

Wayne Community College Action Plan for Improving Performance of College Transfer Student

I. Analysis

Wayne Community College (WCC) did not achieve the standard for the "Performance of College Transfer Students" measure since only 78.9% of our transfers have a GPA of 2.0 or greater as compared to 82.9% for native UNC sophomores and juniors. College officials have identified two factors contributing to WCC's difficulty in meeting this measure: (1) students transferring prior to earning their Associates Degree and (2) the college's inability to track individual students transferring to the UNC System after they leave WCC.

1) The majority of WCC college transfer students (105 of 128) were those students transferring prior to earning their Associates Degree. Seventy-six per cent (85) of those students had a GPA of 2.00 or greater. On the other hand, 21 of 23 (91.3%) Associate Degree graduates met or exceeded the 2.00 GPA standard. Since we don't have the capability to identify and track the 25 individuals who did not earn the 2.00 GPA it is difficult to develop concrete reasons as to why those students were not performing at or above the standard.

2) The college is also unable to adequately track college transfer students who enter North Carolina public universities. The University system cannot provide the community colleges the identification of those students who transferred into their institution. It is clear that this ongoing issue centers on confidentiality of student records and the "no release" policy of student performance information using the student's social security number. Consequently, WCC doesn't have a reliable method of pinpointing trends on why some students don't do as well as others. If we could identify classes that WCC transfer students were taking at the University level, our faculty could more efficiently review preparatory classes taught at WCC to make appropriate changes to course content, requirements and sequencing in order to produce better prepared students.

II. Implementation Plan

The following strategies have been developed to address college transfer results.

1) AN IMPROVED STUDENT ADVISING PROCESS: The student advising process underwent a critical review in Fall 2000. As a result, the advisor to advisee ratio has improved along with realignment of advisees with their respective program advisor. A more focused advising process continues to improve our ability to target and monitor transfer students' progress at WCC especially those students who indicate they plan to leave prior to completing their associate degree. Advisors are more able to provide timely intervention strategies for students who may need additional assistance to be successful.

2) EVALUATION OF TRANSFER COURSES: The college has in place a Program Review process coordinated through the Office of Planning and Research. Over the next three years all transfer courses will be evaluated for appropriateness of content, delivery and method of assessment. The college will use both internal and external resources to assist in this evaluation process.

III. Time Frame For Implementation

During 2002-03, faculty will review first year courses that have the highest enrollment of transfer students to include math, science, English and the social/behavioral sciences. In subsequent years, sophomore level courses and other transfer curricula such as business and criminal justice will be reviewed.

WCC's college transfer action plan and time table indicate that we must improve the overall college transfer GPA performance rate by an average of 3.25% annually through 2005. The outcome of these initiatives won't be known until the 2000-2001 transfers complete their junior year at one of the NC public universities. The table below suggests that the college should continue to improve.

YEAR	24 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		TOTAL	
	Number	Percent>2.0	Number	Percent>2.0	Number	Percent>2.0
1997-98	45	64.0%	17	88.0%	62	71.0%
1998-99	105	76.2%	23	91.3%	128	78.9%

The college has four years to bring this measure up to the standard of 84% or 3.25% per year. It is evident by the above data that WCC is on its way to meeting this performance standard. Even with a significant increase in the number of students who transferred prior to the award of the associate degree, the college experienced a 12.2% improvement in this area, contributing to an overall 7.9% improvement last year.

RECOMMENDATION: If the student privacy issue on releasing performance data can be resolved with the University of North Carolina System, community colleges would have the data needed to pinpoint trends on why some students do not succeed as well as others. If WCC faculty knew which classes our transfer students were having difficulty with at the University level, we could more efficiently review our own curriculum.