



ANNUAL RALLY

REFLECTING ON PROGRESS
CHARTING THE FUTURE

DATA GUIDE
FALL 2022

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Table of Contents

Purpose	4
Lead the way	5
Mission	5
Vision.....	5
Strategic Action Framework.....	5
Year 1 Metrics	6
Summary of progress	7
Equitable Access.....	8
Learning.....	10
Equitable Outcomes.....	12
Completion Leading Indicators – Retention	14
Completion Leading Indicators – Credit Accumulation	15
Completion Leading Indicators – ENG and MAT in First Year	16
Transfer	17
Labor Market.....	18



PURPOSE

The purpose of this Data Guide is to help faculty and staff understand the key objectives and metrics in the strategic plan, review the metric trends and progress we have made and need to make to reach our targets, and use the data to reflect on what we should do differently than we are already doing to improve outcomes for our students.

While the guide provides some key insights from the data at a high level, it does not discuss all of the data. Faculty and staff are encouraged to engage with and disaggregate the data to develop their own insights and change their own actions to improve the outcomes most relevant to their own courses, programs and services. We also expect the information and data in this guide, or appropriate variations, to be used in annual assessment plans for each department, program, and division.

If you need help interpreting and using this data, please contact cebartek@waketech.edu for assistance.

LEAD THE WAY

MISSION

Wake Technical Community College provides equitable access to education that transforms lives through economic mobility and personal fulfillment.

VISION

We will reach students in every part of Wake County and rally around them to go as far as their dreams, talents and resilience take them.

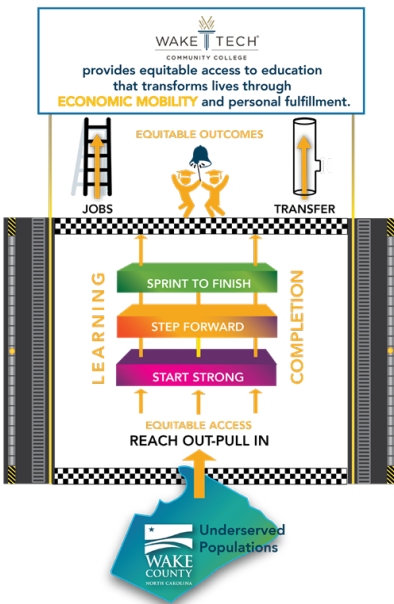
STRATEGIC ACTION FRAMEWORK

Wake Tech’s Strategic Plan was organized around a framework that conceptualizes Wake Tech as a “ladder college”. While the goals of the plan define “what” we should do, the ladder college concept was developed in alignment with American Association of Community College’s Guided Pathways framework and defines “how” we should do it.

In the ladder college concept, students from low-economic health zones of Wake County are pulled into Wake Tech and provided with the resources they need to succeed; they “start strong” by deciding on a career area and entering and enrolling in their first classes; they achieve early momentum in their academic journey by “stepping forward”—completing their first college courses or credential and then “ladder-up” to degree programs; they efficiently move through their programs and “sprint to the finish” to “ring the bell” when they are near striking distance, then graduate and quickly move on to their ultimate goals—to transfer to universities and to jobs with a living wage, preferably within 4 years of starting. When “life happens” and students struggle to keep going, alert systems act as “rumble strips” to ensure they stay on their pathway to graduation. In addition, “guardrails” of care are provided through wrap-around recovery resources and supports to deter students from giving up on their dreams of completing their education.

You can review the Reach and Rally Strategic Plan here:

<https://www.waketech.edu/about-wake-tech/administrative-offices/effectiveness-and-innovation/initiatives/reach-rally>



YEAR 1 METRICS

For each objective, there are several metrics we are using to track our progress. Because we started implementing the strategic plan in Fall 2021, we did not expect to see large gains in one year, especially since some of the most current metrics are from Fall 2021. However, it is important to remember we have made gains, both in implementing the strategic plan, and as reflected in the metrics. Review of this data will help you understand the metrics and trends behind each objective so that together, we can make informed decisions about the actions we will want to continue or change moving forward.

A snapshot of the summary page of the Tableau dashboard for most of the Reach and Rally metrics is provided below. Some of the metrics are on other dashboards and media – a summary is provided on the next page. Detailed reports and dashboards can be found at the following links:

Reach and Rally Metrics (Institution-level and Program-level):

<https://waketechedu.sharepoint.com/employee/data-services/SitePages/Strategic-Planning-&-Metrics.aspx>

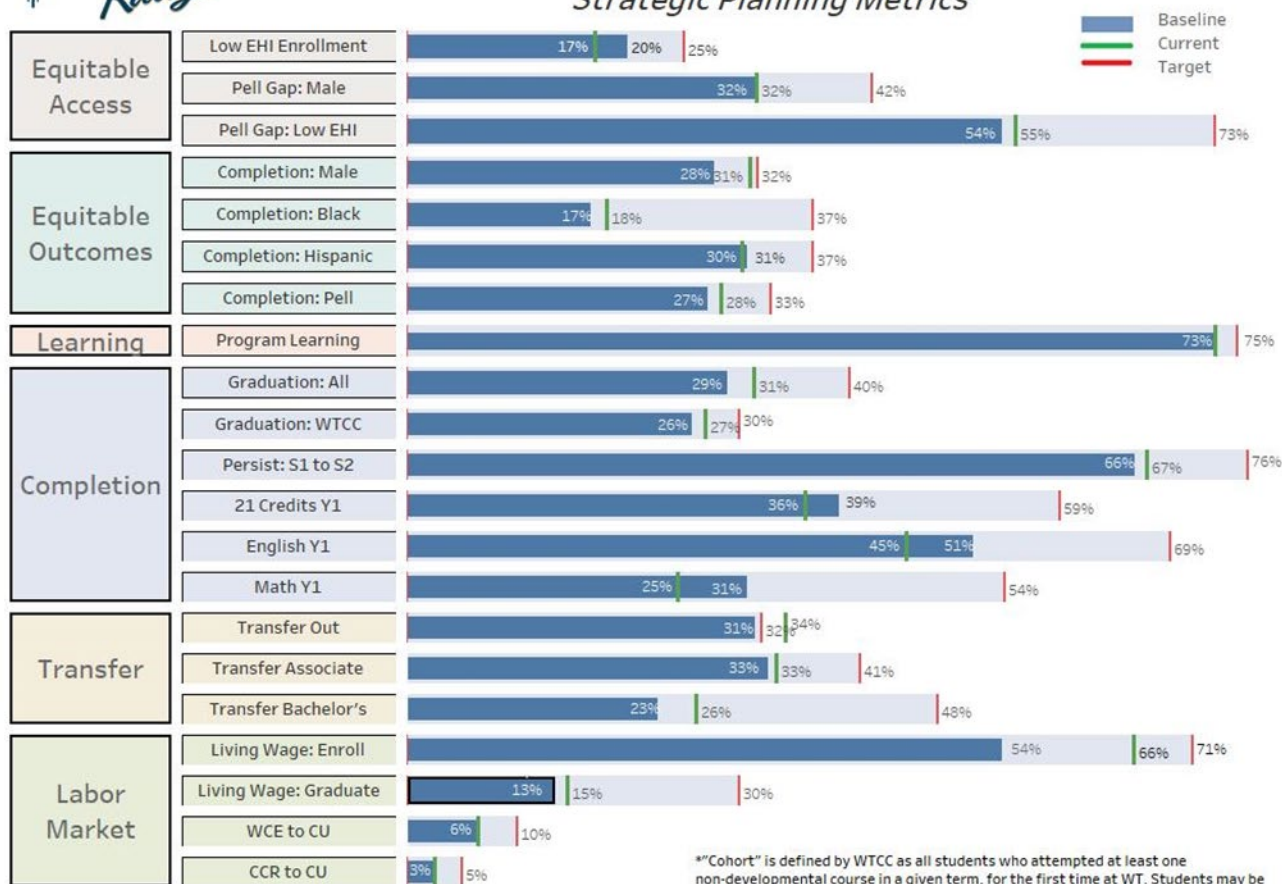
Course Dashboards: <https://waketechedu.sharepoint.com/employee/data-services/SitePages/Course.aspx>

Community College Survey of Student Engagement Metrics:

<https://waketechedu.sharepoint.com/employee/data-services/SitePages/Survey-Results.aspx>



Wake Technical Community College Strategic Planning Metrics



Cohort is defined by WTCC as all students who attempted at least one non-developmental course in a given term, for the first time at WT. Students may be first-time ever in college or new transfer students and may be enrolled at any program level: certificate, diploma, degree, CCP (excludes non-credit(CONED) students).
 ** Hover over metric names for definitions and target rationale

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SUMMARY OF PROGRESS

The following table provides a summary of the goals and objectives that guide our actions, while the metrics track our progress. You can review the strategies and actions we are taking to met our targets in the links below, while more detail on the metrics is provided on the following pages.

Strategies: You can find a description of each strategy here:

<https://www.waketech.edu/sites/default/files/page-file-uploads/RR-Executive-Summary.pdf>

Actions: You can review the actions we are implementing for each strategy here:

<https://waketechedu.sharepoint.com/employee/strategic-planning/SitePages/Reach-and-Rally-Annual-Rallies.aspx#reach-n-rally-year-1-progress-reports>.

Goal	Objective and/or Measure	Baseline ¹	Current ²	Target	Gains?
Equitable Access	SO 1.1 – Increase enrollment of students from low Economic Health Index (EHI) zones in Wake County	20%	17%	25%	
	SO 1.2a - Increase Pell - Males	32%	32%	42%	
	SO 1.2b - Increase Pell among low EHI students	54%	55%	73%	✓
Learning	SO 2.1a – Improve Program Learning Outcomes	73%	TBD	75%	
	SO 2.1b – Course Success by modality				
	Seated	73%	71%	75%	
	Blended	76%	71%	75%	
	Hybrid	70%	66%	75%	
	Online	69%	69%	75%	
	SO 2.2 – High Impact Practices (CCSSE ³ 2022SP Benchmark Raw Scores)				
	Active and Collaborative Learning	0.365	0.342	0.6	
	Academic Challenge	0.589	0.632	Met	
Student-Faculty Interaction	0.434	0.476	0.6	✓	
Equitable Outcomes	SO 3.1 - Close Equity Gaps in student learning – Course Success Rates	BL=59%	BL=57%	Close Gaps	
		HIS=72%	HIS=66%		
		WH=76%	WH=74%		
	SO 3.2 – Close Equity Gaps in 4-Yr Completion ^{4,5}	BL=17%	BL=18%	Close Gaps	✓
		HIS=31%	HIS=30%		
		WH=35%	WH=37%		✓
Completion	SO 4.0- 4-Year Completion Key Performance Ind. ^{4,5}	29%	31%	40%	✓
	SO 4.1 – Retention of new students from FA to SP	66%	67%	76%	✓
	SO 4.2 – New students gaining 21 College-level Credits in First Year	39%	36%	59%	
	SO 4.3a – Complete college-level ENG in Y1	51%	45%	69%	
	SO 4.3b- Complete college-level MAT in Y1	31%	25%	54%	
Transfer	SO 5.1 - Transfer w/Award	33%	33%	41%	
	SO 5.2 – Bachelor’s attainment	23%	26%	48%	✓
Labor Market	SO 6.1a – Career/Coll Readiness (CCR) to Degree	3%	TBD	5%	
	SO 6.1b – Non-degree to degree	6%	TBD	10%	
	SO 6.2a – Living Wage Enrollment	54%	66%	71%	✓
	SO 6.2b – Living Wage Graduation	13%	15%	30%	✓

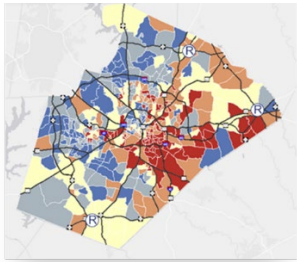
¹Baseline is 2019FA unless otherwise noted

²Current is 2021FA unless otherwise noted

³Community College Survey of Student Engagement; Baseline = 2019SP

⁴Baseline = New students at WTCC starting 2015FA. Note Completion, Transfer and Labor Market metrics track cohorts of new students to WTCC, not all students.

⁵Current = New students at WTCC starting 2017FA



EQUITABLE ACCESS

SO 1.1 – Increase enrollment of students from low Economic Health Index (EHI) zones in Wake County

Strategic Planning Metrics by Primary Academic Program

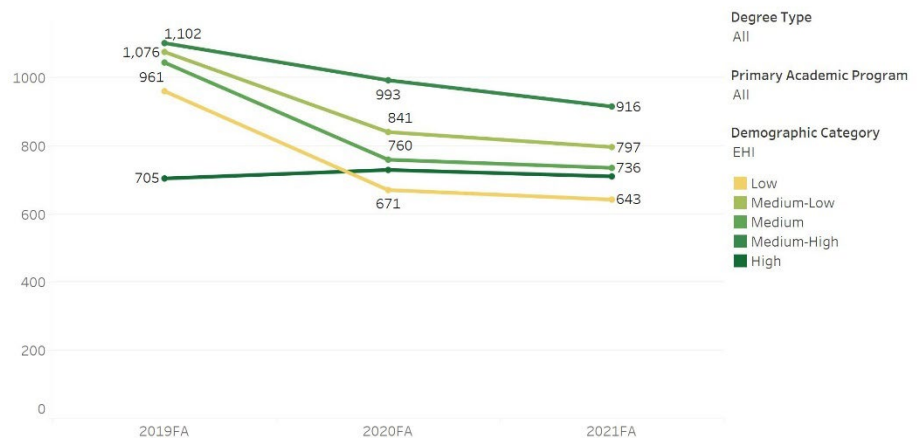
Enrollme..	FTE	S1 to S2 ..	Credit Ac..	English Y1	Math Y1	Graduati..	Transfer-..	Transfer-..	Living W..
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REFLECTION-TO-ACTION

- **What are some barriers that prevent low income residents from enrolling at Wake Tech?**
- **What actions is your area or team currently taking to remove these barriers?**
- **What should we do differently to enroll more low income students at WTCC?**

Enrollment Counts



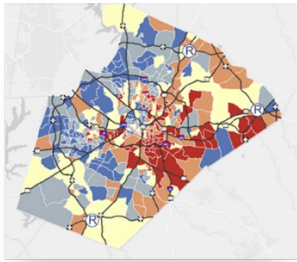
* Fall Cohort (New and Transfer-in students) enrollment counts by Degree type and Primary academic program.
 * Additional information available on tooltips that popup upon hovering the mouse pointer over data points.
 * Disaggregation by demographics is available. Select a demographic category from the dropdown list.

Author: Dr. Suganya Sumithran, College Initiatives and Assessment. Contact Email: ssumithran@waketech.edu

You can check out the enrollment trends by EHI for individual programs here:
<https://waketechedu.sharepoint.com/employee/data-services/SitePages/Programs.aspx>

Metric Insights

The trends shown in the graph represent students new to WTTC and who live in Wake County, including new students who transferred-in to WTCC from other colleges. The trends show that the proportion of low income students at WTCC is lower than the proportion from all other income levels, and that enrollment of low income students has decreased over time.



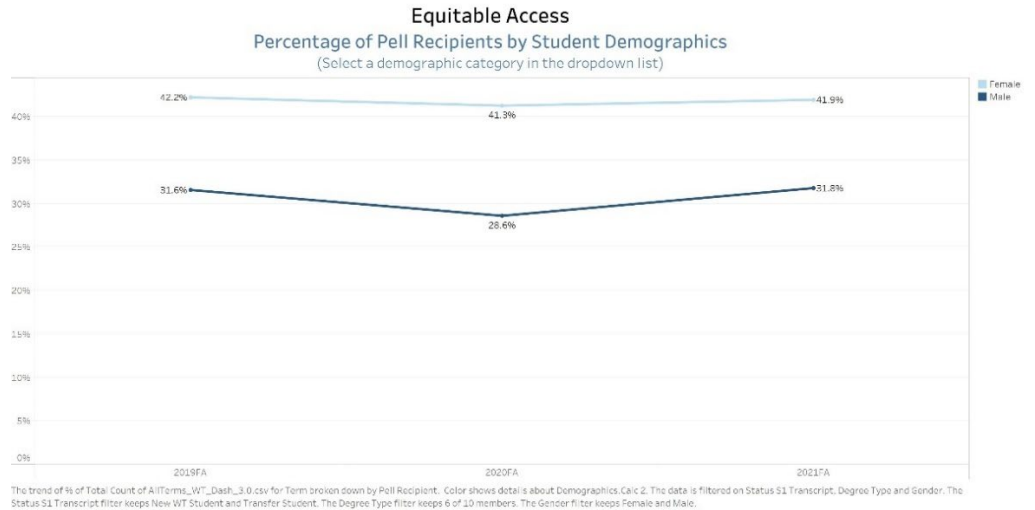
EQUITABLE ACCESS

SO 1.2 – Increase Pell grants among male and low EHI students



REFLECTION-TO-ACTION

- **What impedes students from receiving Pell grants?**
- **What is your area or team currently doing or planning to do to increase Pell grants to male students and low EHI students?**
- **What should we do differently than we are currently doing or planning to do to increase Pell grants among students who need them?**



Metric Insights

Pell grants can help students enter and graduate from college. However, fewer males than females receive Pell, and the proportion of students from zones in Wake County with a low Economic Health Index score in Wake County is below the national average.



LEARNING

SO 2.1a – Improve Program Learning Outcomes among all modalities

SO 2.1b – Course Success by modality

While we will not have findings from our Program Learning Outcomes Assessments until January of 2023, we do have data from our program courses that can serve as indicators of the extent to which students are learning in different modalities.



REFLECTION-TO-ACTION

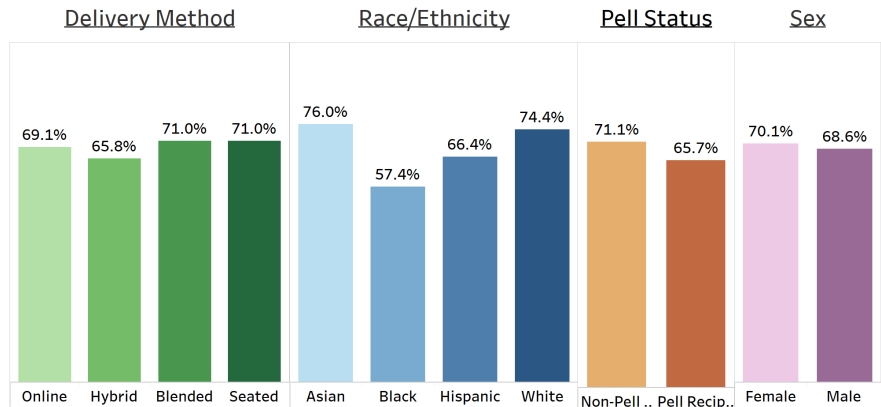
- We have made strides in virtual learning through a number of initiatives, including EPIC, but we still have gaps to close among modalities and student populations. What are some other actions your area or team is taking to improve virtual learning?
- Are there ways we are now delivering our instruction and services in hybrid and online courses that raise the probability of student withdrawals and impeded students from succeeding in those modalities?
- What do we need to do differently to improve course success and reduce withdrawals among all modalities?



Term: 2021FA - Division: All - Course: All

Enrollment Count (Seats) 64,291 Success Rate (A, B, C, S, P1, P2, P..) 69.4%

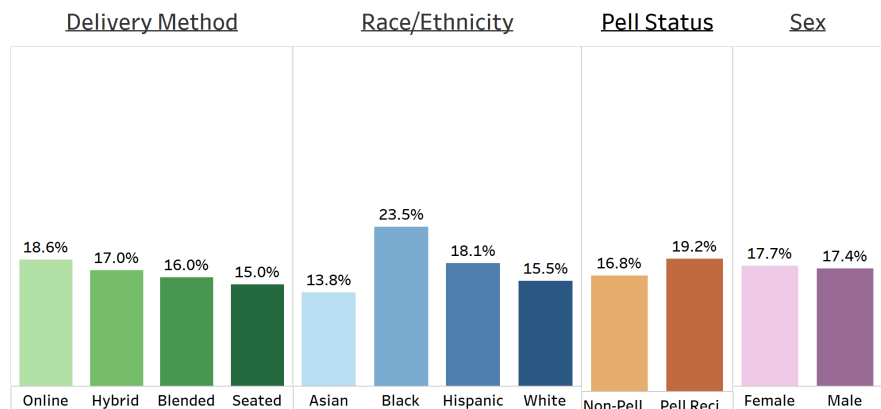
Term: 2021FA
 Division: (All)
 Course Name: (All)



Term: 2021FA - Division: All - Course: All

Enrollment Count (Seats) 64,291 Withdrawal Rate (W, WP, WF..) 17.5%

Term: 2021FA
 Division: (All)
 Course Name: (All)





LEARNING

SO 2.2 – High Impact Practices

The Community College Survey of Student Engagement (CCSSE) measures the extent to which community colleges are employing high impact practices that lead to student success in their programs and courses. To view the specific questions from the CCSSE survey that shed light in this metric, see the Power Point provided here:

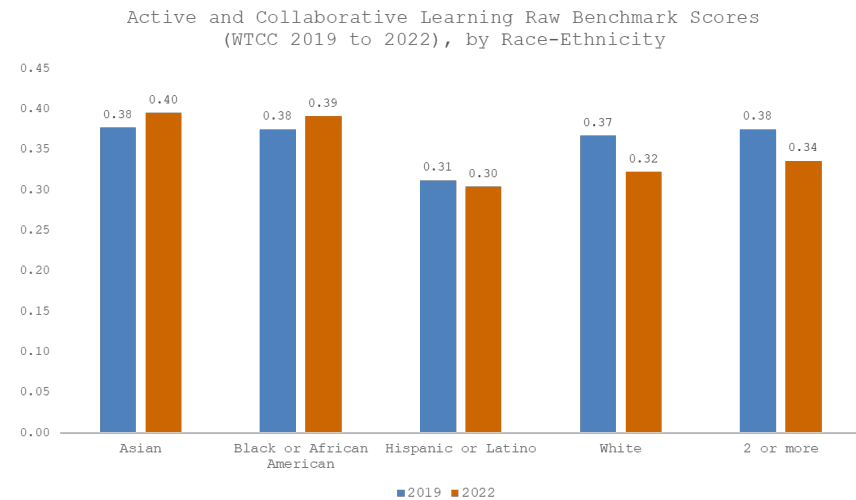
<https://waketechedu.sharepoint.com/employee/data-services/SitePages/Survey-Results.aspx>



REFLECTION-TO-ACTION

- Are there ways we deliver our instruction and services that might impede students from engaging in active and collaborative learning?
- What are doing now or planning to do to engage students in active and collaborative learning in all modalities (online, hybrid, blended and seated).
- What might we do differently to improve active and collaborative learning within courses and programs?

<i>Community College Survey of Student Engagement - WTCC</i>			
Benchmark	Raw Benchmark Score		Target
	2019	2022	2024
Active and Collaborative Learning	0.365	0.342	0.6
Student Effort	0.423	0.449	0.6
Academic Challenge	0.589	0.632	Met
Student-Faculty Interaction	0.434	0.476	0.6
Support for Learners	0.438	0.501	0.6



Metric Insights

- While COVID-19 affected the way we engaged our students, the data shows that we improved in 5 out of 6 high impact practices that promote student success.
- The data shows that active and collaborative learning is our toughest area of engagement, especially since the COVID-19 pandemic hit, and especially among Hispanic/Latino students.



EQUITABLE OUTCOMES

SO 3.1 - Close Equity Gaps in student learning – Course Success Rates

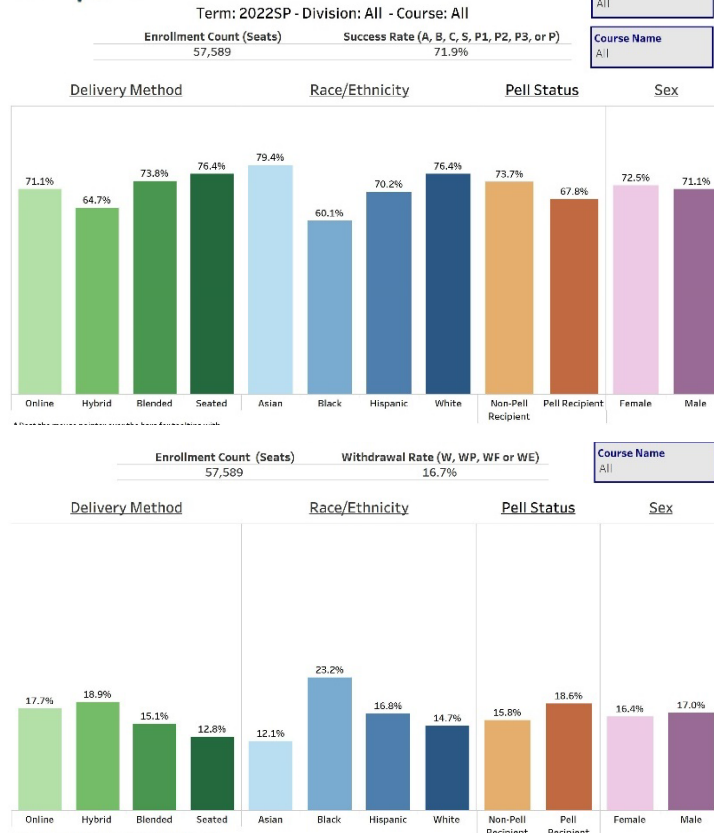
In addition to the CCSSE data, we have indirect indicators of the extent to which students are progressing through their programs via the successful progression through courses. You can find and disaggregate the metrics for specific courses in the course performance dashboards

<https://waketechedu.sharepoint.com/employee/data-services/SitePages/Course.aspx#overview>.



REFLECTION-TO-ACTION

- Are there ways we deliver our instruction and services that might impede students from succeeding in courses, especially Black/African American students?
- What actions are you currently taking or planning to take in your departments and on teams to improve success and close equity gaps in courses?
- What might we do differently than we are currently doing or planning to do to support course success among Black/African American students?



Metric Insights

- Consistent cross semesters, course success rates are lower and withdrawal rates are higher among Black/African American, Hispanic/Latino and Pell recipients.



EQUITABLE OUTCOMES

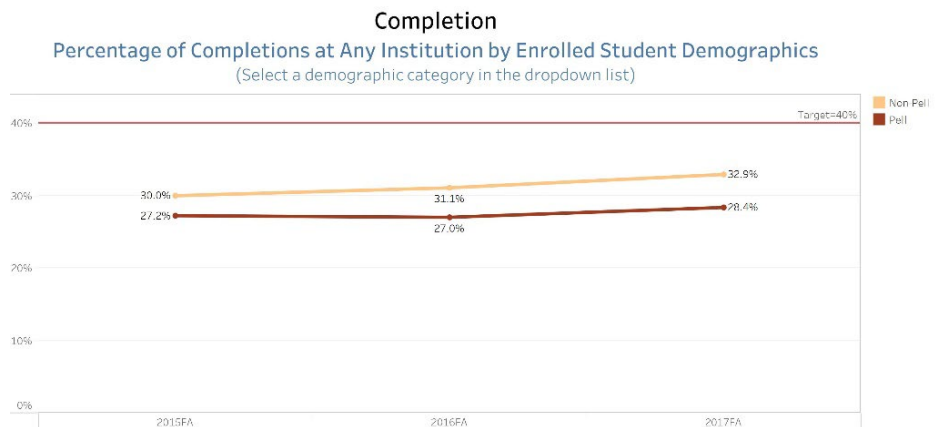
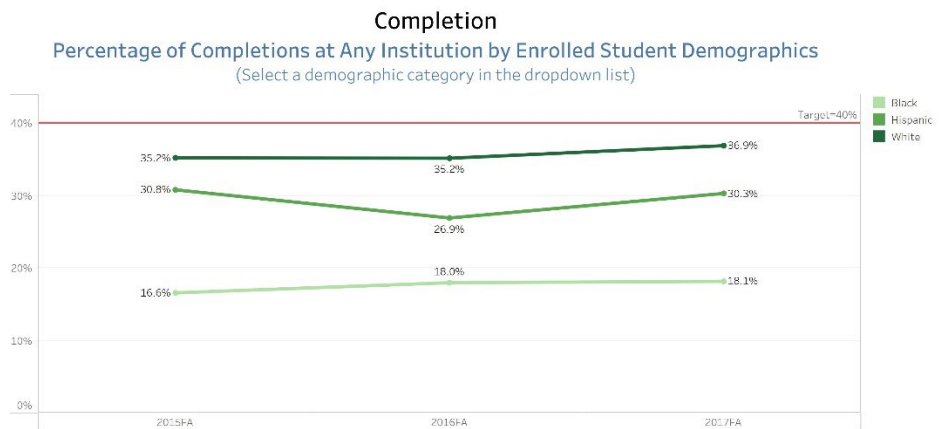
SO 3.2 - Close equity gaps in student completion

The 4-year graduation rate is a key performance indicator for our strategic plan. The data below is in cohorts, so the graduation rate shown for students who started in the 2017FA cohort is the percentage of that cohort who graduated by 2021FA. You can explore the completion rates overall or for different programs here: <https://waketechedu.sharepoint.com/employee/data-services/SitePages/Strategic-Planning-&-Metrics.aspx>



REFLECTION-TO-ACTION

- **4-year graduation rates are not considered very actionable because by the time we know what they are, the time for action to change them has passed.**
- **To change these rates, we need to take action on leading indicators – metrics that we can change in a shorter period of time.**
- **See the next pages for leading completion metrics that we can act on.**



Metric Insights

- Overall, the percentage of students earning any credential within 4 years of starting WTCC has increased from 29% to 31% .
- However, there are disparities in completion rates by race/ethnicity:
 - Black: 18%
 - Hispanic: 30%
 - White: 37%



COMPLETION LEADING INDICATORS – RETENTION

SO 4.1 – Retention from Fall to Spring

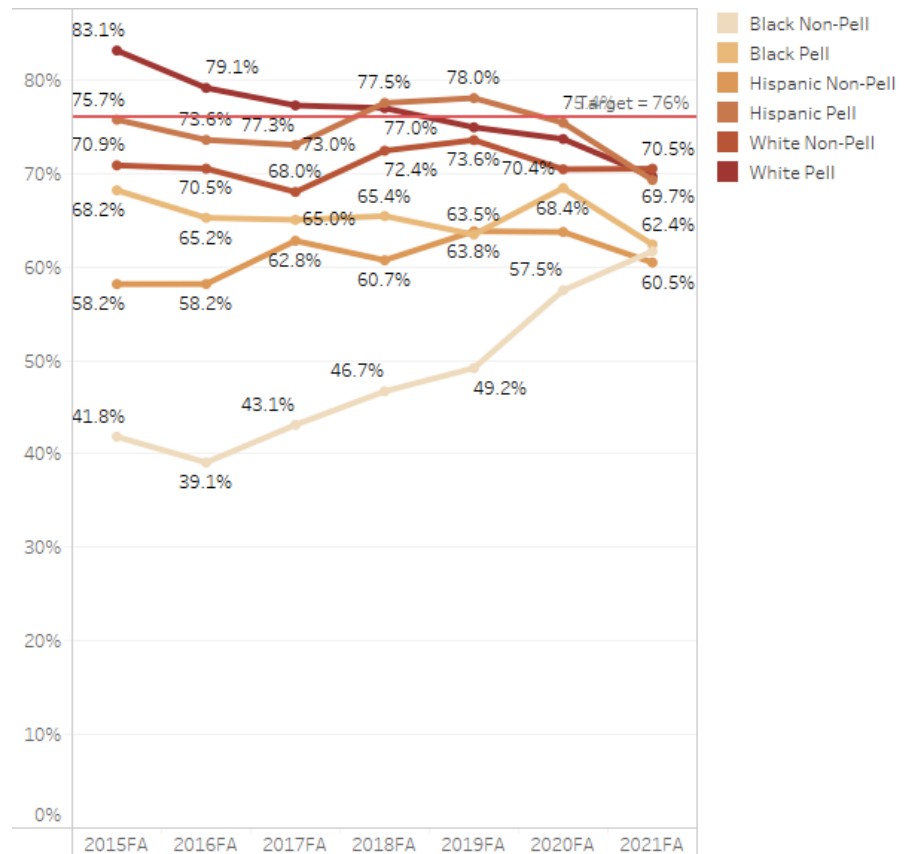
While 4-year completion rates are lagging indicators - meaning by the time we know what the results are we can't improve them – leading indicators are actionable. Leading indicators contribute to the performance of a lagging indicator, but occur on a shorter time frame.

One such leading indicator is the retention of new students from their first semester to the semester immediately following (S1 to S2). Research indicates that when a new student returns immediately in the semester following when they start, their chances of completing a credential within 4-years improves. While you can disaggregate the data on S1-S2 retention in the Tableau dashboards, presented below is an interesting trend at the institution-level.



REFLECTION-TO-ACTION

- What might impede new students from returning in the spring after they start in the fall?
- What actions is your area or team currently taking, or planning to take, to improve fall to spring student retention?
- What might your area or team do differently than you are currently doing or planning to do to ensure students return in S2 after starting in S1?



Metric Insights

- On average and over time the S1-S2 retention (in this case, Fall to Spring) has remained at about 66% to 69%
- S1-S2 retention has improved dramatically over time for Black Non-Pell students, but declined over time for White Pell students.



COMPLETION LEADING INDICATORS – CREDIT ACCUMULATION

SO 4.2 - Credits in First Year

Research indicates that regardless of part-time or full-time status, students who complete at least 21 college-level credits within their first year at Wake Tech have a higher probability of completing a credential within 4-years.



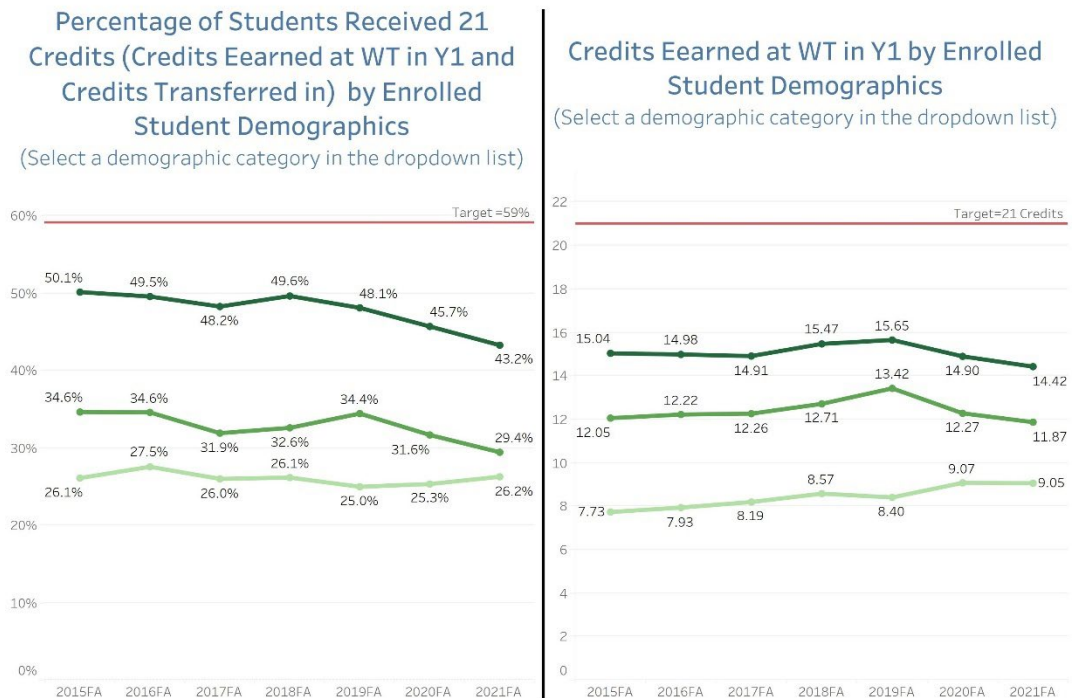
REFLECTION- TO-ACTION

- What might be impeding students from accumulating 21 college-level credits within their first year at WTCC?
- What actions is your area or team currently taking to increase the number of college-level credits students earn in their first year?
- What might your area or team do differently than you are currently doing or planning to do to increase the number of college-level credits students attain in their first year?

Completion

Demographic Category
Race/Ethnicity

Black
Hispanic
White



Metric Insights

- Overall, the percentage of students completing at least 21 credits in their first year has declined overtime among White and Hispanic students, and has remained static among Black/African American students.
- There are race/ethnic disparities in the average number of college-level credits attained in the first year:
 - Black/African American (trending up): 9 credits
 - Hispanic/Latino (declining): 12 credits
 - White (declining): 14 credits



COMPLETION LEADING INDICATORS – ENG AND MAT IN FIRST YEAR

SO 4.3a - College-Level ENG Courses

SO 4.3b - College-Level MAT Courses

Research indicates that students have a higher probability of completing a credential if they successfully complete college-level English and Math with an A, B or C within their first year of starting.



REFLECTION- TO-ACTION

- Are there ways we deliver our instruction and services that might impede students from completing college-level ENG and MAT in their first year, especially Black/African American students?
- What actions is your area currently taking, or does it plan to take, to increase the number of students completing college-level ENG and MAT in their first year?
- What might we do differently than we are currently planning or doing to ensure students take and successfully complete ENG and MAT courses within their first year of starting?

Completion

Percentage of Students Successfully Completed College-Level English (Completed at WT in Y1 and/or Transferred in) by Enrolled Student Demographics
(Select a demographic category in the dropdown list)



Completion

Percentage of Students Successfully Completed College-Level Math (Completed at WT in Y1 and/or Transferred in) by Enrolled Student Demographics
(Select a demographic category in the dropdown list)



Metric Insights

- Completion of college-level ENG and MAT has been declining over time for all students, and is lowest among Black/African American students.
- Factors that may contribute to the decline may include the numbers of students who are attempting ENG and MAT in their first year, our capacity for students to take ENG and MAT in their first year, and the withdrawal rates in ENG and MAT courses.

TRANSFER

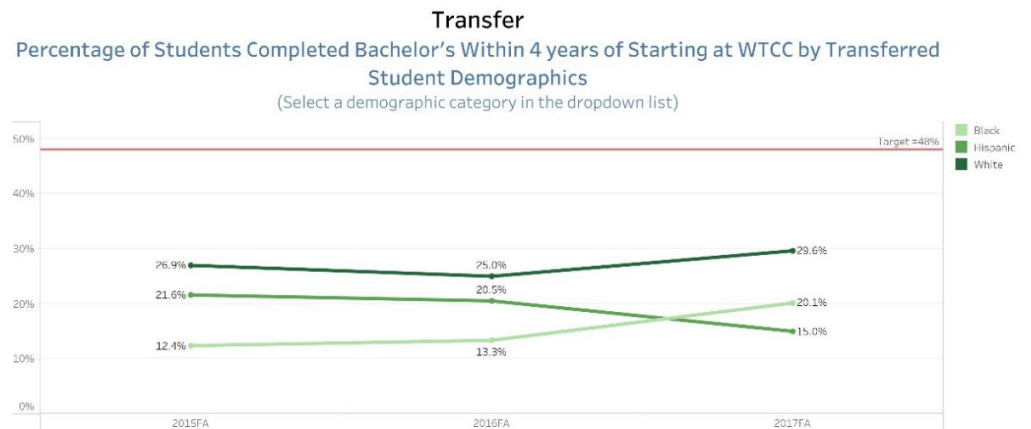
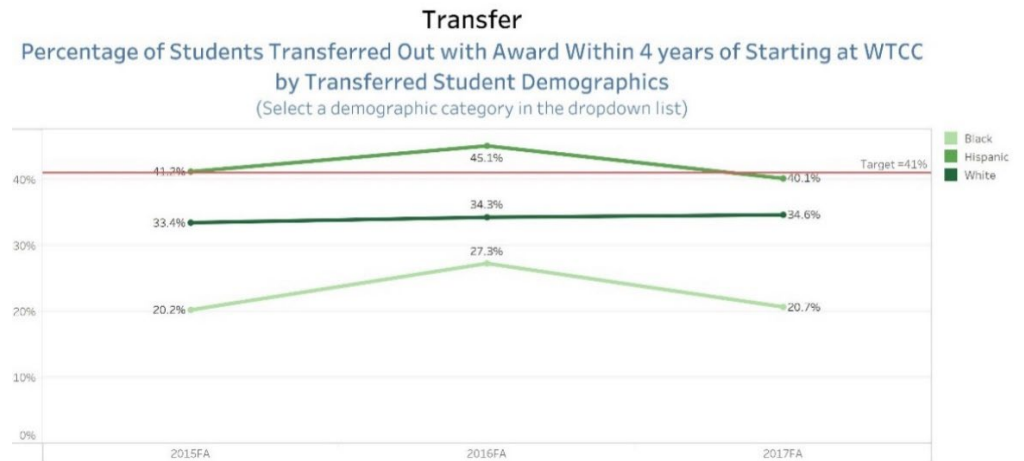


REFLECTION-TO-ACTION

- Are there ways we deliver our instruction and services that impede university transfer students from completing a credential before they transfer?
- What is your area or team currently doing or planning to do to improve the rates at which students transfer to universities with a credential?
- What might your area or team do differently than it is doing now or planning to do to increase the rates at which students transfer out to universities with a credential and attain bachelor's degrees?

SO 5.1a - Transfer w/Credential SO 5.1b - Bachelor Attainment

Attainment of a bachelor's degree is the ultimate goal of students who transfer, and research indicates that transfer students who complete a credential before transferring may have a better chance of attaining a bachelor's degree.



Metric Insights

- Hispanic and Latino students have met our target for transferring out with a credential – terrific! However, Black/African American Students and White students are below our target.
- All groups are below our target for bachelor's completion within 4-years of starting, though Black/African American and white bachelor's completion is improving.

LABOR MARKET

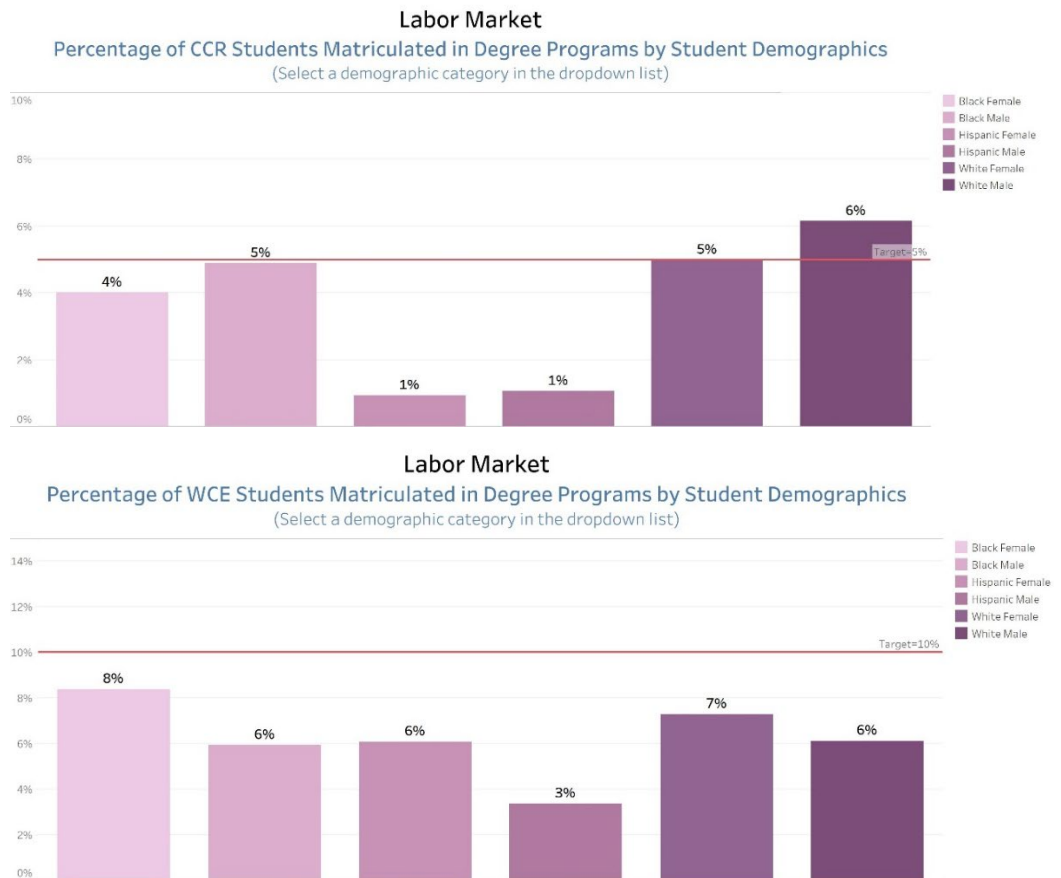


REFLECTION-TO-ACTION

- Are there ways we deliver our instruction and services to CCR and WCE students that might impede them from transitioning to degree programs, especially Hispanic and Latino students?
- What actions is your area currently taking or planning to improve the rates at which non-degree students “ladder up” to degree programs?
- What might we do differently than we are currently doing or planning to improve the rates at which non-degree students ladder-up?

SO 6.1a – Career and Coll. Readiness to Degree SO 6.1b – Non-Degree (WCE) to Degree

An import aspect of our Ladder Works initiative is to make sure students have career ladders of opportunity anywhere they start, including adult learners enrolled in non-credit Career and College Readiness (CCR) courses as well as Workforce Continuing Education courses. We also want to ensure that the transitions to degree programs are clear and smooth, and that students can get credit for their non-degree work as appropriate to their degree programs.



Metric Insights

- While white male CCR students exceed our target for transitioning to for-credit courses, only 1% of Hispanic and Latino students transition.
- Less than 10% of students taking WCE courses transition to degree programs (three year moving average).

LABOR MARKET



SO 6.2a – Programs Leading to Living Wages- Enrollment

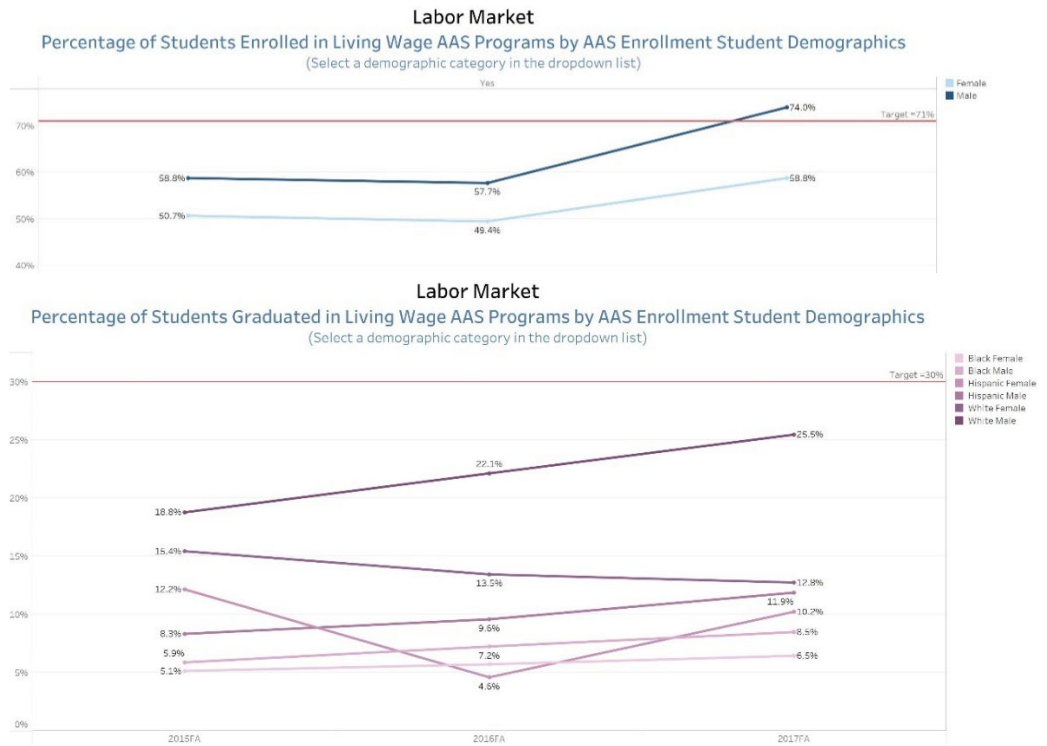
SO 6.2b - Programs Leading to Living Wages- Graduation



REFLECTION- TO-ACTION

- What might impede students from enrolling in and graduating from AAS programs leading to a living wage?
- What is your area currently doing to or planning to increase the number of students enrolling in and graduating from living wage jobs?
- What might we do differently than we are currently doing or planning to improve the rates at which students enroll in and graduate from AAS programs leading to a living wage?

Most students who enroll in AAS programs do so to land a job in the labor market. Using labor market data, we are able to link our programs to jobs and wages in the region. We can also determine the threshold between low-wages and living wages, which is currently an individual earning \$15.92 in Wake County. By comparing the program wages to the threshold, we can determine which programs lead to entry level wages that are above the threshold and which do not.



Metric Insights

- While male students now exceed our target* for being enrolled in living wage AAS programs, there is a gender gap in female-male enrollment in these programs that persists into the Wake County labor market.
- While graduation rates from living wage programs is improving for many groups, less than 10% of Black/African students graduate from living wage programs within 4 years of starting.

*Target is set at the proportion of Wake County median wages that are above \$15.92/hr

