

**Planning Council Sub-Committees
2018-19 Performance Measure Year End Reporting Form**

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

Purpose: To ensure students are successfully completing a credit-bearing English course within their first three 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 three years of their first fall term of enrollment.

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number >=100) English course within three years (by the end of the third summer term).

Baseline: 2019 NCCCS Performance Measures System Baseline = 40.1%

Standard: 2019 NCCCS Performance Measures Average College Percentage = 61.0%

Target: 2019 NCCCS Performance Measures System Excellence Level = 66.6%
(2019 NCCCS Performance Measures for Student Success Report, Final)

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%

**Past results associated with 2016 proposed measures*

Source: NCCCS Performance Measures for Student Success Report

Year	Cohort	Enrolled	Enrolled & Successful	% College-Level ENG Enrollment	% Enrolled and Successful
2017-18 Fall 2015 Cohort	716	601	497	84%	69.4%

Source: NCCCS Performance Measures for Student Success Report

2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items (Action items identified in the 2017-18 year-end report)	Results (What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)
1	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.	No change occurred, and the cap for English 111 classes is still 25, with some sections going beyond that number.
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.	Very little was accomplished towards this goal. Jeanine Callaway presented a WAC topic through the Professional Development Committee on October 28: "How to Create Effective Writing Assignments." At the beginning of the 2019-20 year, there has been more discussion about advancing this action item and assigning faculty members to ensure its success.
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	The English Department did not add an additional English Instructor. This may no longer be needed if enrollment numbers remain as they are or decrease.

2019-2020 Strategies / Action Items:

Item #	Action Items <i>(Identify new strategies/action items and/or use the same strategies/action items from previous year.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Lowering caps in English 111 – Instead of sections reaching 25-27 students, caps will be set at 22.	Set caps at 22; however, lower enrollment numbers may result in fewer than 25 students in English 111, 112, and 114
2	Continue initiative for Writing Across the Curriculum Awareness	English department instructors offer guidelines for instructors in other disciplines to use when teaching about documentation
3	Research the feasibility of using OER instead of physical textbooks in English 111 and 112.	English department instructors meet in the spring to discuss textbook options and some of those options include OER

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.)*

The data shows WCC English Success to be 69.4%. While we are in the “green,” the department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to set course caps at 22 instead of 25 or higher. Fewer students in a class allows 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. This goal will be met when caps are officially set at 22; however, lower enrollment numbers may result in fewer than 25 students in English 111, 112, and 114.

The English Department will continue to raise awareness of Writing Across the Curriculum initiatives. A possible starting point may be to focus on communicating to all faculty what WCC students are learning in English 111 and 112 related to MLA and APA documentation. With this knowledge, faculty in all disciplines may be better able to help their students understand correct documentation and fairly assess students’ researched work. This goal will be met once English department instructors offer guidelines for instructors in other disciplines to use when teaching about documentation.

Success may also improve by solving an ever-present problem of physical textbooks that are expensive and, perhaps, not utilized enough. English faculty will learn about the less costly OER and investigate what English OER resources are available. If the research reveals that an OER is a better option than textbooks, we may consider implementing in the 2020-21 academic year. This goal will be met when English department instructors meet in the spring to discuss textbook options and some of those options include OER.