Performance Measure: Student Success Rate in College-Level English Courses

Purpose: To ensure students are successfully completing credit-bearing English courses within their first two academic years.

Description: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment.

Denominator: First-time fall 2015 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an "A" or "P") during the fall of 2015.

Numerator: Of those in the denominator, the number of students earning a grade of "C" or better in at least one credit-bearing English course during their first two academic years (through the end of the summer 2017 term).

Baseline: 2018 NCCCS Performance Measures System Baseline = 23.8%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 53.0%
Target: 2018 NCCCS Performance Measures System Excellence Level = 55.9%
  (NCCCS Draft - 5/10/2018, 3rd Draft Revision)

English

Year	Students	Successes	% Success
2008-09	n/a	n/a	63%
2009-10	n/a	n/a	63%
2010-11	n/a	n/a	67%
2011-12	316	200	63.3%
2012-13	323	209	64.7%
2013-14	247	157	63.6%

Source: NCCCS Performance Measure Report

Year	Students	# Enrolled in English	Successes	% Success
2013-14 Fall 2012 Cohort*	704	n/a	308	43.8%
2014-15 Fall 2013 Cohort	773	535	410	53.0%
2015-16 Fall 2014 Cohort	626	467	362	57.8%
2016-17 Fall 2015 Cohort	684	538	431	63%

Source: NCCCS Performance Measure Report
*Past results associated with 2016 proposed measures

2017-2018 Strategies / Action Items:

Item #	Strategies / Action Items	Results *(State the progress/results of the strategies identified. Provide number/percent accomplished.)*
1	English instructors will employ a new textbook for English 111 and 112 (freshman level courses) which will include software (Inquisitive) that focuses on student writing success. This software provides students with additional practice in grammar and punctuation skills as well as essay development.	The new textbook has been adopted and faculty want to keep it for at least two years. The software was not up to faculty expectations, so it will not be used beyond the spring, 2018, semester.
2	A full-time English instructor will develop a workshop for faculty members across campus focused on assessment of student writing in their area of instruction.	This workshop did not happen, but at the end of the spring, 2018, semester, more discussion began about a writing across the curriculum initiative spear-headed by the English Department for the 2018-19 academic year.

2018-2019 Strategies / Action Items: *(Identify new strategies and/or use the same strategies from previous year. For assessment of strategies, state how you plan to evaluate/assess the results of the strategy.)*

Item #	Strategies / Action Items
1	Lowering caps in English 111 – Instead of sections reaching 25-27 students, caps will be set at 22, allowing instructors to be able to spend more time assessing students' needs and weaknesses so that they may revise curriculum as needed and implement instruction focused on solving problems and increasing students' success.
2	Writing Across the Curriculum Awareness Workshops – The English Department will begin by surveying faculty across campus to determine their preference for English faculty-led workshops related to designing effective writing assignments, assessing documentation for research, and grading and commenting on student writing so that the feedback is relevant to students and less troublesome for instructors.
3	Adding an additional English Instructor – As the RISE Initiative is on the horizon, the English Department will require more faculty to cover more sections of English 111 and to cover the co-requisite courses that they will be paired with.

Overall Assessment of Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

Many of our sister institutions recognize that particularly in English 111 courses, students require more one-on-one instruction time for effective assessment of their individual writing needs, so those courses have smaller caps – usually 20-22 students. Our performance numbers suggest that our youngest (high school age) students perform the best, while non-traditional students lag behind. Some of these non-traditional students have been out of school for a significant amount of time, and need supplemental instruction to get the "up-to-speed" with the content. The WCC English department currently has a cap of 25, and many instances where the numbers raise to 26 and 27. While English 112 and 114 courses may remain at the higher cap of 25, student success would increase in English 111 sections if we lower our cap to 22.

A Writing Across the Curriculum project must be spear-headed by the English faculty and offer our colleagues in other departments information about how to design effective writing assignments, how to insist upon correct APA and MLA documentation, how to grade students' written work in such a way that it is not laborious, etc. Overall, the goal would be to help colleagues realize that writing assignments can be useful for student engagement with course material at a higher critical thinking level if encouraged to go beyond simple research without argument. Instructors in other departments may also realize that student writing can be "enjoyable" for instructors to read and comment on. A WAC project helps WCC students realize that the work that they do in English courses IS important, and hopefully, this awareness will encourage them to increase their efforts and their success in those English courses.

All full-time WCC English instructors teach six writing-intensive courses, and with the changes that are coming with the RISE Initiative, more faculty must be hired to cover the influx of students both in sections of English 111 and in the co-requisite courses that will be required. While English numbers are "in the green" now, we do not want to go backwards when suddenly confronted with new curriculum and expectations.