Report)	Number and dollar amounts from projects will increase annually.	Met	Met	Met	✔
	M 35: Foundation Office net assets (Foundation Report)	Net assets will increase annually.	Met	Met	Met	✔
			2011-2012 Findings Met/ Partially Met	2012-2013 Findings Met/ Partially Met	2013-2014 Findings Met/ Partially Met	Total Improved
Goal 4 Totals			3/3	3/3	3/3	3

Goal 5: Community Services						
Outcome/Objective	Measure	Target	2011-2012 Findings	2012-2013 Findings	2013-2014 Findings	Total Improved
O 11: Wake Tech will serve the community through non-credit courses, programs and services	M 36: Community Service Programs Enrollment Growth	5% increase annually	Not Met	Not Met	Not Met	
	M 37: Wake Tech Volunteer Hours	Measure eliminated	----------	----------		----------
	M38: Number of external guests using Wake Tech's facilities (Facilities Report)	The number of guests will increase annually.	Partially Met	Not Met	Met	✔️
			2011-2012 Findings Met/ Partially Met	2012-2013 Findings Met/ Partially Met	2013-2014 Findings Met/ Partially Met	Total Improved
Goal 5 Totals			1/2	0/2	1/2	1

Appendix A
Unit Assessment Reports Completed
2012-2013 Cycle
compared to
2013-2014 Cycle

Percentage of Assessment Report Fields Containing Data in WEAVE Online

Field	2012-2013 (n=157)	2013-2014 (n=168)
Mission	80%	90%
Goal	86%	95%
Outcome	85%	96%
Measure	83%	96%
Target	83%	92%
Finding	82%	85%
Action Plan	76%	82%
Annual Review	74%	84%
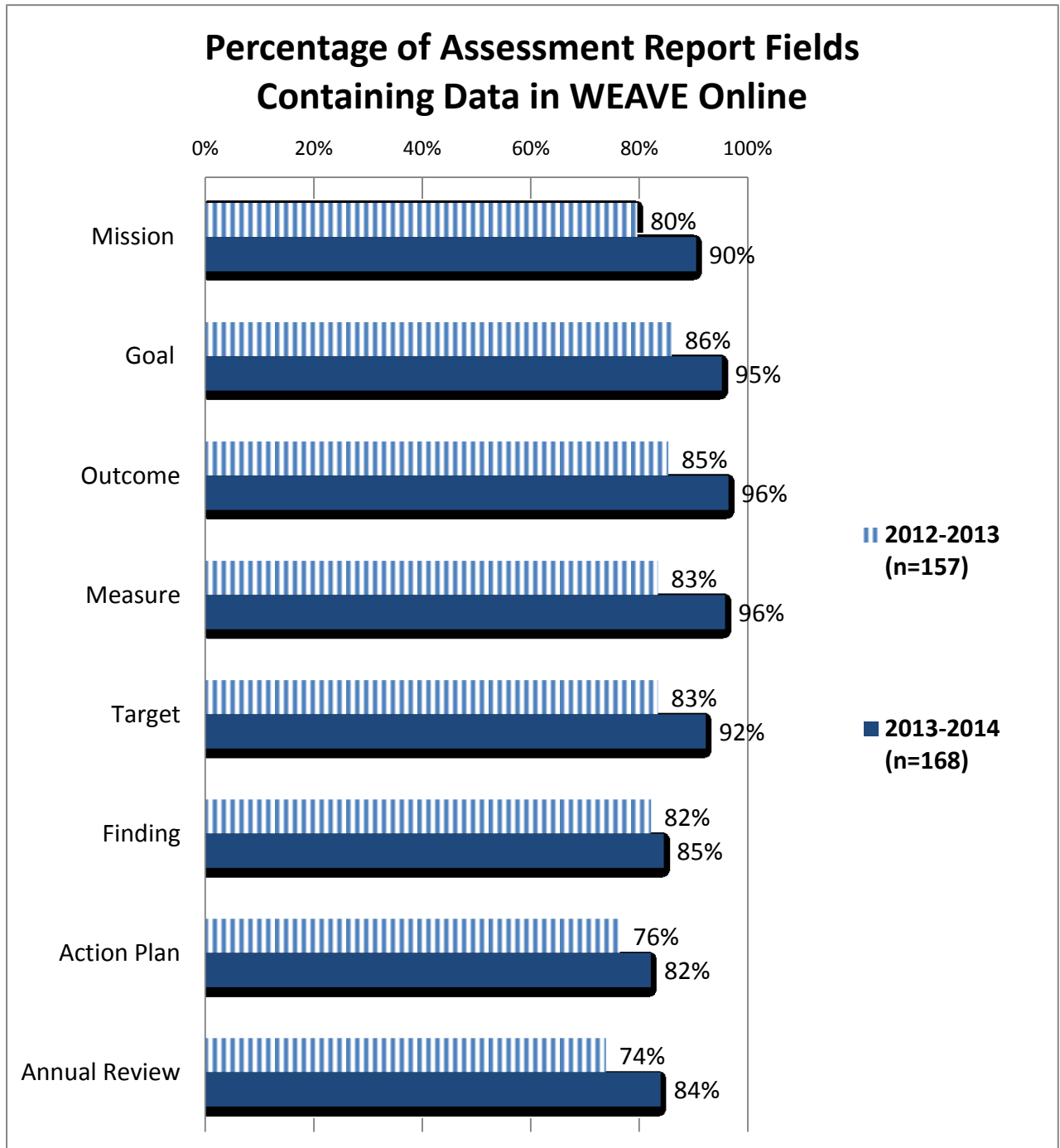
Appendix B

Detailed Annual Planning and Evaluation Report Findings

Goal 1: Student Success

Wake Tech will provide students with a dynamic learning environment through policies, curricula, instruction and support services that are responsive to their needs and focused on improving completion rates in programs that prepare them for employment or transfer to a four-year institution.

O 1: Wake Tech will meet or exceed benchmarks for student progress, transfer and completion

Related Measures:

M1: NCCCS Measure C - Developmental English Student Subsequent Success
Percentage of previous developmental English and/or reading students who successfully completed a credit English course with a grade of "P", "C" or better upon the first attempt.

Target: Meet or exceed college mean for NCCCS Performance Measure C

Findings - Not Met
Developmental English success rates were below the mean set by NCCCS in 2013-2014. The difference between WTCC and college mean performance was 12.9%.

C. DEV ENG SUBSEQ SUCCESS		System Goal	System Baseline	**College Mean**	System Totals	**WTCC**
% Success	**2011-2012**	74.9%	45.2%	**63.7%**	64.5%	**54.7%**
	2012-2013	74.9%	45.2%	**64.4%**	64.3%	**51.7%**
	2013-2014	74.9%	45.2%	**62.4%**	63.4%	**49.5%**

May 2015 Performance Measures released June 1, 2015
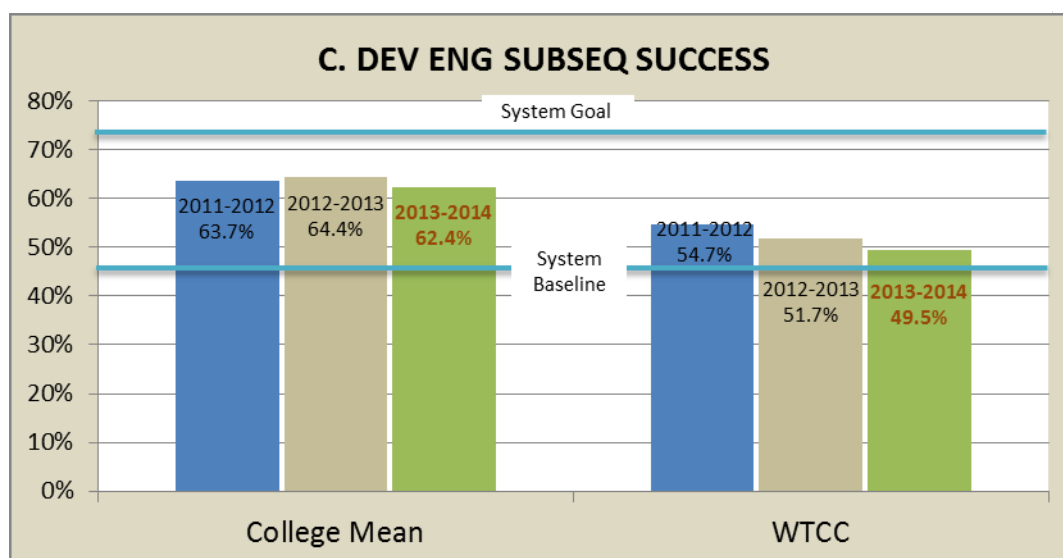
M2: NCCCS Measure D- Developmental Math Student Subsequent Success
Percentage of previous developmental math students who successfully completed a credit math course with a "C" or better upon the first attempt.

Target: Meet or exceed college mean for NCCCS Performance Measure D

Findings: Not Met
Developmental Math success rates were below the mean set by NCCCS in 2013-2014. The difference between WTCC and college mean performance was 3%.

D. DEV MATH SUBSEQ SUCCESS		System Goal	System Baseline	**College Mean**	System Totals	**WTCC**
% Success	**2011-2012**	75.4%	47.5%	**64.8%**	64.1%	**63.9%**
	2012-2013	75.4%	47.5%	**64.4%**	63.6%	**63.6%**
	2013-2014	75.4%	47.5%	**63.6%**	63.0%	**60.6%**

May 2015 Performance Measures released June 1, 2015
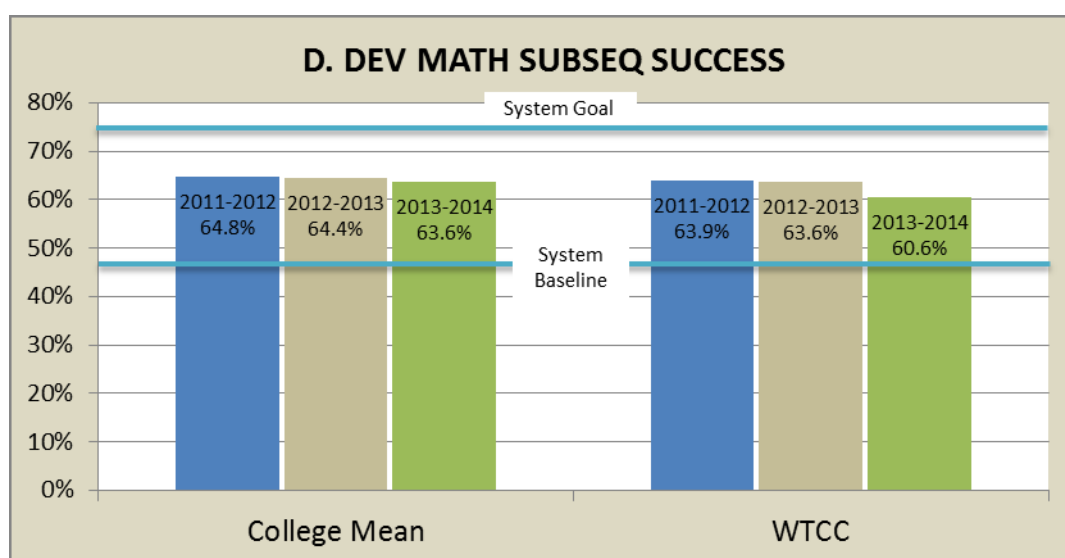
M3: NCCCS Measure E - First Year Progression

Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("P","C" or better) at least twelve of those hours.

Target: Meet or exceed college mean for NCCCS Performance Measure E

Findings: Met

First year progression rates were above the mean set by NCCCS in 2013-2014. The difference between WTCC and college mean performance was 0.8%.

E. YEAR ONE PROGRESS		System Goal	System Baseline	College Mean	System Totals	WTCC
% Success	**2011-2012**	74.6%	53.2%	**67.8%**	67.8%	**67.3%**
	2012-2013	74.6%	53.2%	**68.3%**	68.3%	**71.6%**
	2013-2014	74.6%	53.2%	**67.1%**	67.1%	**67.9%**

May 2015 Performance Measures released June 1, 2015
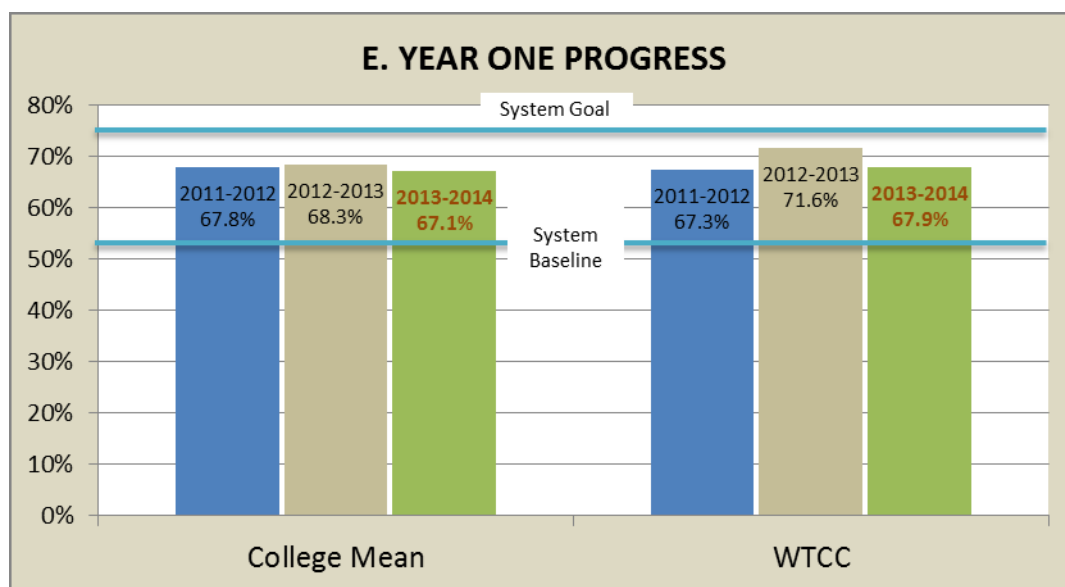
M 4: NCCCS Measure F - Curriculum Completion Rate

Percentage of first time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

Target: Meet or exceed college mean set by NCCCS for Performance Measure F

Findings: Not Met

Curriculum completion rates were below the mean set by NCCCS in 2013-2014. The difference between WTCC and college mean performance was 3%.

F. CURRICULUM COMPLETION RATE		System Goal	System Baseline	College Mean	System Totals	WTCC
% Success	**2011-2012**	45.6%	28.6%	**41.6%**	41.1%	**39.1%**
	2012-2013	45.6%	28.6%	**43.6%**	43.0%	**42.2%**
	2013-2014	45.6%	28.6%	**43.4%**	42.9%	**40.4%**

May 2015 Performance Measures released June 1, 2015
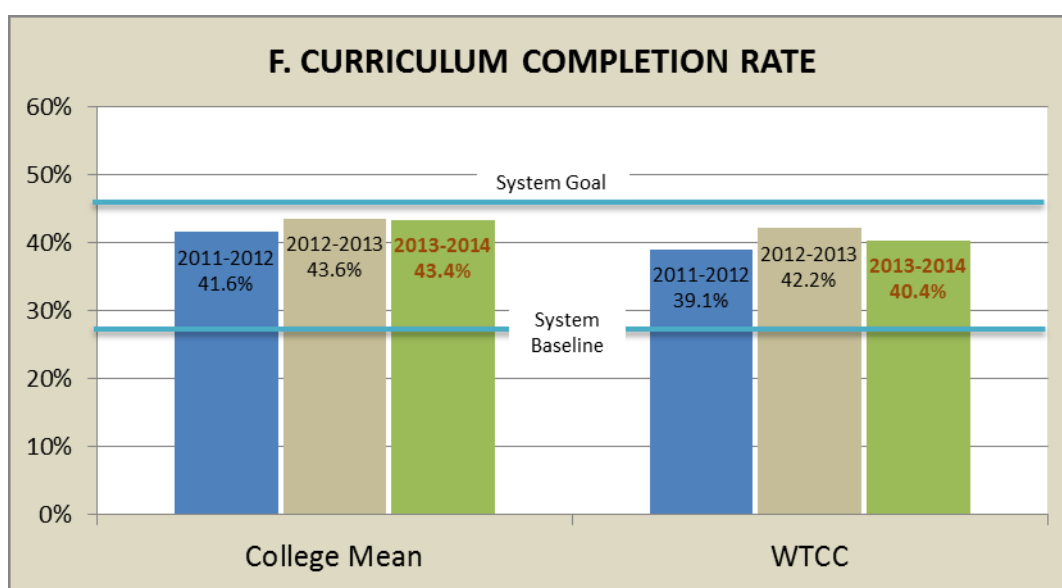
M 5: NCCCS Measure H - College Transfer Performance
Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

Target: Meet or exceed college mean set by NCCCS for Performance Measure H

Findings: Met, Improved ✔

College Transfer Performance rates were above the mean set by NCCCS in 2013-2014. The difference between WTCC and college mean performance was 3.8%, and WTCC rate improved by a difference of 1.6%.

H. COLLEGE TRANSFER PERFORMANCE		System Goal	System Baseline	**College Mean**	System Totals	**WTCC**
% Success	**2011-2012**	93.8%	71.2%	**87.6%**	88.0%	**91.9%**
	2012-2013	93.8%	71.2%	**87.8%**	87.8%	**90.1%**
	2013-2014	93.8%	71.2%	**87.7%**	88.3%	**91.5%**

May 2015 Performance Measures released June 1, 2015
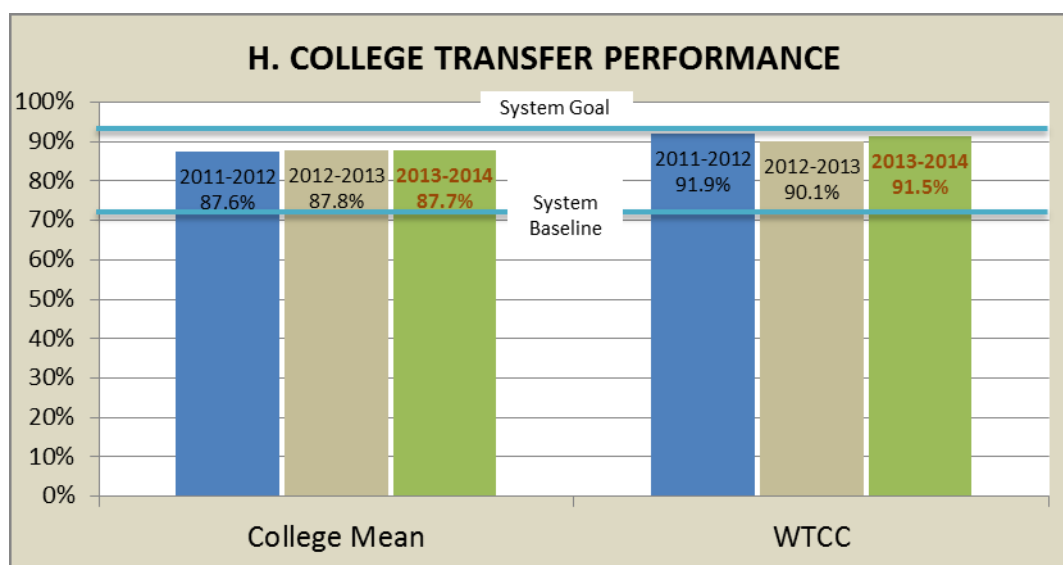
O 2: Wake Tech will increase the number of students who transfer or complete credentials

Related Measures:

M 6: IPEDS* graduation and transfer rates
Compare graduation and transfer rates of IPEDS cohort graduating in 150% normal time between academic years.

Target: at least 1% increase in graduation and transfer-out rate each year

Findings: Partially Met, Improved ✅
Between Fall 2012 and Fall 2013:
- Graduation rates increased by a difference of 0.6%
- Transfer rates increased by a difference of 8.2%

Graduation Year	Cohort Year	Adjusted Cohort	Number of Completers	Graduation Rate (%)	Transfer-out Number	Transfer-out Rate (%)
2007	2004	593	96	16.2	78	13.2
2008	2005	946	107	11.3	112	11.8
2009	2006	732	109	14.9	82	11.2
2010	2007	931	129	13.9	107	11.5
2011	2008	1096	164	15.0	132	12.0
2012	2009	1297	200	15.4	205	16.8
2013	**2010**	**1173**	**192**	**16.0**	**296**	**25.0**

Source: IPEDS Data Center, Reported Data - Graduation Rates, status as of August 31, 2013

http://nces.ed.gov/ipeds/datacenter/Facsimile.aspx?unitid=acb4b4b3b0b1

IPEDS Graduation and Transfer-Out Rates, Total Cohort
IPEDS Data Center - Data Retrieved 3/9/2015
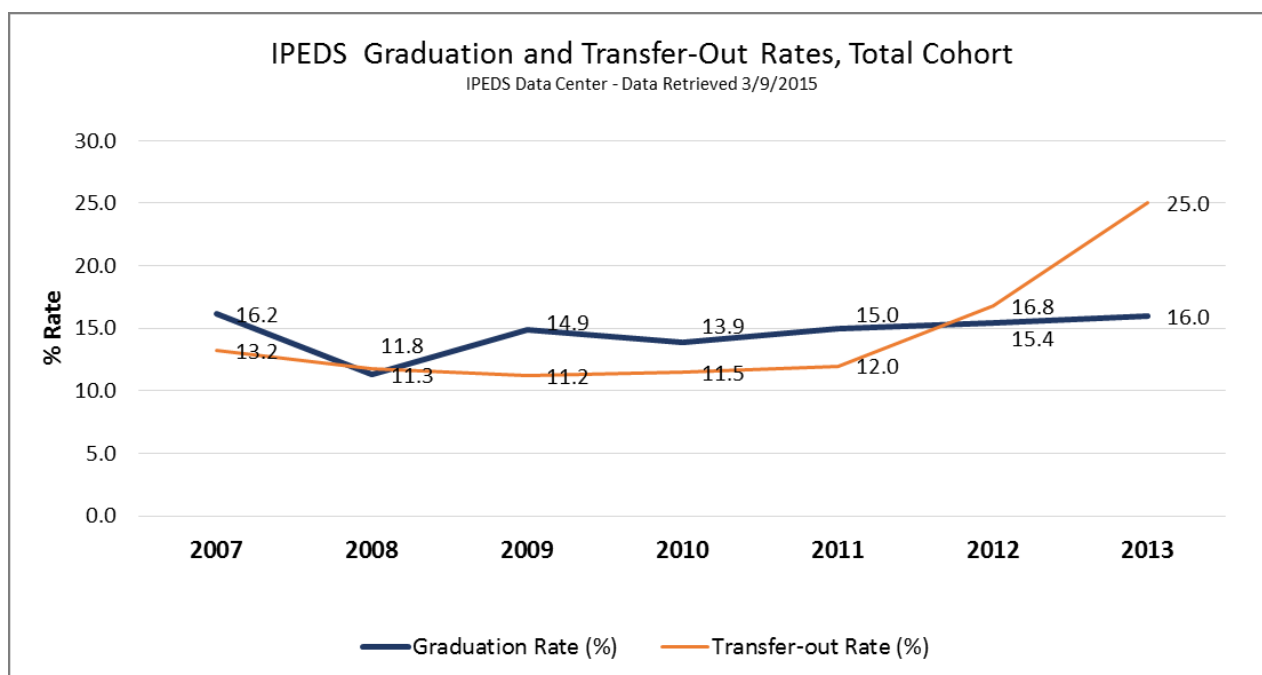
M 7: Percent change in curriculum credentials awarded.

Compare the total number of associates, diplomas and certificates completed between academic years (Data Source: WT Registrar).

Target:
At least 1% increase over previous academic year.

Findings: Met, Improved ✔

Between the 2012-2013 and 2013-2014 academic cycles, there was an 5.9% increase in AA, AS and AAS degrees awarded, diplomas awarded remained the same, a 23.8% increase in certificates awarded, and an overall 11.5% increase in the number of total credentials awarded.

Number of Graduates by Degree	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate Degrees	977	939	962	920	1,090	1,272	1,414	1,825	1,932
Diplomas	122	105	89	90	170	174	147	233	233
Certificates	310	333	383	405	571	687	655	1,055	1,306
GRAND TOTALS	1,409	1,377	1,434	1,415	1,831	2,133	2,216	3,113	3,471

Data Source: Registrar's Office; Entrinsik Informer   Last updated: 3/10/2015

WTCC - Number of Graduates by Year
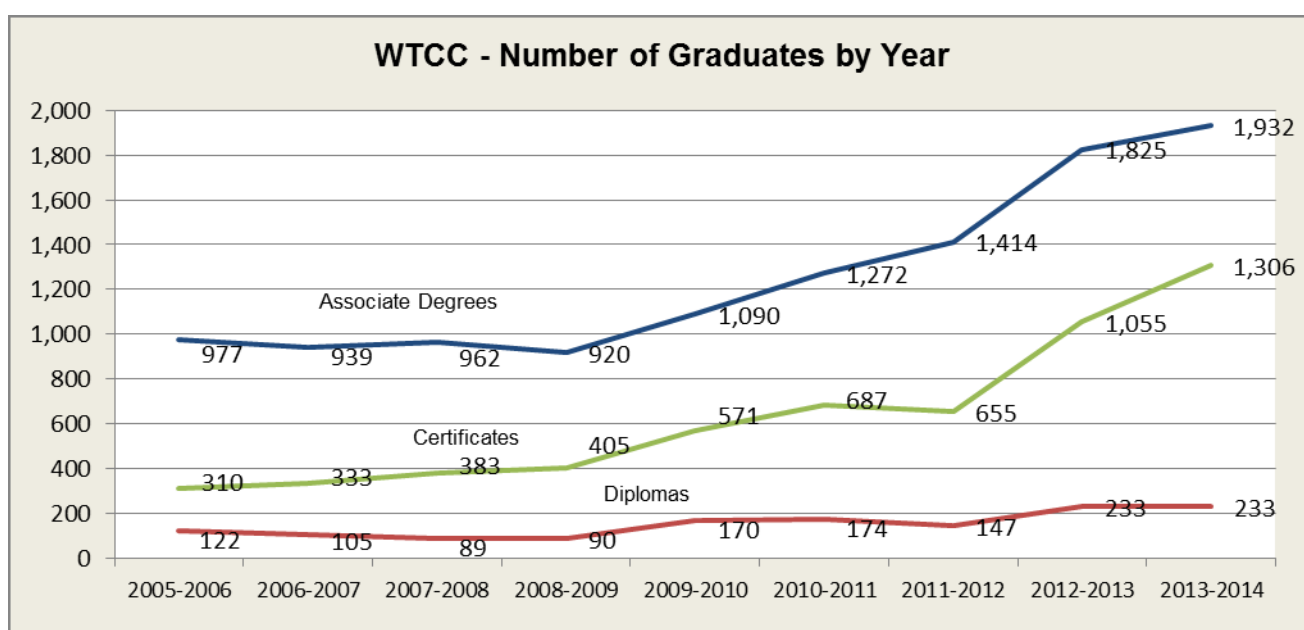
Percent Increase/Decrease of Graduates by Degree	2005-2006 to 2006-2007	2006-2007 to 2007-2008	2007-2008 to 2008-2009	2008-2009 to 2009-2010	2009-2010 to 2010-2011	2010-2011 to 2011-2012	2011-2012 to 2012-2013	2012-2013 to 2013-2014
Associate Degrees	-3.9%	2.4%	-4.4%	18.5%	16.7%	11.2%	29.1%	5.9%
Diplomas	-13.9%	-15.2%	1.1%	88.9%	2.4%	-15.5%	58.5%	0.0%
Certificates	7.4%	15.0%	5.7%	41.0%	20.3%	-4.7%	61.1%	23.8%
GRAND TOTALS	-2.3%	4.1%	-1.3%	29.4%	16.5%	3.9%	40.5%	11.5%

O 3: Wake Tech will meet or exceed targets for effective educational services

Related Measures:

M 8: Survey of Entering Student Engagement (SENSE) Benchmarks
SENSE Benchmarks of Effective Educational Practice Key Findings:

- Early Connections
- High Expectations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

Target: Exceed weighted benchmark scores (50% or greater) when comparing Wake Tech to other Community Colleges in the cohort.

Findings: Partially Met, Improved ✔
Wake Tech exceeded 5 of 6 benchmarks for educational practice in Fall 2013

Survey of Entering Student Engagement - Wake Technical Community College (Fall 2013 Administration)
2013 Benchmark Scores Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2013 Cohort*
Entering Students Only [Weighted]

M 9: Community College Student Survey of Engagement (CCSSE) Benchmarks
Measured every two years. Leave for report, but don't report new data

CCSSE Benchmarks of Effective Educational Practice Key Findings:
- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Target: Exceed weighted benchmark scores (50% or greater) when comparing Wake Tech to other Community Colleges in the cohort (Measured every other year).

Findings: Not Met
Comparable to other extra-large community colleges in the cohort, Wake Tech exceeded 1of 5 benchmarks for educational practice in Spring 2013.

Community College Survey of Student Engagement
Wake Technical Community College
(Spring 2013 Administration)
2013 Benchmark Scores Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2013 Cohort* [Weighted]
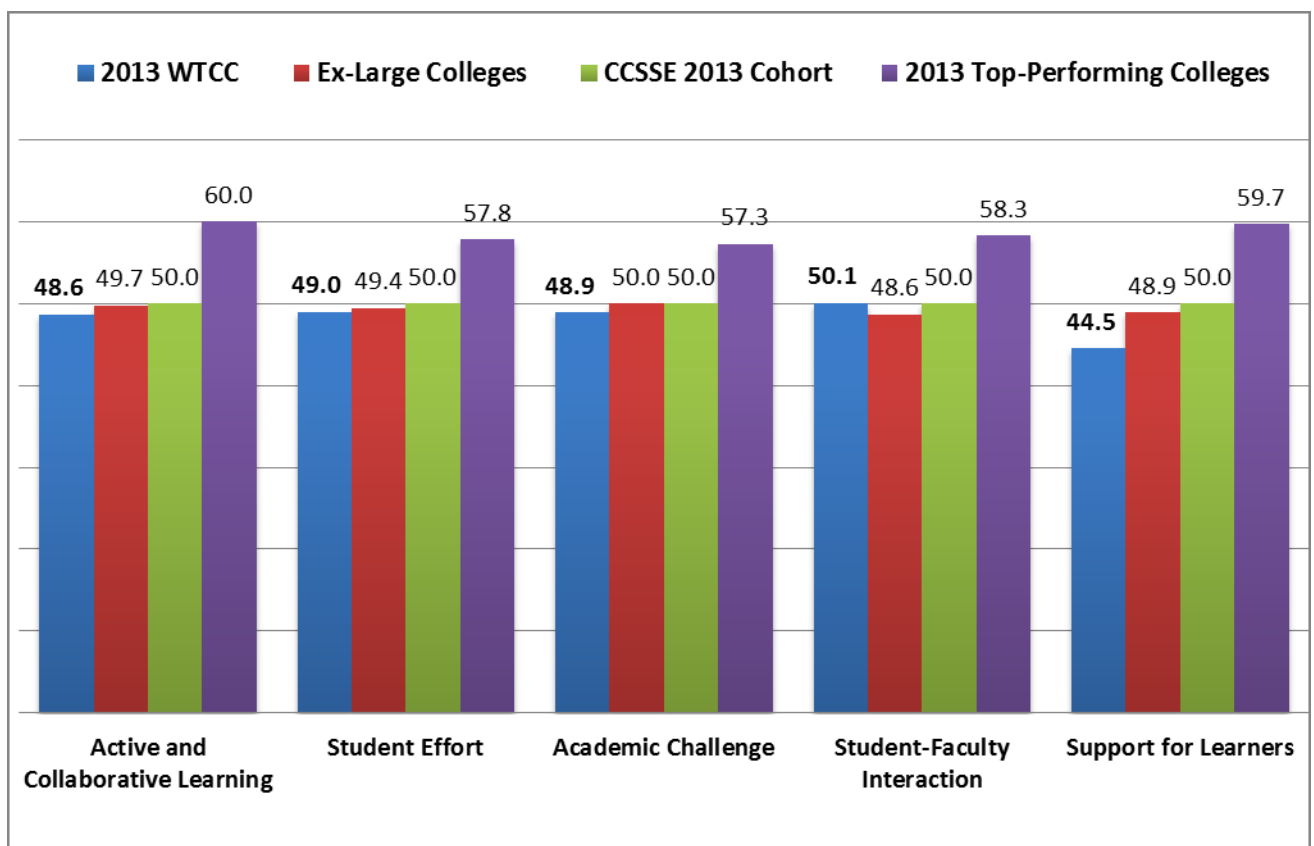
Source: 2013 CCSSE Survey Report, Carrie Bartek, 2/6/2015
Prepared by: Student Services Assessment and Institutional Effectiveness, Accreditation, and Research

M 10: Wake Tech Graduate Survey - Student Goals

Percentage of students applying for graduation, completing the Wake Tech Graduate Survey, and responding to goal question.

Target: At least 70% will report that they completely accomplished their goal for attending Wake Tech, and 90% will report at least partially accomplishing their goal for attending Wake Tech

Findings: Met, Improved ✔

During the 2013-2014 academic year:
- 74% of Wake Tech students applying for graduation reported that they completely accomplished their goal, an increase from 2012-2013;
- 26% said they partially accomplished their goal, a decrease from 2012-2013;
- 99.6 % completed or partially accomplished their goal, a decrease from 2012-2013.

I accomplished my goal(s) for attending Wake Tech:	2011-2012 (1,357 total responses)		2012-2013 (1,718 total responses)		2013-2014 (2,003 total responses)	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Yes, Completely	958	71.0%	1,249	72.8%	1476	74.0%
Yes, Partially	392	29.0%	467	27.2%	518	26.0%
Total	1350	100.0%	1,716	100.0%	1994	100.0%

Source: https://secure.waketech.edu/eaglesnest/gsresults/surveyresultscsv.php

WTCC - Graduate Survey
Question #6: I accomplished my goal(s) for attending Wake Tech 2013-2014

Yes, Completely 74.0%

Yes, Partially 26.0%
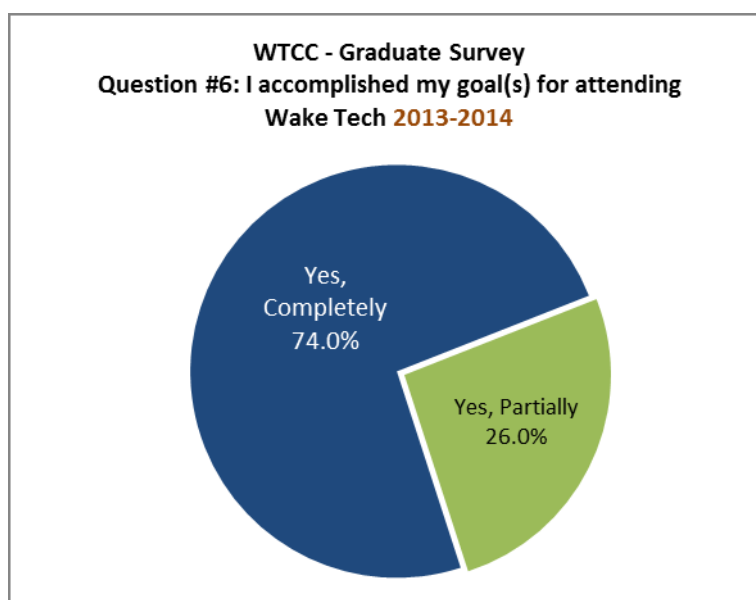
M 11: Wake Tech Graduate Survey – Quality Measures

Percentage of students applying for graduation, completing the Wake Tech Graduate Survey, and knew about specific educational services.

Target: At least 90% of students who applied for graduation, took the graduate survey and knew about specific services will report that they were very satisfied with the quality of educational services.

Findings: Met, Improved ✔

During the 2013-2014 academic year, a majority of quality measures categories (10 out of 13) had satisfaction rates above 90%. In addition, there were several categories where satisfaction improved over the previous academic year, with the largest improvements occurring in the following areas:

Instruction in program area courses, Learning Resources Center, Academic Advising, Admisions, Registration, Job Placement, Financial Aid, Campus Security, and Student Activities.

Quality Measures 2013-2014	Satisfied	Very Satisfied	Total Who Knew About Service	Percentage "Satisfied" or "Very Satisfied"
Instruction in program area courses	1,001	918	1,959	**98.0%**
Instruction in other courses	1,126	676	1,855	**97.1%**
Co-op Education Program	515	322	889	**94.2%**
Health Clinical	421	304	752	**96.4%**
Learning Resources Center	864	636	1,528	**98.2%**
Academic Advising	972	696	1,877	**88.9%**
Admissions	1,156	682	1,907	**96.4%**
Registration	1,133	708	1,936	**95.1%**
Job Placement Office	711	412	1,169	**96.1%**
Financial Aid Office	789	453	1,461	**85.0%**
Campus Security	867	728	1,636	**97.5%**
Student Activities	786	410	1,241	**96.4%**

Source: https://secure.waketech.edu/eaglesnest/gsresults/surveyresultscsv.php

WTCC - Graduate Survey Quality Measures (3 years)
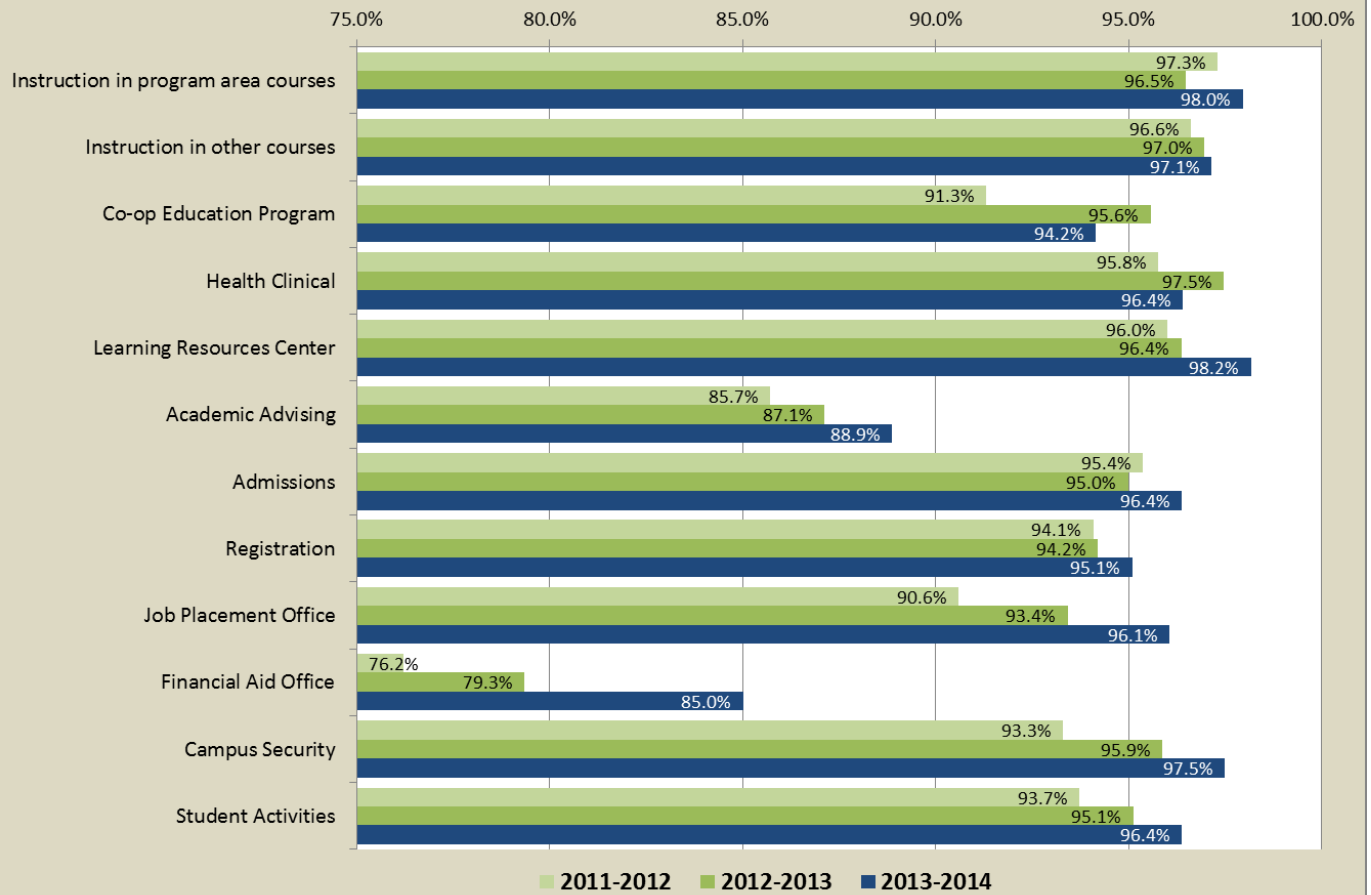
Measure	2011-2012	2012-2013	2013-2014
Instruction in program area courses	97.3%	96.5%	98.0%
Instruction in other courses	96.6%	97.0%	97.1%
Co-op Education Program	91.3%	95.6%	94.2%
Health Clinical	95.8%	97.5%	96.4%
Learning Resources Center	96.0%	96.4%	98.2%
Academic Advising	85.7%	87.1%	88.9%
Admissions	95.4%	95.0%	96.4%
Registration	94.1%	94.2%	95.1%
Job Placement Office	90.6%	93.4%	96.1%
Financial Aid Office	76.2%	79.3%	85.0%
Campus Security	93.3%	95.9%	97.5%
Student Activities	93.7%	95.1%	96.4%

Goal 2: Workforce Development

Wake Tech will promote economic growth, job creation and entrepreneurship through educational partnerships that provide citizens with the skills necessary for success in a transformational economy. Partnerships will include business, industry and the public school system.

O 4: Wake Tech will increase opportunities for students to enter workforce education and training programs.

Related Measures:

M 12: Continuing Education - Career and Technical Education Programs (CTE) enrollment growth
Compare the number of students enrolled between academic years
(NCCCS Data Warehouse: Table 1: Continuing Education Student Enrollment by College)

Target: At least 4% enrollment growth in Continuing Education CTE Programs.

Findings: Not Met

Although students enrolled in courses that are part of the Occupational Regular Budget and Occupational Extension Self-Supporting budgets increased, from 2012-2013, the overall enrollment increased by 1% due to changes in reporting processes associated with the Small Business center and decreases in the Learning Lab and HRD enrollment.

Enrollment by Program Area (*CTE Programs ONLY)	2012	2013	2014	% Change 2012-2013	% Change 2013-2014
Learning Lab	6,458	4,075	3,421	-37%	-16%
Occupational Regular Budget	51,074	49,494	53,627	-3%	8%
Occupational Extension Self-Supporting	3,336	4,068	4,208	22%	3%
Human Resources Development	10,020	10,873	8,977	9%	-17%
Small Business Center	2,208	2,002	897	-9%	-55%
GRAND TOTALS	73,096	70,512	71,130	-4%	1%

Source: Continuing Education Registrar's Office, XCES data for 01/01/12 – 12/31/12, 6/25/2015

The **Small Business Center** stopped enrolling students through the community colleges via Colleague, in Fall 2014 or 2014CE3. Rather, the enrollment and administrative processes were given to the NC Small Business Center Network, accounting for the significant decrease in 2014.

M 13: Customized Training Programs (CTP) Enrollment Growth
Compare CTP enrollment between academic years.

Target:
At least 4% increase in Customized Training Program enrollment per year.

Findings: Met, Improved ✅
Enrollment in customized training programs increased from 1,456 in 2013 to 3,960 in 2014, a 172% increase.

Customized Training		
Year	Enrollment (CE1, 2 & 3)	% Change
2009	262	
2010	1,124	329%
2011	1,777	58%
2012	1,109	-38%
2013	1,456	31%
2014	3,960	172%

Source: Continuing Education Registrar's Office, XCES data for 01/01/12 – 12/31/12, 6/25/2015
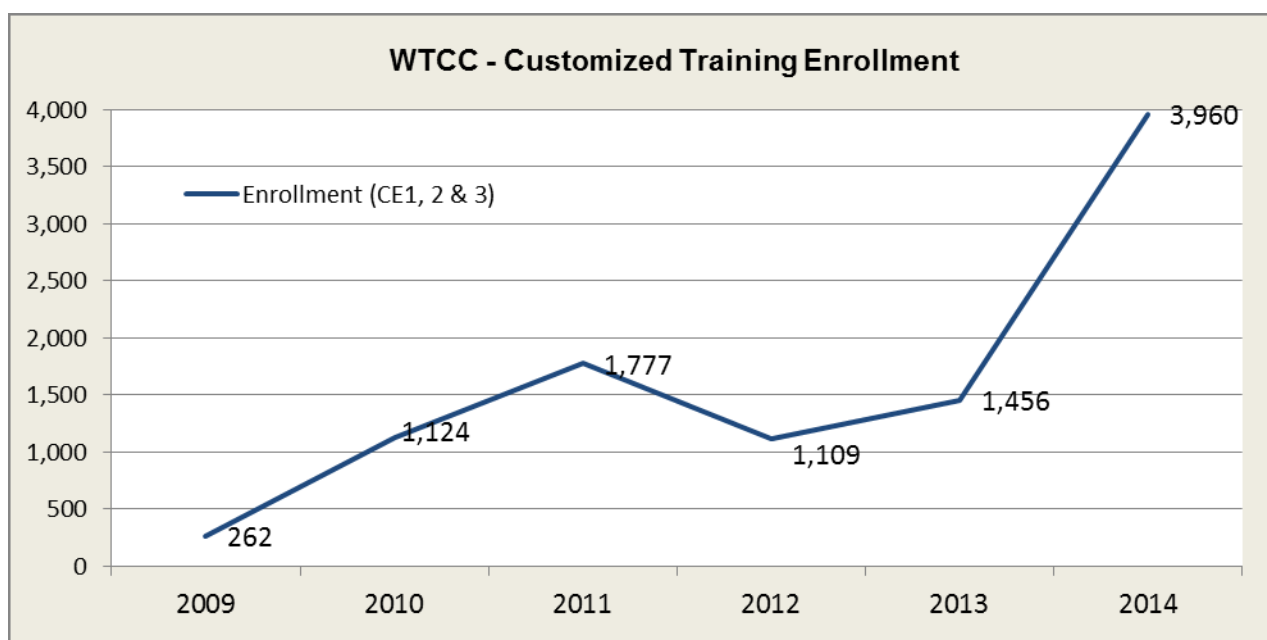
M 14: Curriculum Education: Career Programs Enrollment Growth
Compare number of students enrolled in AAS, Diploma and Certificate Career Programs to previous academic year (NCCCS Data Warehouse)

Target:
At least 4% increase in Career Programs enrollment per year.
Findings (2012-2013) – Partially Met

Although enrollment in certificate programs declined between 2012-2013 and 2013-2014, enrollment in diploma programs climbed by 6.4% and AAS degree programs climbed by 5%, for overall enrollment growth of 3.8%.

Enrollment by Degree (*CTE ONLY)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate Degrees	6,691	6,512	7,608	7,727	8,930	10,097	10,527	11,057	11,606
Diplomas	688	473	524	622	732	819	891	939	999
Certificates	1,102	898	934	995	1,148	1,260	1,290	1,288	1,188
GRAND TOTALS	8,481	7,883	9,066	9,344	10,810	12,176	12,708	13,284	13,793

Source: NCCCS Data Warehouse/Webl Rich Client 12/3/2014 (Fact Book folder)

*Career and Technical Education (non college transfer programs)
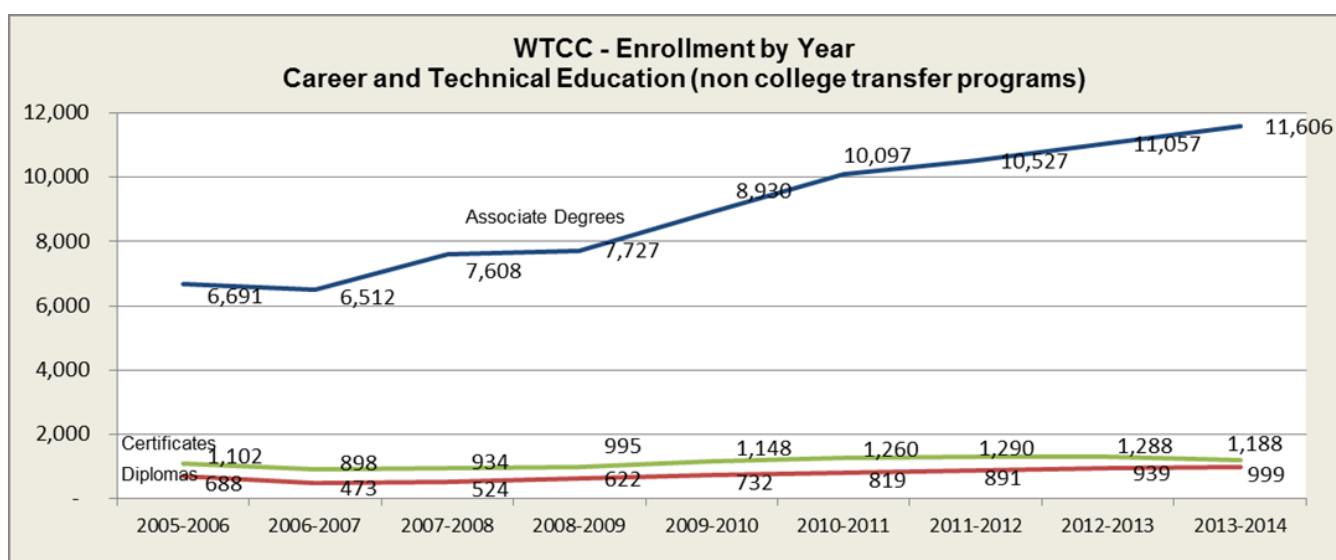
Percent Increase/Decrease of Enrollment by Degree (CTE only)	2005-2006 to 2006-2007	2006-2007 to 2007-2008	2007-2008 to 2008-2009	2008-2009 to 2009-2010	2009-2010 to 2010-2011	2010-2011 to 2011-2012	2011-2012 to 2012-2013	2012-2013 to 2013-2014
Associate Degrees	-2.7%	16.8%	1.6%	15.6%	13.1%	4.3%	5.0%	5.0%
Diplomas	-31.3%	10.8%	18.7%	17.7%	11.9%	8.8%	5.4%	6.4%
Certificates	-18.5%	4.0%	6.5%	15.4%	9.8%	2.4%	-0.2%	-7.8%
GRAND TOTALS	-7.1%	15.0%	3.1%	15.7%	12.6%	4.4%	4.5%	3.8%

O 5: Wake Tech will increase the numbers of students earning job-ready credentials.
The number of students completing workforce credentials in Career and Technical Education (CTE) programs (credit) will increase each year.

Related Measures:

M 15: Number of students transitioning from non-credit to credit work .

Compare the number of students transitioning from taking only CE Courses to credit courses in the following academic year. Excludes enrollment in Developmental Education Courses. (CU Report).

Target: Increase the number of students transitioning between non-credit CE and credit CU work.

Findings: Met, Improved ✔
2010-2011: **918** students taking only CE courses began taking CU credit courses in 2011-2012

2011-2012: **803** students taking only CE courses began taking CU credit courses in 2012-2013.

2012-2013: **847** students taking only CE courses began taking CU credit courses in 2013-2014.

Number of students transitioning from taking only CE Courses to credit courses in the following academic year
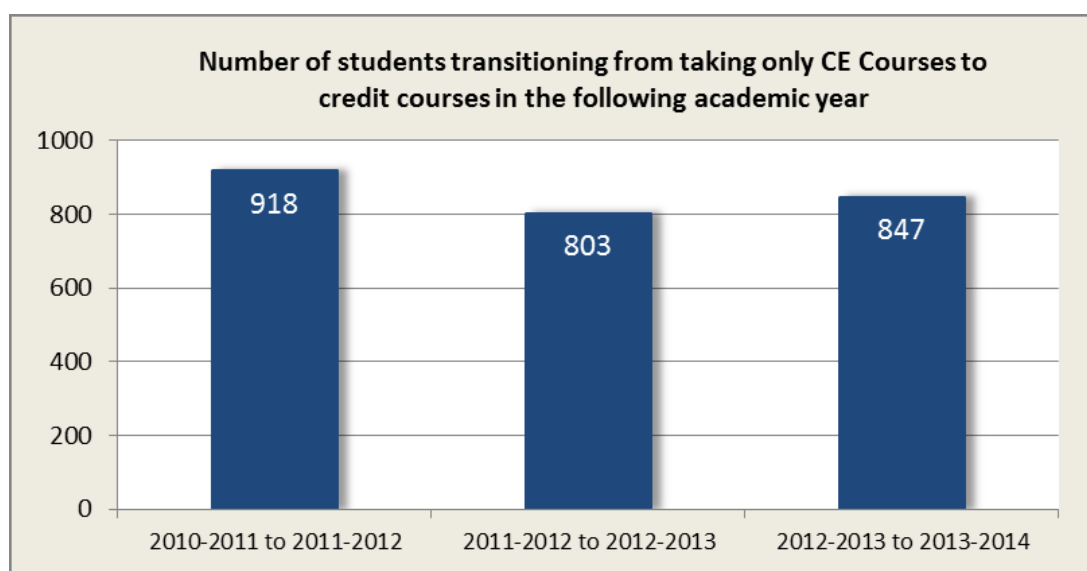
M 16: Continuing Education CTE Program Completions
Compare the number of Continuing Education CTE Program completions between academic years (CE Report).

Target: At least 1% annual increase as compared to the previous academic year.

Findings: Not Reported This Cycle
This measure will be eliminated – currently no reliable method for calculating Continuing Education CTE Program Completions.

M 17: Curriculum Career Programs degree completions
Comparison of number of Career Programs degrees, diplomas and certificates awarded compared to previous academic year (CU Report)

Target:
At least 1% annual increase in completions as compared to the previous academic year.

Findings: Met, Improved ✔
Career Programs credentials increased in every category between 2012-2013 and 2013-2014:
AAS degree program completions increased by 8%
Career diploma program completions increased by 4.5%
Career program certificate program completions increased by 18.6%
Overall Career Program credential completions increased by 12.6%

Number of Graduates by Degree (*CTE ONLY)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate Degrees	593	584	626	561	631	705	796	1,010	1,091
Diplomas	122	105	89	88	166	167	138	198	207
Certificates	310	333	383	405	571	687	655	1,055	1,251
GRAND TOTALS	1,025	1,022	1,098	1,054	1,368	1,559	1,589	2,263	2,549

Data Source: Registrar's Office; Entrinsik Informer   Last updated: 3/1/2015

*Career and Technical Education (non college transfer programs)
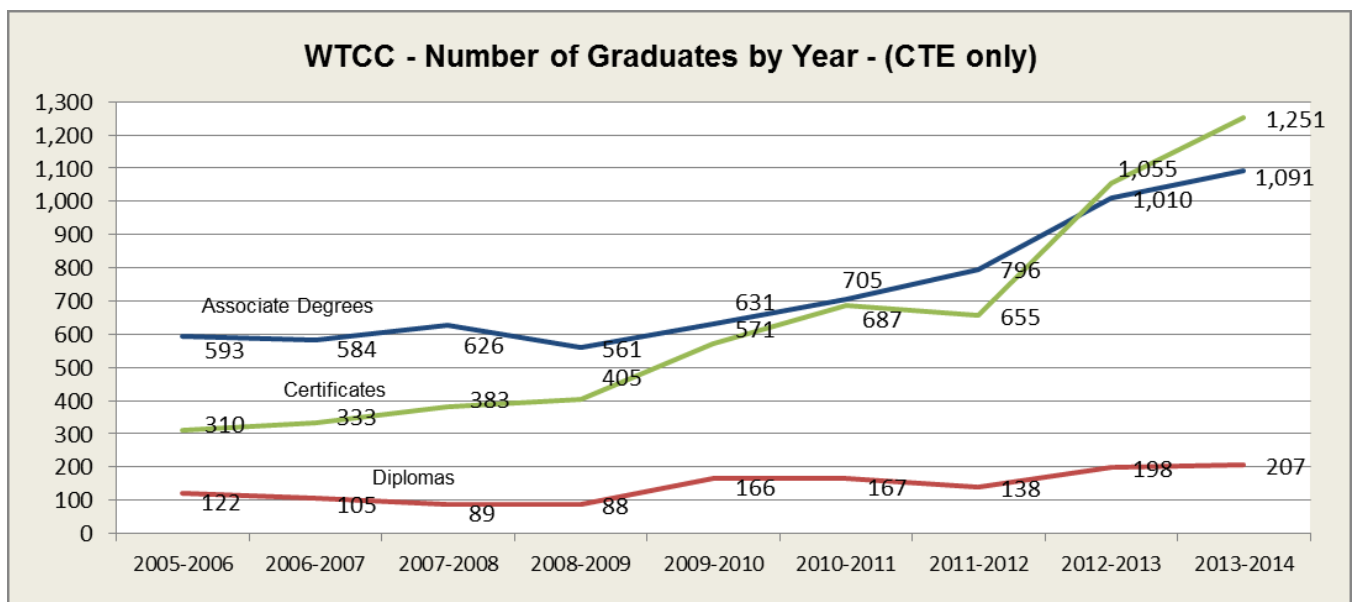
WTCC - Number of Graduates by Year - (CTE only)

Percent Increase/Decrease of Graduates by Degree (CTE only)	2005-2006 to 2006-2007	2006-2007 to 2007-2008	2007-2008 to 2008-2009	2008-2009 to 2009-2010	2009-2010 to 2010-2011	2010-2011 to 2011-2012	2011-2012 to 2012-2013	2012-2013 to 2013-2014
Associate Degrees	-1.5%	7.2%	-10.4%	12.5%	11.7%	12.9%	26.9%	8.0%
Diplomas	-13.9%	-15.2%	-1.1%	88.6%	0.6%	-17.4%	43.5%	4.5%
Certificates	7.4%	15.0%	5.7%	41.0%	20.3%	-4.7%	61.1%	18.6%
GRAND TOTALS	-0.3%	7.4%	-4.0%	29.8%	14.0%	1.9%	42.4%	12.6%

M 18: NCCCS Measure G - Licensure Passing Rate

NCCCS Measure G - Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Target:
Above mean set for NCCCS Performance Measure G: Licensure pass rate

Findings: Met, Improved ✔

Liscensure pass rates were comparable to last year's pass rates, and above the NCCCS college mean by a difference of 8.6%, even though the mean dropped by 1% between 2012-2013 and 2013-2014.

G. LICENSURE PASS RATE		System Goal	System Baseline	College Mean	System Totals	WTCC
% Success	**2011-2012**	91.7%	71.0%	**85.2%**	86.4%	**91.6%**
	2012-2013	91.7%	71.0%	**83.3%**	85.0%	**90.6%**
	2013-2014	91.7%	71.0%	**83.2%**	84.5%	**91.8%**

May 2015 Performance Measures released June 1, 2015
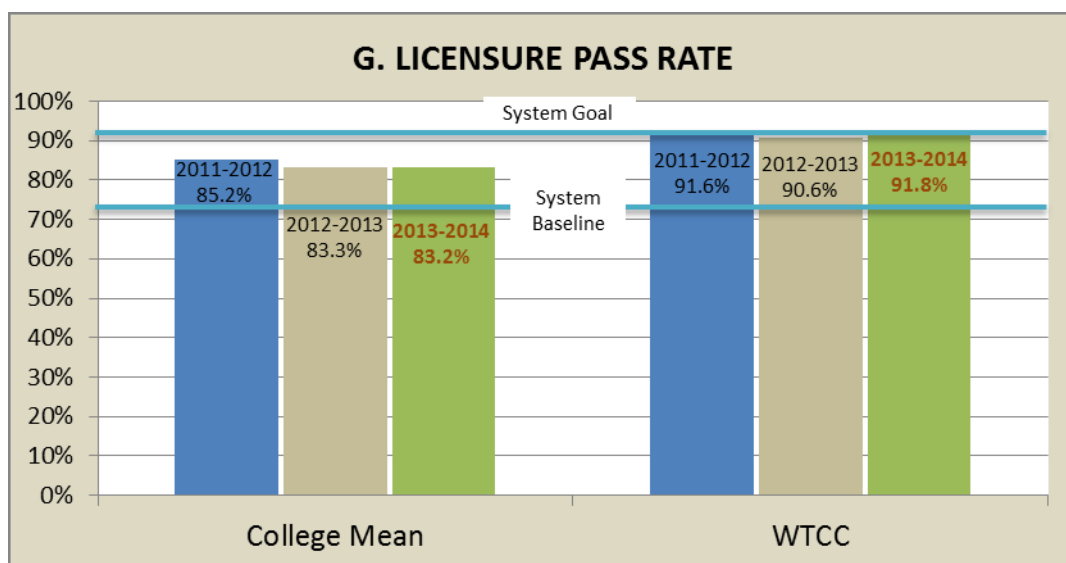
O 6: Students graduating from workforce education programs will add value to the economy Wake Tech will add value to the Wake County's economy by increasing the income of graduates completing CTE programs.

Related Measures:

M 19: Median income earnings potential of Career Programs graduates

Multiply the median income earnings of Wake County citizens with: 1) a high school diploma and 2) an Associate's degree or some college by the number of Wake Tech CTE graduates and calculate the difference between the two. (Wake County Census)

Target:
The potential median earnings of Wake Tech Career Programs graduates will be greater than an equal number of Wake County citizens with a high school diploma, as reported by the Wake County Census

Findings: Met, Improved ✔

Both the median income of Wake County citizens with an Associates degree or some college and the median income of citizens with a high school diploma declined between 2012-2013 and 2013-2014. Because the number of Wake Tech Career Programs graduates increased by 12.6%, there was a $19 million dollar difference in the potential earnings of WTCC Career Programs graduates, as compared to Wake County high school graduates. In addition, this $19 million dollar difference in 2013-2014 represents a $2.3 million dollar increase from 2012-2013.

Median income earnings potential of curriculum CTE graduates	2011-2012	2012-2013	2013-2014
Number of Wake Tech CTE Graduates	**1,589**	**2,263**	**2,549**
Wake County median income of citizens with an Associates degree or some college	35,455	35,047	34,689
Potential earnings of CTE Grads based on Wake County median income of citizens with an Associates degree or some college	$56,337,995	$79,311,361	$88,422,261
Wake County median income of citizens with a high school diploma	$27,771	$27,771	$27,318
Potential earnings of an equal number of high school grads based on Wake County median income of citizens with a high school diploma	$44,128,119	$62,845,773	$69,633,582
Difference in potential median earnings	**$12,209,876**	**$16,465,588**	**$18,788,679**

Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey - Wake County, North Carolina;
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview .xhtml?src=CF

M 20: Starting salary ranges reported by Career Programs graduate applicants who secured full-time jobs related to their field of study

Determine the number of Career Program students who: 1) applied for graduation; 2) indicated they had already secured a full-time job related to their program of study; and 3) reported their starting salaries. Using this cohort, divide the number of students with starting salaries above the median income of Wake County citizens with a high school diploma by the total number in the cohort (Wake County Census; Wake Tech Graduate Survey).

Target:
More than 50% of Career Program students who: 1) applied for graduation; 2) indicated they had already secured a full-time job related to their program of study; and 3) reported their salary range AFTER graduation will report greater starting salary ranges than the median income of an equal number of Wake County citizens with a high school diploma.

Findings: Met, Improved ✔

68% of Career Program respondents on the WTCC graduate survey reported post-graduate income range of $27,001 – $29,000/ year or greater, an increase of 7% from 2012-2013 to 2013-2014.

Graduate Survey	2011-2012	2012-2013	2013-2014
Total Number of CTE Students responding to the Wake Tech Graduate Survey	884	1,128	1,376
Number of CTE graduate applicants who indicated they secured a full-time position related to their degree	260	331	343
% CTE graduate applicants who had secured full-time positions related to their degree	29.4%	29.3%	24.9%
Total Number CTE respondents who said they had secured a full-time position related to their Wake Tech degree and reported a post-graduate starting salary range.	169	331	303
Number of CTE respondents who reported a post-graduate starting salary after graduation and indicated it was $27, 001 or above.	106	202	206
% of respondents with income $27,001 or above	**62.7%**	**61.0%**	**68.0%**

Salary Range	Number of 2011-2012 CTE graduatation applicants (AAS, Diploma, Certificates) indicating they had a full-time position related to their Wake Tech degree and provided the range of their beginning yearly annual salary AFTER GRADUATION					
	2011-2012		2012-2013		2013-2014	
Under $15,000	14	8.3%	35	10.6%	25	8.3%
$15,001 - $25,000	38	22.5%	70	21.1%	72	23.8%
$25,001 - $35,000	48	28.4%	82	24.8%	86	28.4%
$35,001 - $45,000	35	20.7%	65	19.6%	58	19.1%
Over $45,001	34	20.1%	79	23.9%	62	20.5%
Total	169	100.0%	331	100.0%	303	100.0%

Starting salary ranges after graduation

(reported by Wake Tech CTE students applying for graduation, last 3 years)

In 2013-2014 **68%** of CTE students applying for graduation reported full-time starting salary ranges at or above the median earnings of Wake County

Number of CTE graduatation applicants (AAS, Diploma, Certificates) indicating they had a full-time position related to their Wake Tech degree and provided the range of their beginning yearly annual salary AFTER GRADUATION

$27,318= 2013-2014 Median Earnings of Wake County High School Graduate 25 years and older (Wake County ACS Survey 3-Year Estimate) *includes students who indicated a range between $25,001 and $35,000*

M 21: Number of small business start-ups
Compare small business start-ups and jobs created/retained as a result of the Small Business Center to previous academic year. (Source: Small Business Center Report).

Target:
5% annual increase.

Findings: Not Met
Although the number of jobs created/retained as a result of the small business center remained steady, the number of Businesses started and jobs created declined between 2012-2013 and 2013-2014.

Fiscal Year	Number of Businesses Started	Jobs Created/Retained
2009-2010	64	210
2010-2011	64	271
2011-2012	48	278.5
2012-2013	37	145
2013-2014	22	146.5

Source: Continuing Education - Small Business Center 06/30/2015
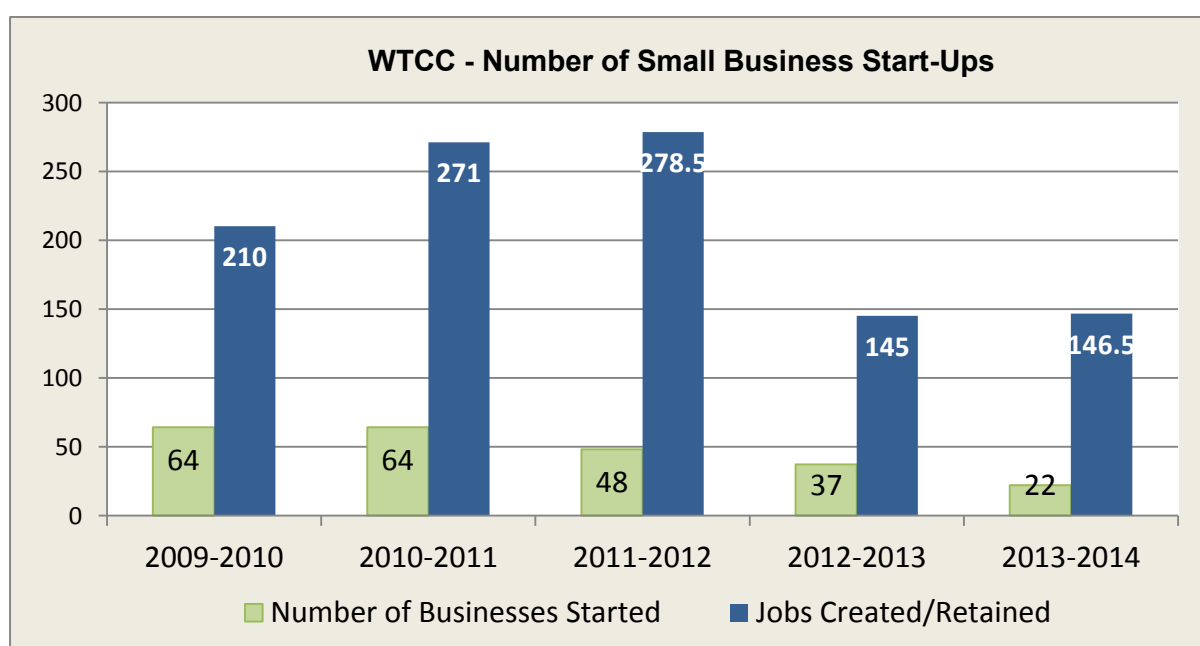
Goal 3: Diverse Learning Needs

Wake Tech will provide citizens with opportunities to develop and upgrade essential skills for lifelong learning and the workplace through flexible, accessible, and customized educational and training programs.

O 7: Students will gain the skills they need to enter into education and training programs.

Related Measures:

M 22: NCCCS Measure A - Basic Skills Progress
Percentage of students who progress as defined by an educational functioning level.

Target:
Above the mean set for Basic Skills by the NCCCS Office.

Findings: Met, Improved ✔

WTCC success rate was 3.9% above the College Mean, and it increased by 13.9% from the previous academic year.

A. BASIC SKILLS PROGRESS		System Goal	System Baseline	College Mean	System Totals	WTCC
% Success	**2011-2012**	51.2%	20.6%	**41.0%**	41.5%	**38.5%**
	2012-2013	51.2%	20.6%	**41.3%**	42.0%	**35.1%**
	2013-2014	51.2%	20.6%	**45.1%**	44.8%	**49.0%**

May 2015 Performance Measures released June 1, 2015
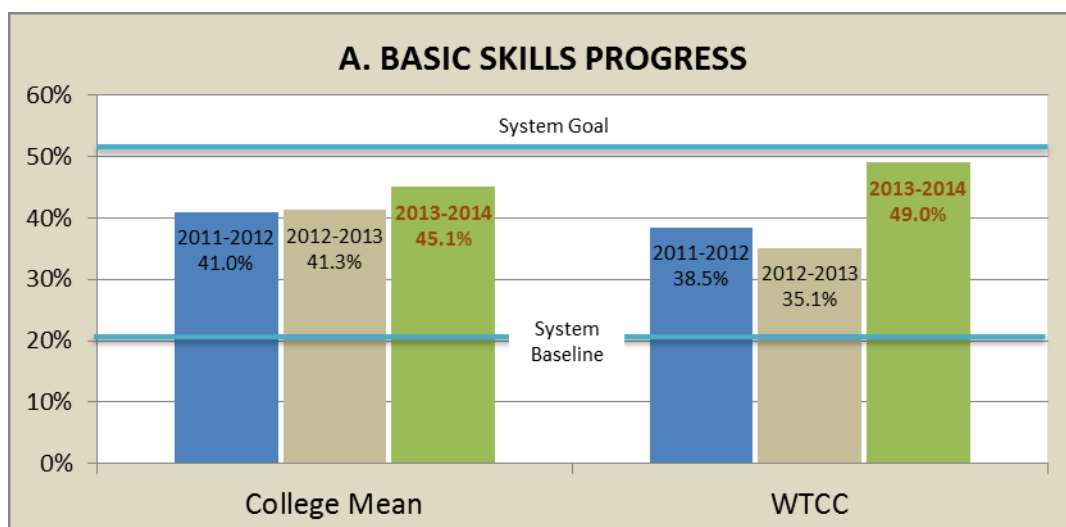
M 23: NCCCS Measure - GED

Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year.

Target:
Above mean set by NCCCS for GED pass rate.

Findings: Not Met, Improved ✔

WTCC pass rate performance was below the mean set by NCCCS for 2013-2014. The difference between the College Mean and the Wake Tech success rate was a 4.1%. However, Wake Tech improved in this measure between 2012-2013 and 2013-2014 (a difference of 7% between 2012-2013 and 2013-2014).

B. GED PASS RATE		System Goal	System Baseline	College Mean	System Totals	WTCC
% Success	2011-2012	82.0%	49.3%	**71.1%**	69.6%	**60.1%**
	2012-2013	82.0%	49.3%	**73.6%**	71.7%	**68.3%**
	2013-2014	82.0%	49.3%	**79.4%**	78.2%	**75.3%**

May 2015 Performance Measures released June 1, 2015
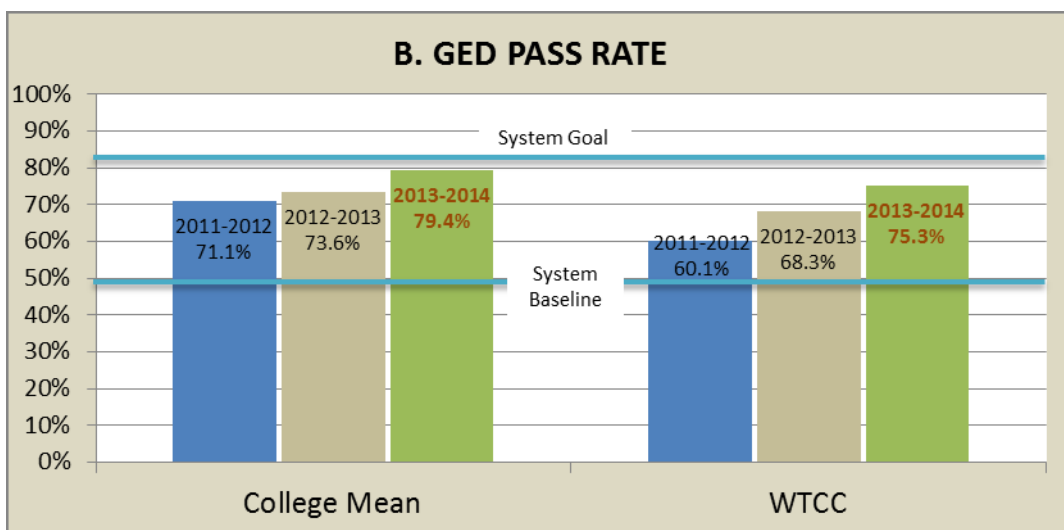
O 8: A diverse student population will be able to access and complete programs

Related Measures:

M 24:Comparison of Curriculum Education Enrollment to Wake County Population
Wake Tech curriculum enrollment will be comparable to the Wake County population (Comparison of NCCCS Data Warehouse Statistics and Wake County Population).

Target:
Less than 10% difference between Wake Tech enrollment percentages and Wake County population percentages.

Findings (2013-2014) – Partially Met

There was less than 10% difference in between Wake Tech enrollment percentages and Wake County population percentages for all categories except White, Non-hispanic: The percentage of Wake Tech white, non-hispanic students was lower than the Wake County 2012 census estimate by a difference of 16.4%.

Curriculum Education							
	2011-2012		**2012-2013**		**2013-2014**		Wake County 2012 Est.
Students by Gender	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	
Male	11,697	44.6%	12,378	44.4%	12,807	44.8%	48.7%
Female	14,551	55.4%	15,517	55.6%	15,788	55.2%	51.3%
Total	26,248	100.0%	27,895	100.0%	28,595	100.0%	100.0%

Source:

1. NCCCS Data Warehouse, ANNTBL8 - II Last Refreshed on: 12/4/2014 (2013-2014 data)

2. U.S. Census Bureau Wake County Quick Facts - http://quickfacts.census.gov/qfd/states/37/37183.html 8/27/13

Curriculum Education - Students by Gender
Data Warehouse Last Refresh on: 12/4/2014

Curriculum Education							
Students by Race	**2011-2012**		**2012-2013**		**2013-2014**		Wake County 2012 Est.
	# Students Enrolled	% Students Enrolled	# Students Enrolled	% Students Enrolled	# Students Enrolled	% Students Enrolled	
Native American	155	0.6%	163	0.6%	156	0.5%	0.8%
Asian	1,199	4.6%	1,323	4.7%	1,359	4.8%	5.8%
Pacific Islander	27	0.1%	39	0.1%	45	0.2%	0.1%
Black, Non-Hispanic	6,712	25.5%	7,327	26.3%	7,551	26.4%	21.4%
Hispanic*	1,972	7.5%	2,243	8.0%	2,604	9.1%	10.0%
Other	2,296	8.7%	2,053	7.4%	1,970	6.9%	
White, Non-Hispanic	13,912	53.0%	14,760	52.9%	14,919	52.2%	69.6%
Total	26,273	100.0%	27,908	100.0%	28,604	100.0%	

*Hispanics may be of any race, so also are included in applicable race categories.

Source:

1. NCCCS Data Warehouse, ANNTBL8 - II Last Refreshed on: 12/4/2014 (2013-2014 data)

2. U.S. Census Bureau Wake County Quick Facts - http://quickfacts.census.gov/qfd/states/37/37183.html 8/27/13

Curriculum Education - Students by Race
Data Warehouse Last Refresh on: 12/4/2014

M 25: Continuing Education Enrollment Compared to Wake County Population

Wake Tech continuing education enrollment will be comparable to the Wake County population (Comparison of NCCCS Data Warehouse Statistics and Wake County Population).

Target:

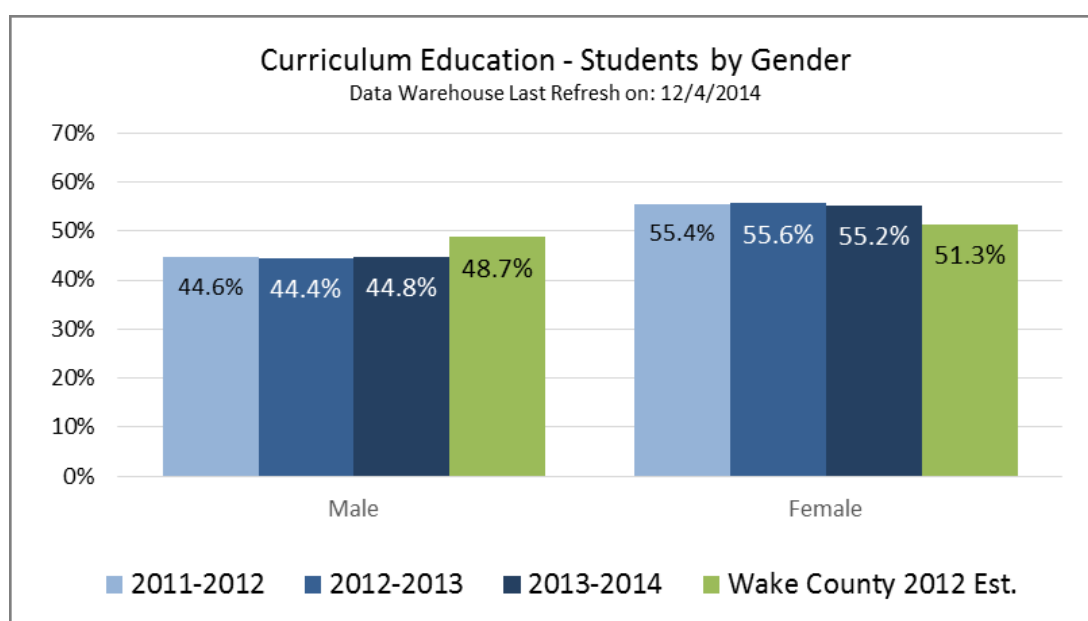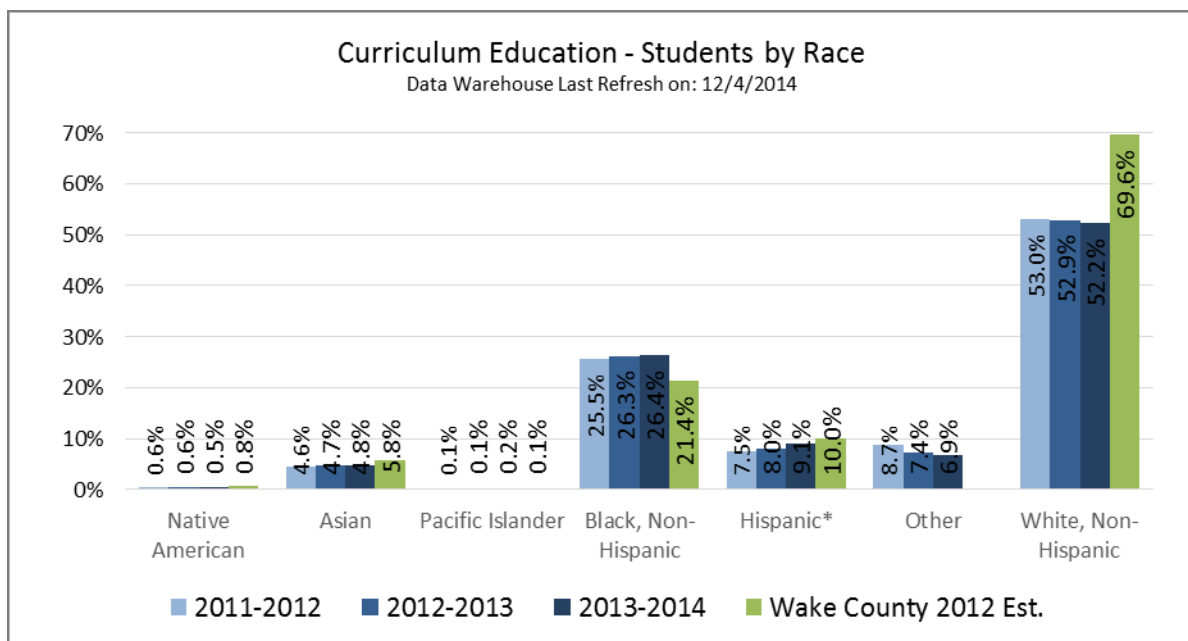Less than 10% difference between Wake Tech enrollment percentages and Wake County population percentages.

Findings: (2013-2014) – Partially Met ✔

Continuing Education enrollment differences were less than 10% in all categories except white student populations, which were 17% lower at Wake Tech than the Wake County estimate.

Continuing Education							
	2011-2012		2012-2013		2013-2014		Wake County 2012 Est.
Students by Gender	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	# Students Enrolled (Unduplicated)	% Students Enrolled (Unduplicated)	
Male	20,024	49.5%	19,988	48.6%	21,252	51.1%	48.7%
Female	20,404	50.5%	21,133	51.4%	20,314	48.9%	51.3%
Total	40,428	100.0%	41,121	100.0%	41,566	100.0%	100.0%

Source:

1. NCCCS Data Warehouse, ANNTBL9 Last Refresh on: 01/06/2015 (2013-2014 data)

2. U.S. Census Bureau Wake County Quick Facts - http://quickfacts.census.gov/qfd/states/37/37183.html 8/27/13

Continuing Education							
Students by Race	2011-2012		2012-2013		2013-2014		Wake County 2012 Est.
	# Students Enrolled	% Students Enrolled	# Students Enrolled	% Students Enrolled	# Students Enrolled	% Students Enrolled	
Native American	283	0.7%	303	0.7%	319	0.8%	0.8%
Asian	1,903	4.7%	2,008	4.9%	2,054	4.9%	5.8%
Pacific Islander	58	0.1%	62	0.2%	63	0.2%	0.1%
Black, Non-Hispanic	11,366	28.1%	11,610	28.2%	10,575	25.4%	21.4%
Hispanic*	4,426	10.9%	4,834	11.8%	5,144	12.4%	10.0%
Other	1,777	4.4%	1,602	3.9%	1,539	3.7%	
White, Non-Hispanic	20,615	51.0%	20,702	50.3%	21,872	52.6%	69.6%
Total	40,428	100.0%	41,121	100.0%	41,566	100.0%	

*Hispanics may be of any race, so also are included in applicable race categories.

Source:

1. NCCCS Data Warehouse, ANNTBL9 Last Refresh on: 01/06/2015 (2013-2014 data)
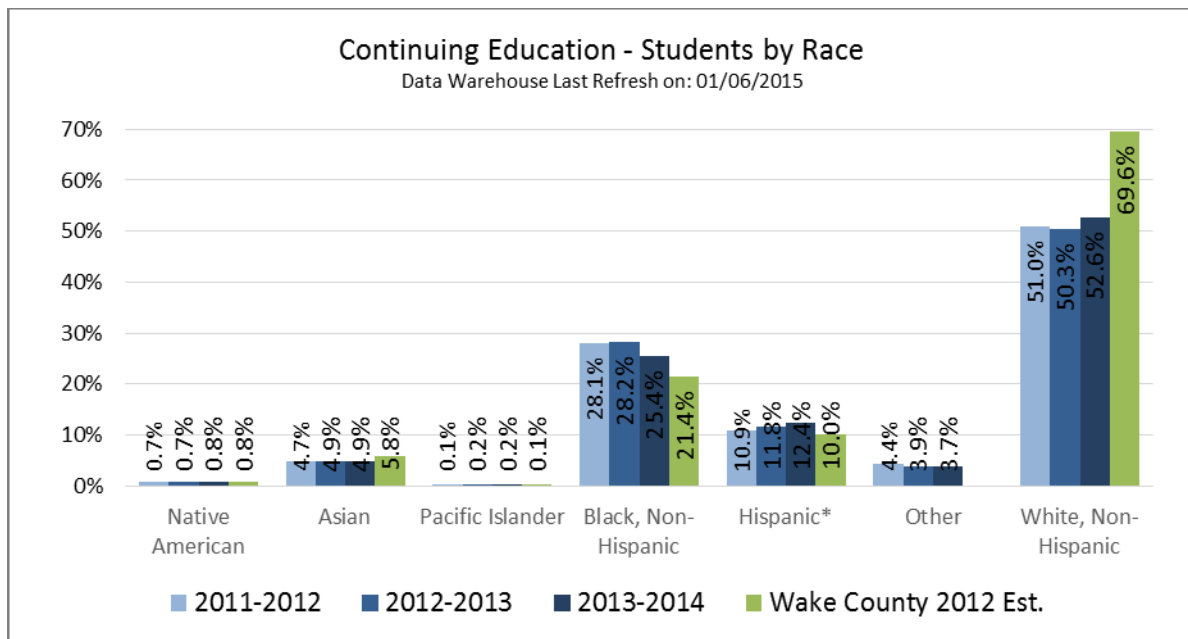
2. U.S. Census Bureau Wake County Quick Facts - http://quickfacts.census.gov/qfd/states/37/37183.html 8/27/13

Continuing Education - Students by Race
Data Warehouse Last Refresh on: 01/06/2015

M 26: Curriculum completion frequency distributions by gender, race and ethnicity

Compare Curriculum completion distributions by gender, race and ethnicity to Wake County Population.
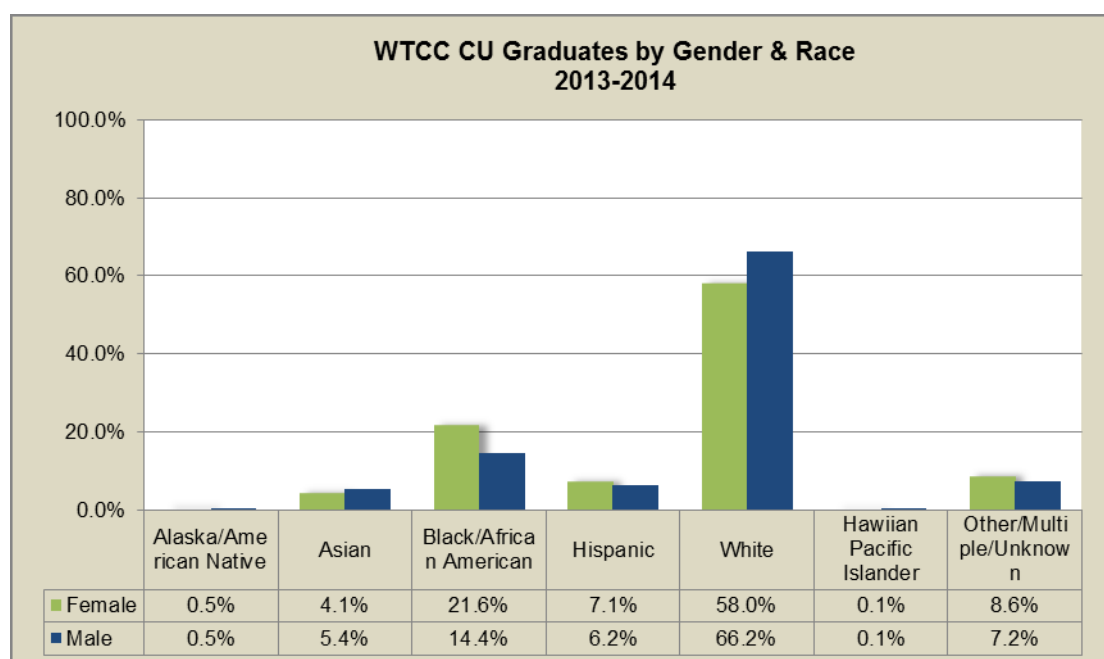
Target:

Graduate gender, race and ethnicity distributions will reflect population within 10%.

Findings: Met

There was less than 10% difference between enrolled and graduate populations when comparing gender, race and ethnicity. The largest difference (7.9%) between enrollment and graduate populations was among Black/African American students.

2013-2014				
Students by Race	#Enrolled	% Enrolled	#Graduates	%Graduates
Native American	156	0.5%	12	0.4%
Asian	1359	4.8%	119	4.7%
Black/African American	7551	26.4%	474	18.5%
Hispanic	2604	9.1%	172	6.7%
White	14,919	52.2%	1573	61.5%
Hawaiian Pacific Islander	45	0.2%	2	0.07%
Other	1970	6.9%	205	8.0%
Total	28604	100%	2,557	100%

WTCC CU Graduates by Gender & Race 2013-2014

	Alaska/American Native	Asian	Black/African American	Hispanic	White	Hawiian Pacific Islander	Other/Multiple/Unknown
Female	0.5%	4.1%	21.6%	7.1%	58.0%	0.1%	8.6%
Male	0.5%	5.4%	14.4%	6.2%	66.2%	0.1%	7.2%

New M 27: SENSE Survey question 20.1k: Percentage of students who knew about services to students with disabilities

The percentage of students reporting "Yes" to the following question on the Survey of Entering Student Engagement (SENSE):

"Did you know about the following services"?
        Question 20.1k – Services to students with disabilities

Target:
Wake Tech will meet or exceed the performance of the extra-large colleges cohort on questions related to students with disabilities on the SENSE survey.

Findings: Met, Improved ✔

Item 20.1: Did you know about the following services?					
20.1k. Services to students with disabilities	**2011 Wake Tech**	**2012 Wake Tech**	**2013 Wake Tech**	2013 Ex-Large Colleges	2013 Cohort
	51.1	**53.3**	**60.3**	52.1	53

Source: Survey of Entering Student Engagement - Wake Technical Community College (2013 Administration)
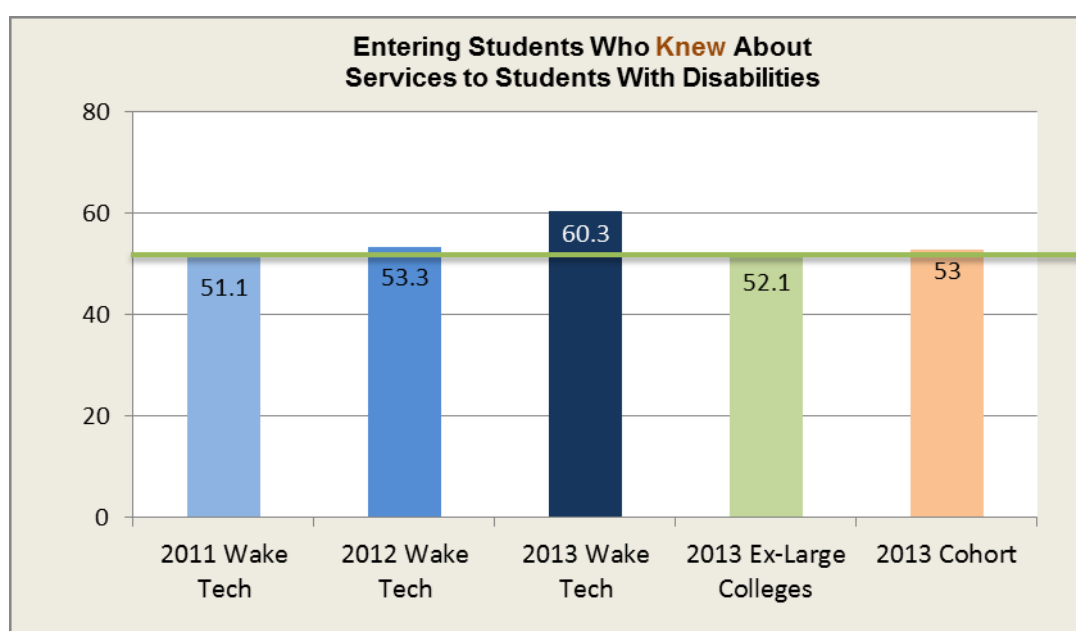
Discontinued: M 28: Percentage of materials adhering to universal design best practices
Faculty Survey - the percentage of materials adhering to universal design best practices (HR Faculty Survey).
[A faculty survey has not yet been developed to track this statistic, and another better aligned, available measure has been identified, so it will be discontinued].

***New* M 28: SENSE Survey question 20.3k: Percentage of students who were satisfied with services to students with disabilities**
The percentage of students reporting "Satisfied" or "Very Satisfied" to the following question on the Survey of Entering Student Engagement (SENSE):

"How satisfied were you with the following services"?
   Question 20.3k – Services to students with disabilities

Target:
Wake Tech will meet or exceed the performance of the extra-large colleges cohort on questions related to students with disabilities on the SENSE survey.

Findings: Not Met, Improved✔

Item 20.3: How satisfied were you with the following services?					
20.3k. Services to students with disabilities	**2011 Wake Tech**	**2012 Wake Tech**	**2013 Wake Tech**	2013 Ex-Large Colleges	2013 Cohort
	8.6	**8**	**10.1**	10.4	11

Source: Survey of Entering Student Engagement - Wake Technical Community College (2013 Administration)
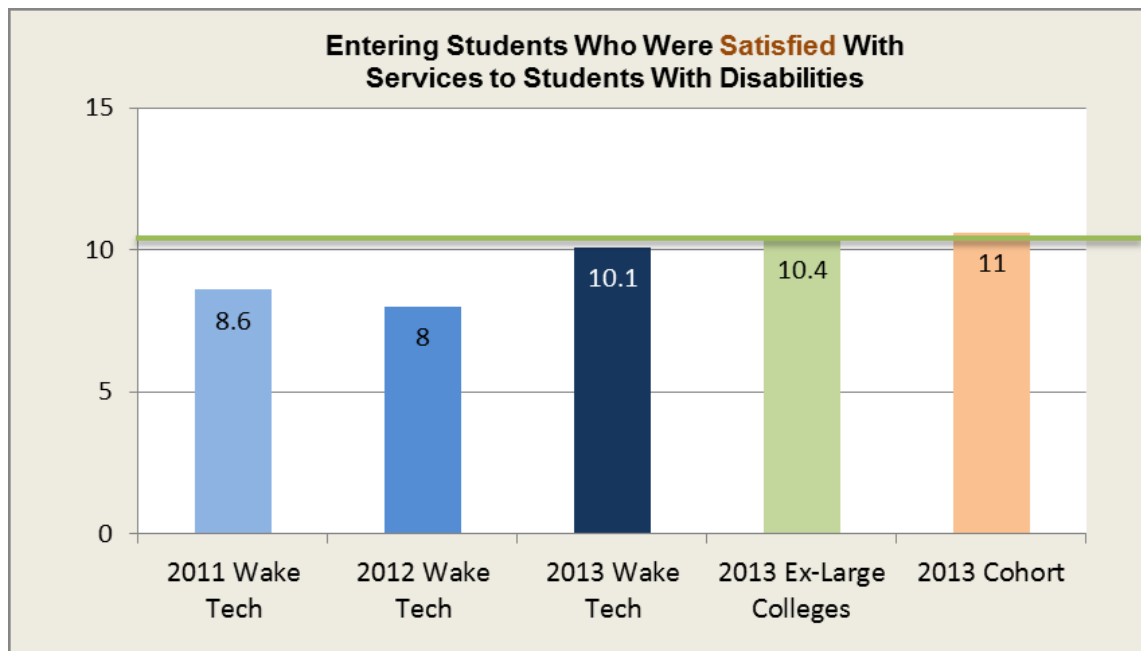
O 9: Students will be able to use technology to access and complete credentials

Students will be able to access educational and training programs through robust and flexible technology that is responsive to their needs and promotes student success and completion.

Related Measures:

Revised M 29: Online and hybrid enrollment

Compare Wake Tech Distance Education (online and hybrid) enrollment growth to Curriuclum Education Services face-to-face enrollment growth
(NCCCS Data Warehouse)

Target:

Enrollment growth in online and hybrid technologies will grow at the same or greater rate that face-to-face web-supported technologies.

Findings: Met, Increased ✔️

FTE Enrollment in online and hybrid courses grew by 12% from 2013 to 2014, a rate that is greater than traditional web-assisted courses, which decreased slightly by 0.34%
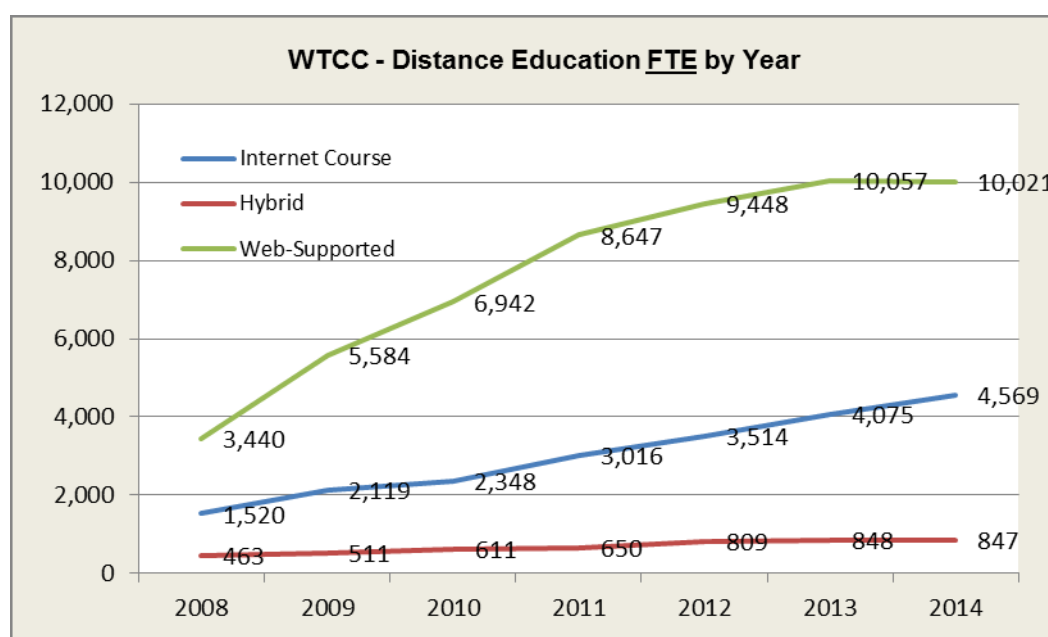
M 30: Compare student success rates among course delivery methods

Compare aggregated course success rates among online, hybrid and seated delivery methods. (NCCCS Data Warehouse)

Target:
New! Success rate (% A, B, C) differences between aggregated online and face-to-face sections of courses will be 5% or less [Changed to align with QEP]

Findings: Partially Met ✔

While aggregated online course success rates (A, B, C) are typically 3% to 4% below seated success rates, and hybrid courses are typically 4% to 5% higher than seated courses, the success rate differences between online and face-to-face sections of priority courses is between 8 and 10%. Wake Tech's QEP is addressing this descrepency in priority course success rates.

	WTCC Success Rate (A,B,C) by Delivery Method (Curriculum)							
Term	Hybrid		Online		Seated		WTCC Total	
	Duplicated Enrollment	% Success	Duplicated Enrollment	% Success	Duplicated Enrollment	% Success	Duplicated Enrollment	% Success
Fall 2012	3,046	76.8%	15,999	68.2%	41,742	72.8%	60,866	71.7%
Spring 2013	3,015	76.5%	16,947	68.8%	38,097	72.0%	58,154	71.2%
Fall 2013	2,695	75.6%	17,703	69.2%	38,783	72.5%	59,181	71.7%
Spring 2014	3,046	76.9%	18,947	69.4%	36,996	71.3%	58,989	71.0%
Fall 2014	3,436	78.4%	19,091	68.8%	37,912	72.4%	60,439	71.6%

Source: I.E. Office Grade Distribution Reports

WTCC Success Rate (A,B,C) by Delivery Method and Term (Curriculum) 2 Years (Fall, Spring)
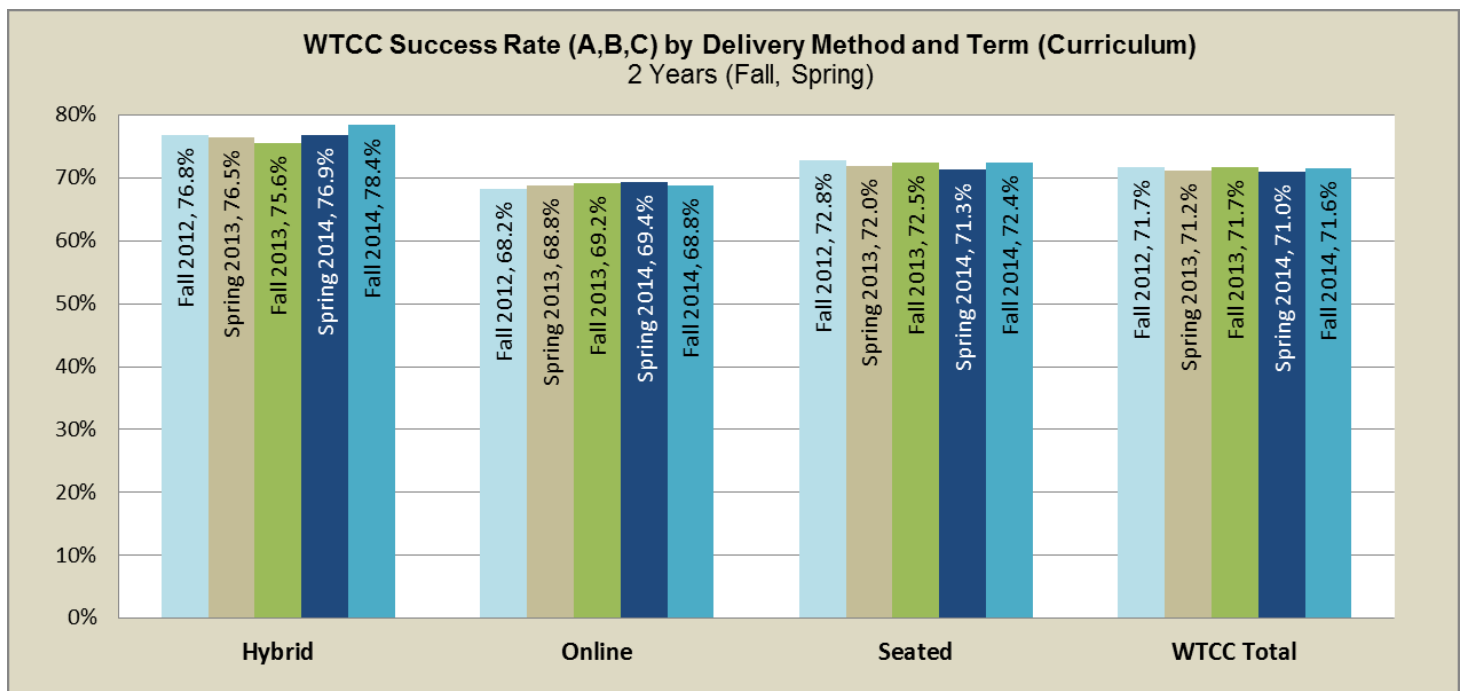
Overall Success and Withrawal Rates in Priority Courses 2014FA and 2015SP
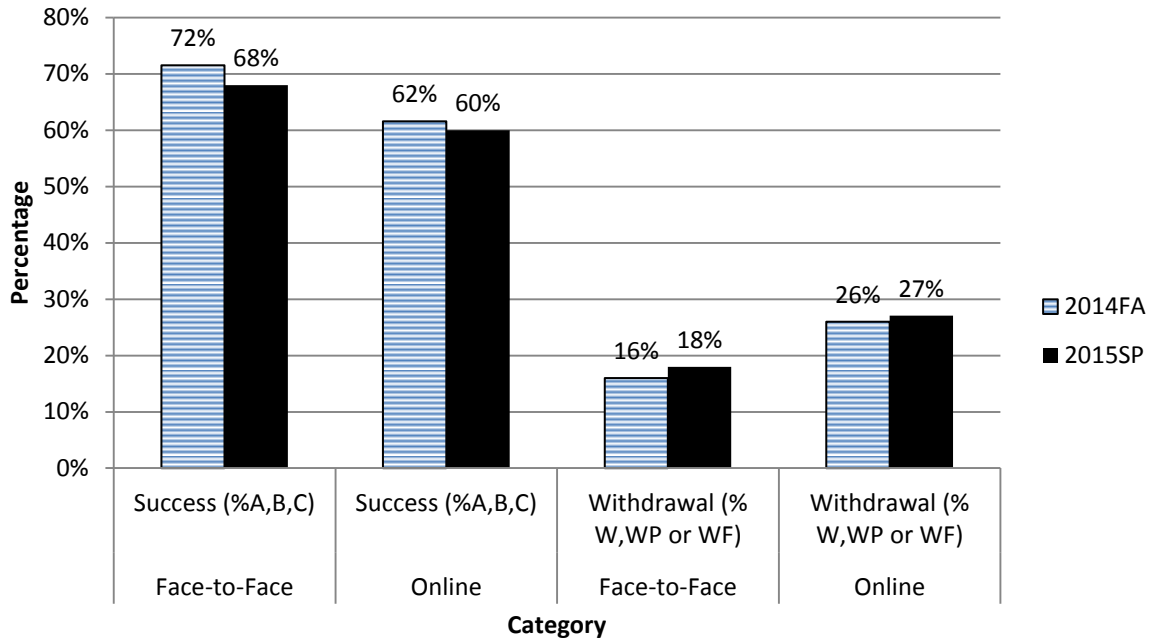
M 31: Uptime statistics for critical instructional services: Blackboard, WebAdvisor, Internet Access, etc.

(IT Report)

Target:
99.999% or higher for all systems

Findings: Met ✔

	Incidents	Downtime (hours)	Uptime %	Target %	Variance %
Metro Ethernet Service					
Main Campus Connector	1	5.000	99.94%	100.00%	-0.056078%
North			100.00%	100.00%	
Western			100.00%	100.00%	
Health			100.00%	100.00%	
PSEC			100.00%	100.00%	
AEC			100.00%	100.00%	
AEC Annex			100.00%	100.00%	

HEP			100.00%	100.00%	
Internet			100.00%	100.00%	
Zebulon			100.00%	100.00%	

PRI/Analog Telephone Service					
Main Campus/PSEC/HEP/Zeb			100.00%	100.00%	
Northern			100.00%	100.00%	
Western			100.00%	100.00%	
Health Sciences			100.00%	100.00%	
Adult Education Center			100.00%	100.00%	

Critical Servers					
Colleague	1	1.500	99.98%	100.00%	-0.016123%
WebAdvisor			100.00%	100.00%	
Blackboard			100.00%	100.00%	
File Servers			100.00%	100.00%	
Print Servers			100.00%	100.00%	
Call Manager			100.00%	100.00%	
IPCC			100.00%	100.00%	
Exchange Server			100.00%	100.00%	
Voice Mail			100.00%	100.00%	
OWA Email Server			100.00%	100.00%	
M+ Archive Server			100.00%	100.00%	
Moodle			100.00%	100.00%	
Web Server	2	0.833	99.99%	100.00%	-0.008513%
Employee Portal			100.00%	100.00%	
Student Portal			100.00%	100.00%	
VCL.waketech.edu			100.00%	100.00%	
Virtual.waketech.edu			100.00%	100.00%	
Informer			100.00%	100.00%	
Imaging System			100.00%	100.00%	
ILC Tracking System	1	8.000	99.91%	100.00%	-0.090324%
Hyland Onbase			100.00%	100.00%	

Year to Date (2013-14)	Incidents	Downtime (hours)	Uptime %
	5	15.333	100.00%

M 32: Student and staff technology satisfaction survey
(IT Report)

Target:
Overall 70% or greater.

Findings: Not Met

Survey was not completed during this cycle because IT governance was not yet established due to transition in ITS leadership (Weave Online).

Goal 4: Resources

Wake Tech will continuously research, analyze and secure the resources necessary to fulfill the mission of the College.

O 10: Wake Tech will increase revenue from different funding sources

Related Measures:

M 33: Total State, County and Federal Funding
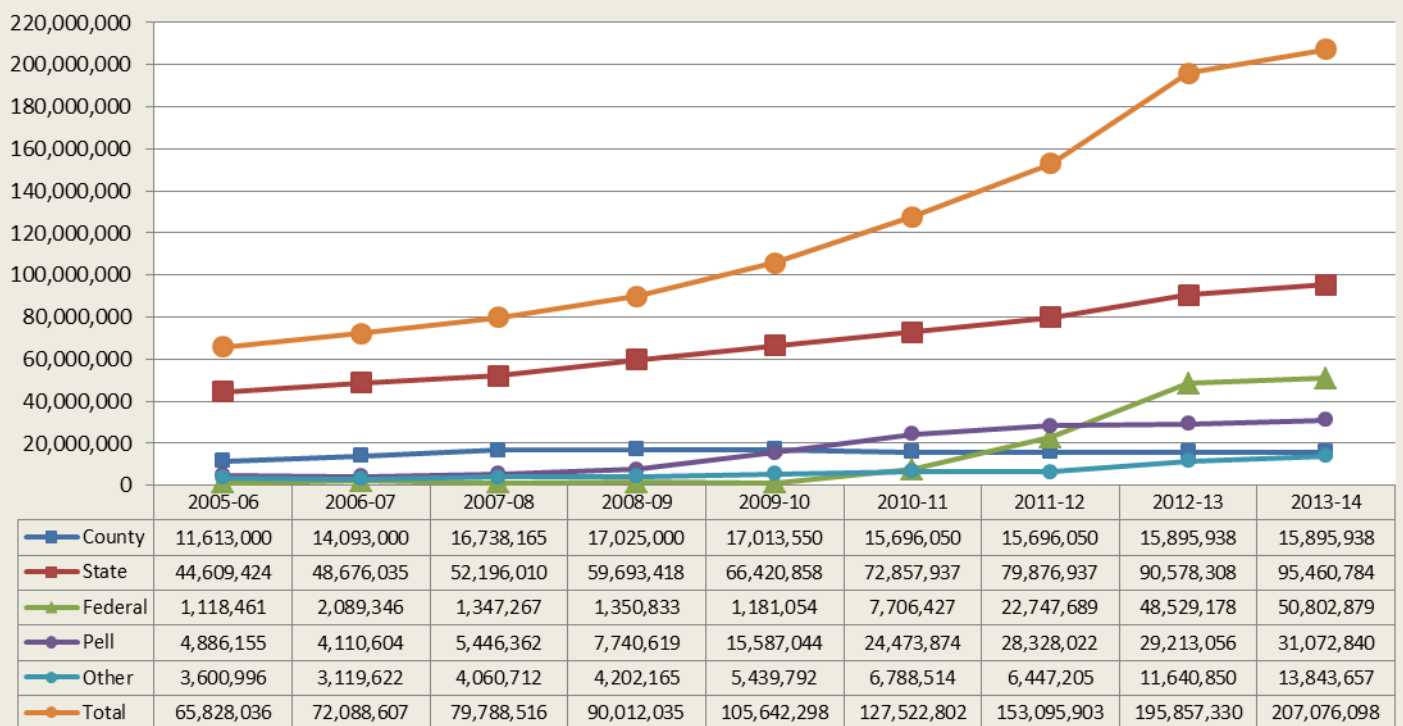(WTCC Office of Business & Finance)

Target:
Overall funding from all sources will increase annually.

Findings: Met

Year	County	%	State	%	Federal	%	Pell	%	Other	%	Total
2005-06	11,613,000	17.64%	44,609,424	67.77%	1,118,461	1.70%	4,886,155	7.42%	3,600,996	5.47%	65,828,036
2006-07	14,093,000	19.55%	48,676,035	67.52%	2,089,346	2.90%	4,110,604	5.70%	3,119,622	4.33%	72,088,607
2007-08	16,738,165	20.98%	52,196,010	65.42%	1,347,267	1.69%	5,446,362	6.83%	4,060,712	5.09%	79,788,516
2008-09	17,025,000	18.91%	59,693,418	66.32%	1,350,833	1.50%	7,740,619	8.60%	4,202,165	4.67%	90,012,035
2009-10	17,013,550	16.10%	66,420,858	62.87%	1,181,054	1.12%	15,587,044	14.75%	5,439,792	5.15%	105,642,298
2010-11	15,696,050	12.31%	72,857,937	57.13%	7,706,427	6.04%	24,473,874	19.19%	6,788,514	5.32%	127,522,802
2011-12	15,696,050	10.25%	79,876,937	52.17%	22,747,689	14.86%	28,328,022	18.50%	6,447,205	4.21%	153,095,903
2012-13	15,895,938	8.12%	90,578,308	46.25%	48,529,178	24.78%	29,213,056	14.92%	11,640,850	5.94%	195,857,330
2013-14	15,895,938	7.68%	95,460,784	46.10%	50,802,879	24.53%	31,072,840	15.01%	13,843,657	6.69%	207,076,098

Source: WTCC Office of Business & Finance (June 30, 2014)

Funding Growth for Last 9 Years ($)
Educational and General Expenditures by Source of Funds

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
County	11,613,000	14,093,000	16,738,165	17,025,000	17,013,550	15,696,050	15,696,050	15,895,938	15,895,938
State	44,609,424	48,676,035	52,196,010	59,693,418	66,420,858	72,857,937	79,876,937	90,578,308	95,460,784
Federal	1,118,461	2,089,346	1,347,267	1,350,833	1,181,054	7,706,427	22,747,689	48,529,178	50,802,879
Pell	4,886,155	4,110,604	5,446,362	7,740,619	15,587,044	24,473,874	28,328,022	29,213,056	31,072,840
Other	3,600,996	3,119,622	4,060,712	4,202,165	5,439,792	6,788,514	6,447,205	11,640,850	13,843,657
Total	65,828,036	72,088,607	79,788,516	90,012,035	105,642,298	127,522,802	153,095,903	195,857,330	207,076,098

M 34: Number and dollar amount of grants projects
(Sponsored Programs & Federal Relations Report)

Target:
Number and dollar amounts from projects will increase annually.

Findings: Partially Met

During FY 2013-14, a total of 29 grant proposals were submitted to agencies and organizations for funding consideration. Of these, 21 were funded (72%). The total amount of grant dollars brought into the college during the 2013-14 fiscal year was $4,486,154, which represents an increase of 1.9% over the previous year. Despite not realizing our goal of 5% growth in dollars, the 2013-14 amount was a record high for the college in a single year. In addition, though the number of grants declined from 2012-2013, the dollar amount of each grant increased.

WTCC	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# of Grants	22	24	32	34	35	21
$ of Grants (in Millions)	2.2	2.1	2.5	3.6	4.4	4.5

Source: Sponsored Programs, Grant Administration. Weave Online; Quick Facts Card 07/01/2015
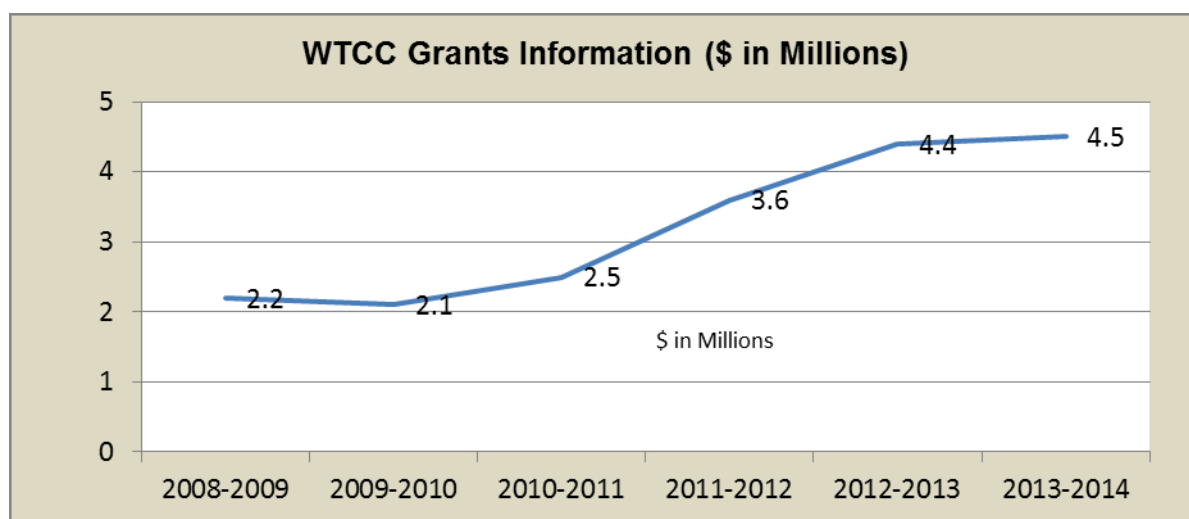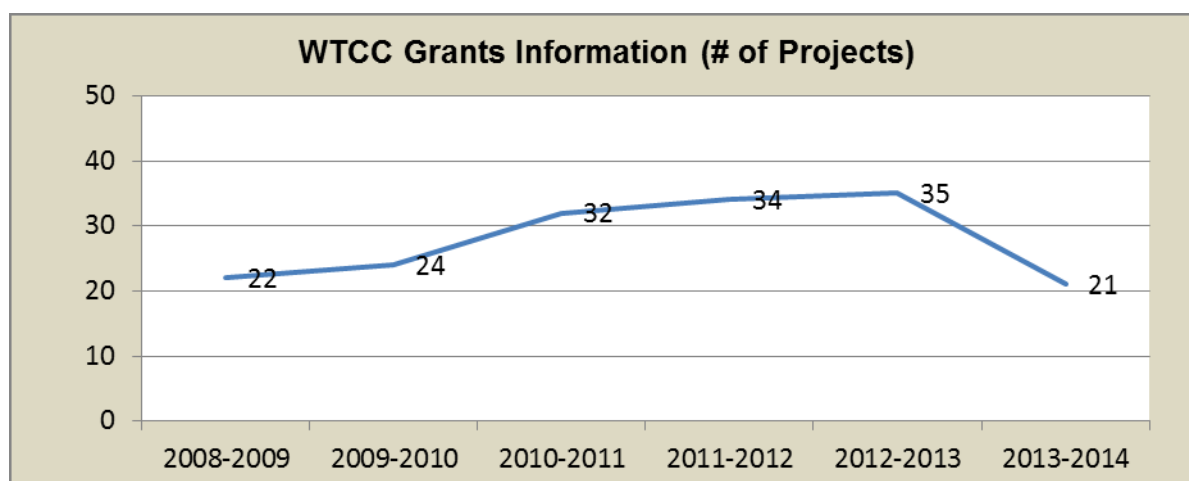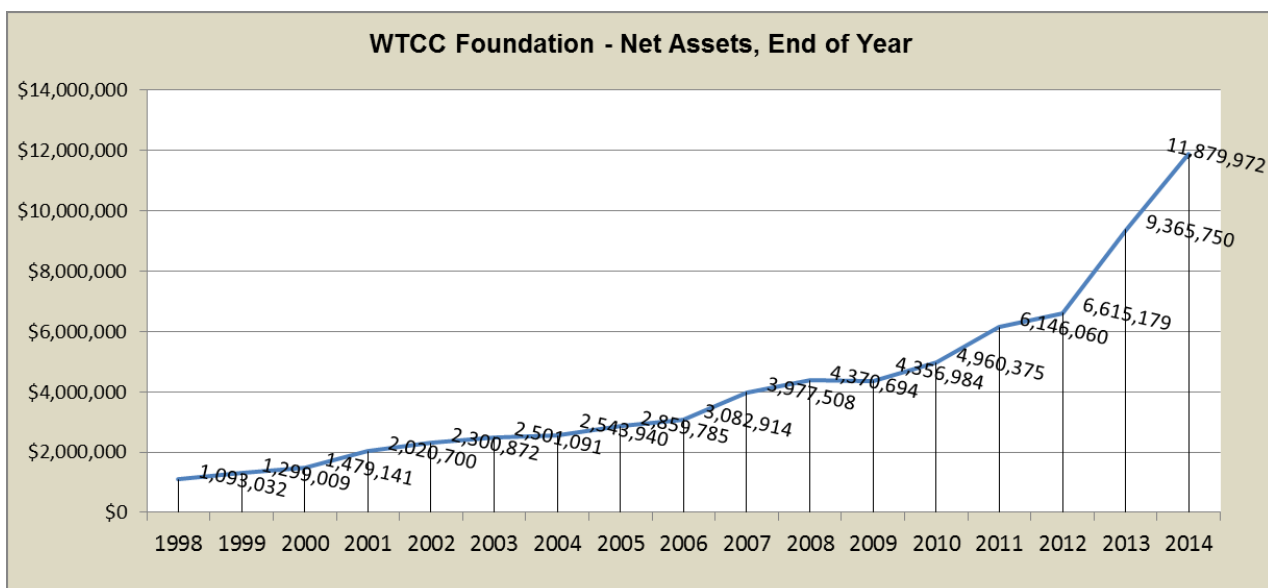
M 35: Foundation Office net assets
(Foundation Report)

Target:
Net assets will increase annually.

Findings: Met

WTCC Foundation		
Year	Net Assets	% Difference
1998	1,093,032	~
1999	1,299,009	18.8%
2000	1,479,141	13.9%
2001	2,020,700	36.6%
2002	2,300,872	13.9%
2003	2,501,091	8.7%
2004	2,543,940	1.7%
2005	2,859,785	12.4%
2006	3,082,914	7.8%
2007	3,977,508	29.0%
2008	4,370,694	9.9%
2009	4,356,984	-0.3%
2010	4,960,375	13.8%
2011	6,146,060	23.9%
2012	6,615,179	7.6%
2013	9,365,750	41.6%
2014	11,879,972	26.8%

Source: Foundation; http://foundation.waketech.edu/file/annual--financial-reports/Wake-Tech-Fdn-2014-Financial-Statement-Final.pdf

WTCC Foundation - Net Assets, End of Year

Goal 5: Community Services

Wake Tech will provide courses and support services for personal enrichment and lifelong learning that are centered around the community's civic, economic and cultural needs.

O 11: Wake Tech will serve the community through non-credit courses, programs and services

Related Measures:

**M 36: Community Service Programs Enrollment Growth**
(CE Report)

Target:
5% increase annually

Findings: Not Met

Year	Community Service Program Enrollment	% Change
2006	1,211	~
2007	4,142	242%
2008	4,639	12%
2009	3,513	-24%
2010	2,177	-38%
2011	1,844	-15%
2012	1,649	-11%
2013	1,900	15%
2014	1,878	-1%

Source: Continuing Education Registrar's Office, XCES data for 01/01/12 – 12/31/12, 6/25/2015

WTCC - Community Service Program Enrollment
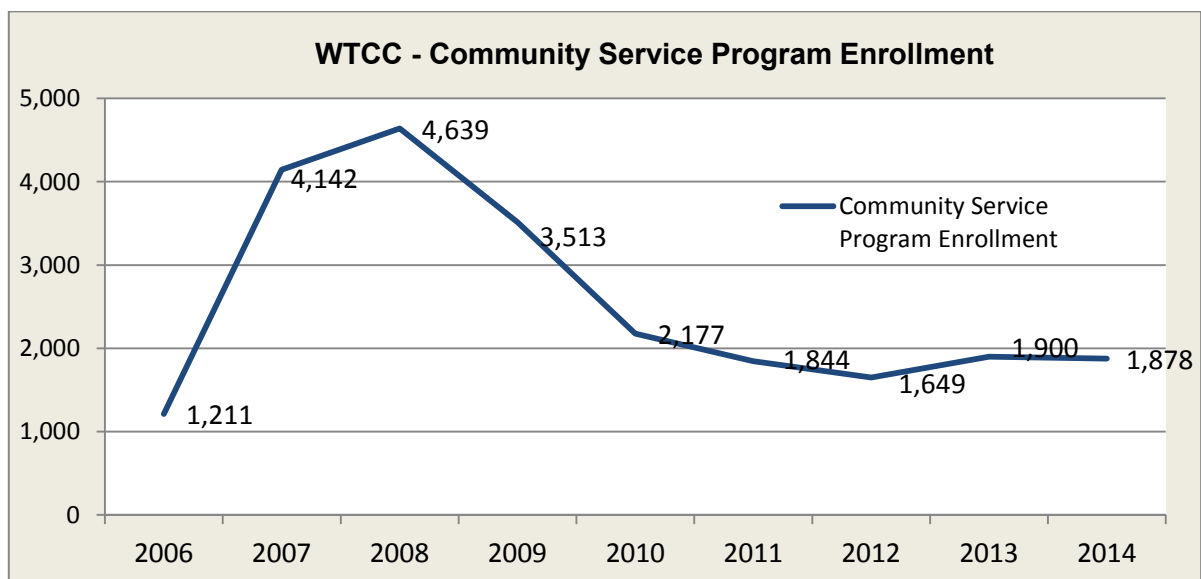
Discontinued: M 37: Community service hours reported by Wake Tech employee volunteers (HR Report)

Not an appropriate measure for the outcomes.

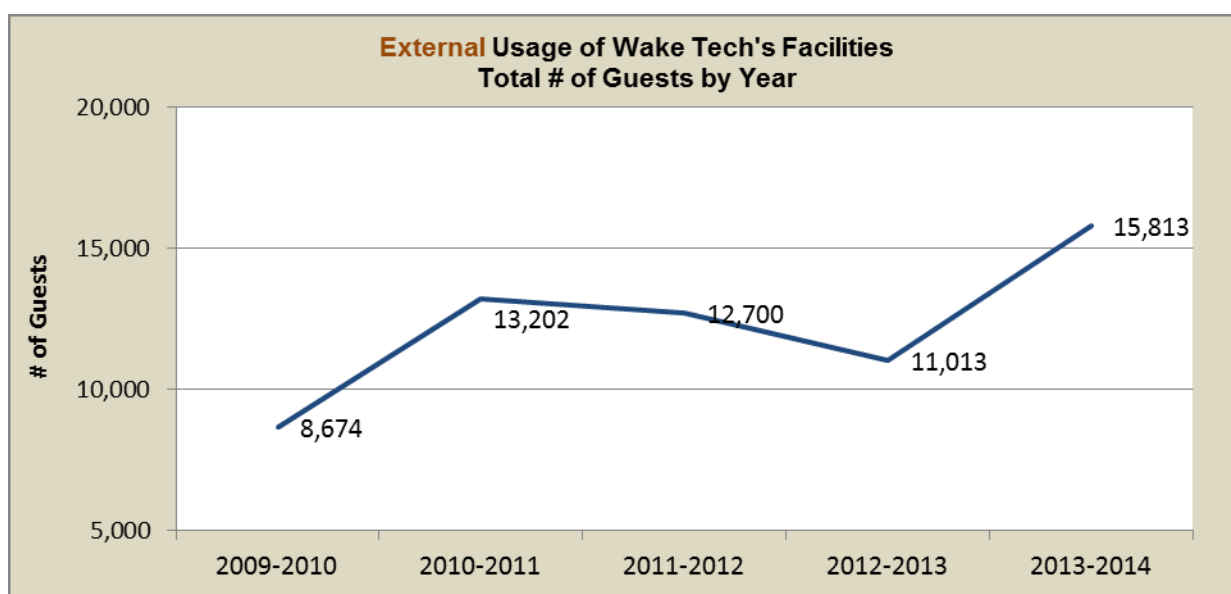**M 38: Number of external guests using Wake Tech's facilities** (Facilities Report)
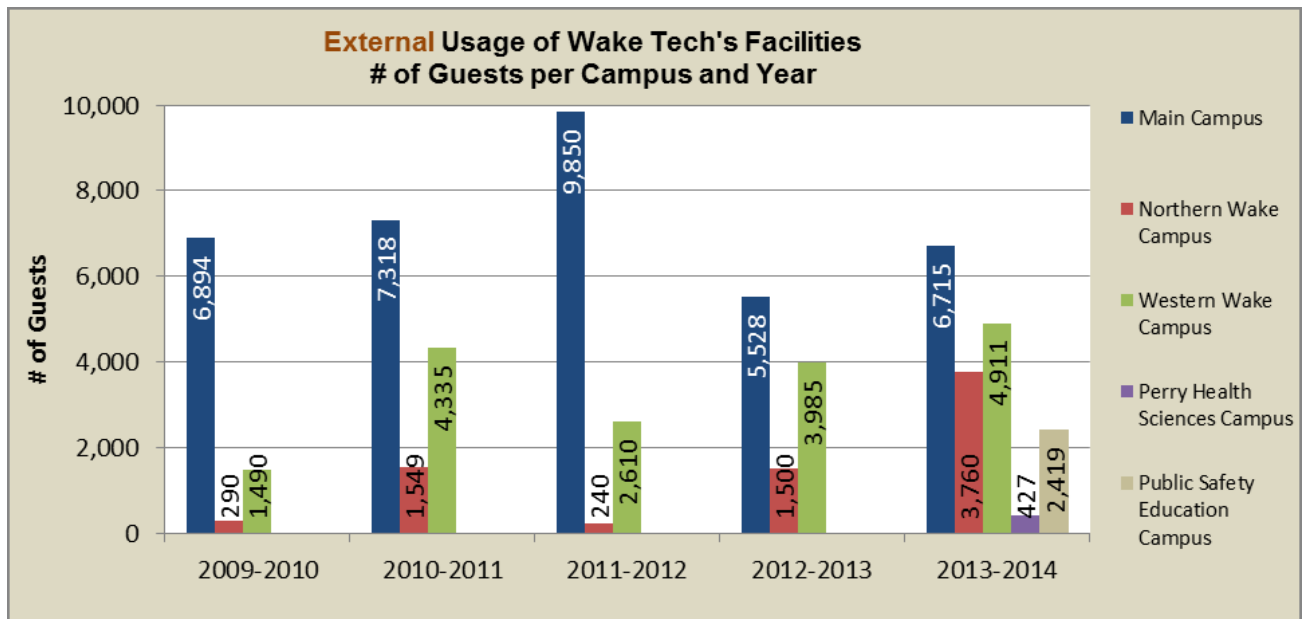
Target:
The number of guests will increase annually.

Findings: Met, Improved ✔

External Usage of Wake Tech's Facilities	Main Campus	Northern Wake Campus	Western Wake Campus	Perry Health Sciences Campus	Public Safety Education Campus	Grand Total
			# of Guests			
2009-2010	6,894	290	1,490	N/A	N/A	8,674
2010-2011	7,318	1,549	4,335	N/A	N/A	13,202
2011-2012	9,850	240	2,610	N/A	N/A	12,700
2012-2013	5,528	1,500	3,985	N/A	N/A	11,013
2013-2014	6,715	3,760	4,911	427	2,419	15,813

Source: Events Department

External Usage of Wake Tech's Facilities
Total # of Guests by Year

External Usage of Wake Tech's Facilities
# of Guests per Campus and Year

Legend:
- Main Campus
- Northern Wake Campus
- Western Wake Campus
- Perry Health Sciences Campus
- Public Safety Education Campus

Year	Main Campus	Northern Wake Campus	Western Wake Campus	Perry Health Sciences Campus	Public Safety Education Campus
2009-2010	6,894	290	1,490		
2010-2011	7,318	1,549	4,335		
2011-2012	9,850	240	2,610		
2012-2013	5,528	1,500	3,985		
2013-2014	6,715	3,760	4,911	427	2,419

Appendix C
Applied Benchmarking Database

Applied Benchmarking

Here at Wake Tech, we want to be a great college. But what does that look like like? How do we compare to other institutions our size? What are they doing that we should be doing in order to improve? Continuous improvement is just one of the hallmarks of a great college, and Benchmarking is the way that we answer those questions. Benchmarking will provide us with a tool for us to compare ourselves to institutions of similar size and scope, and to either verify that we're doing the right things, or prompt us to adopt new practices and procedures.

With so many people doing benchmarking activities, it is possible that there could potentially be some duplicate (or at least very similar) benchmarking activities. To help in identifying and archiving information on all College benchmarking activities, this system was developed. Here, you can create and track your own benchmark activities, or search for the activities of other people. Click on the menu items on the left to get started.

There are currently 1,198 benchmarks available to be searched.

Random benchmark sample:

- Stackable Certificates
  Tallahassee Community College, Tallahassee Florida have stackable certificates leading to an AS Graphic Design Technology (two tracks: Interactive Media and Graphic Design). This aids with rentention and students completion rate.
  Fiscal year: 2012-2013, by Alison Consol

- Classroom Assessment Techniques
  Investigation into the variety of informal assessment techniques that an assessment expert uses in his classroom to improve classroom instruction in the CCR department.
  Fiscal year: 2012-2013, by Lori Taylor

- Scanning Error Form--Truckee Meadows Community College
  Staff who scan in Hyland-Onbase send all errors that need to be corrected to Kathy Beasley. Each person has a different way to write their errors out. I contacted Cesar ...
  Fiscal year: 2013-2014, by Judy Archie