

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

**Performance Measure:** College Transfer Performance

**Purpose:** To ensure the academic success of community college students at a four-year university or college.

**Description:** Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.

**Denominator:** Students who earned an Associate Degree during the fall, spring, and/or summer of the academic year and/or accumulated least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year, who enrolled the subsequent fall in any 4-year college or university that participates in the National Student Clearinghouse Student Tracker program.

**Numerator:** Of those in the denominator, the number who graduate with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year college or university during the subsequent fall semester.

**Baseline:** 2019 NCCCS Performance Measures System Baseline = 74.4%  
**Standard:** 2019 NCCCS Performance Measures Average College Percentage = 85.2%  
**Target:** 2019 NCCCS Performance Measures System Excellence Level = 89.4%  
*(2019 NCCCS Performance Measures for Student Success Report, Final )*

	30+ Hours		Associate Degree		Total		
Year	Students	% ≥ 2.00	Students	% ≥ 2.00	Students	# ≥ 2.00	% ≥ 2.00
2008-09	n/a	n/a	n/a	n/a	n/a	n/a	87%
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	88%
2010-11	71	83%	42	83%	113	n/a	83.2%
2011-12	56	88%	96	92%	152	n/a	90.1%
2012-13	58	90%	87	82%	145	n/a	84.8%
	30 + Hours		Associate Degree		Total		
Year	Students	% ≥ 2.25	Students	% ≥ 2.25	Students	# ≥ 2.25	% ≥ 2.25
2010-11*	n/a	n/a	n/a	n/a	n/a	n/a	78%
2011-12*	n/a	n/a	n/a	n/a	n/a	n/a	87%
2012-13*	n/a	n/a	n/a	n/a	n/a	n/a	75%
2013-14	64	83%	106	78%	170	n/a	80.0%
2014-15	56	77%	138	87%	194	163	84.0%
2015-16	69	78%	139	83%	208	169	81.3%

*\*Past results associated with 2016 proposed measures*

Year	30 + Hours		Associate Degree Recipient		Total	
	Students	% Persist	Students	% Persist	Students	% Persist
2016-17	111	86%	123	92%	234	88.9%

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	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.	Our OnPoint Student Success Based Advising Initiative is currently ongoing. New students are continuing to register for ACA 122 during their first academic semester and assigned to the faculty advisor who teaches their ACA 122 course. As part of OnPoint, WCC implemented Aviso Retention software during summer 2018. At the start of fall 2018, there were 36 Arts & Sciences students with an academic plan in Aviso. At the writing of this report, that number has grown to 516 and continues to rise. It is important to note that Career & College Promise students, as well as, innovative high school students do not take QEP sections of ACA and are not assigned a faculty advisor. These students are advised exclusively by staff connected with the individual innovative high schools or WCC's Career and College Promise staff members.
2	The Arts & Sciences Division will fully implement Aviso Retention Software during the Fall 2017 semester.	Aviso Retention software was fully implemented starting in the fall 2018 semester. Usage of the software for the Arts & Sciences Division has increased since that time. Between the start of the fall 2018 semester and April 15, 2019, 5,707 early alerts were created for students within the Division. 4,991 were automated alerts mostly concerning student attendance and LMS log-in issues. 716 were faculty-initiated alerts.

**2019-2020 Strategies / Action Items:**

<b>Item #</b>	<b>Action Items</b> <i>(Identify new strategies/action items and/or use the same strategies/action items from previous year.)</i>	<b>Assessment of Action Items</b> <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative as part of the QEP.	Through the use of ACA 122 faculty advisors will be assigned to all new students and those with less than 30 hours of college credit.
2	The Arts & Sciences Division will fully implement Aviso Retention Software during the Fall 2017 semester.	Aviso allows faculty to issue early alerts for students who are doing poorly in class, attending infrequently, or struggling with personal issues. The alerts are funneled through our Achievement Coaches & advisors who can activate appropriate resources on campus where necessary.
3	Review/revise Program Learning Outcome #1 - Identify and evaluate the source, context, and credibility of information. This will be used across Arts & Sciences to better prepare students pre/post transfer.	This will be done through the College Transfer Success Performance Sub-Committee. The members will work to revise the current signature assignment to include more disciplines and an online module for distance education classes.

**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.)*

We are pleased with the changes made to the College Transfer Success performance measures. The new measure does a much better job identifying those schools who are attempting to meet the measure by having their students transfer successfully to a four year college or university. This year WCC was .5% percentage points from a green light. The goal of college transfer is to help students in the Associate in Arts, Engineering, and Sciences identify and successfully transfer to a four year college or university that aligns with their educational goals. While our QEP, OnPoint Student Success Based Advising Initiative, has placed faculty advisors with our students, we believe it is the work that is being done inside the ACA 122 classroom and not specifically the advisors that is leading to greater transfer persistence. ACA 122, both at the system level and institutional level, has been modified to place greater emphasis on academic planning and having students explore their academic goals and career aspirations. The data continues to show us that students who graduate with a two-year degree are more likely to persist at the four year level.