Performance Measure: First Year Progression

Purpose: To ensure first-year students are making progress toward credential completion.

Description: Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.

Denominator: First-time fall credential-seeking curriculum students.

Numerator: Of those in the denominator, the number who graduate with a postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

Baseline: 2019 NCCCS Performance Measures System Baseline = 56.6%
Standard: 2019 NCCCS Performance Measures Average College Percentage = 68.2%
Target: 2019 NCCCS Performance Measures System Excellence Level = 71.9%
  (2019 NCCCS Performance Measures for Student Success Report, Final)

Year	Cohort	12 Hrs Att	12 Hrs Succ	% Success
2008-09	n/a	n/a	n/a	69%
2009-10	n/a	n/a	n/a	71%
2010-11	n/a	n/a	n/a	72%
2011-12	706	626	459	73.3%
2012-13	676	572	411	71.9%
2013-14	708	603	422	70.0%
2014-15	716	461	335	72.7%
2015-16	786	492	338	68.7%
2016-17	766	445	311	69.9%

Source: NCCCS Performance Measures for Student Success Report

Year	Cohort	Graduated	Enrolled NCCCS (non-graduate)	Enrolled Other (non-graduate)	% Graduated or Still Enrolled
2017-2018	798	63 / 8%	425 / 53%	70 / 9%	69.9%

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	Career Coach to work for the college in the area high schools to prepare the new students for college life. They will be the first point of contact for high school students to get to know and understand how the college works and what is expected of them.	Career Services Counselor is available to assist students in finding the career or program of study that best suits their goals and skill sets. In addition to Career Services, the College has four Achievement Coaches who are there to support, encourage, and assist in goal setting enabling students to be successful.
2	Mandatory orientation for all incoming students after acceptance to the college but before they can register for classes.	Orientation sessions are held each semester (Fall, Spring, Summer). Annually, three sessions are offered in the Summer, 8-10 in the Fall, and 6 in the Spring. All orientations dates are provided in the subcommittees meeting minute folder as supporting documentation. Even with the impending COVID, virtual orientation sessions have been provided. Recruiters present information from the various areas of the college and Student Services. As part of the orientation, Recruiters walk students over to the Open Computer Lab and walk them through the process of signing in to Moodle, setting up email, and accessing Webadvisor/Self-Service. Orientation, however, has not been mandated by the college.
3	Designated full time ACA 111 instructor that teaches new students to ensure that they get all available information about the college in the same format.	Currently, an instructor teaching in the Academic Foundation's Department coordinates the College's ACA 111 courses. An array of instructors rotate teaching the sections across the academic divisions. The instructors follow the syllabus and textbook for the course.

2019-2020 Strategies / Action Items:

Item #	Action Items *(Identify new strategies/action items and/or use the same strategies/action items from previous year.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Utilize Achievement Coaches in an effort to increase student success in courses and programs.	Office of Institutional Effectiveness / Data Coordinator will track success of first-year, first-time enrolled students.

2	Create opportunities for students to connect and create a feeling of belonging.	Create student activity opportunities. Track number of participants and perform informal evaluation of activities. The First-Year Progression subcommittee will work with Student Activities to ascertain the number of formal student campus activities.
3	Centralize ACA course to improve consistency and success-based instruction.	Designate a centralized department for managing ACA courses and instruction.

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.)*

Wayne Community College achieved an overall performance of 69.6%. The First-Year Progression performance measure tracks the percentage of first-time fall credential-seeking curriculum students (Fall 2017 cohort) who graduated prior to or enrolled in post-secondary education the subsequent fall semester, Fall 2018. The overall percent of success has remained the same for the last two reporting years, 2016-17 and 2017-18.