Wayne Community College Student Achievement Report

Academic Year – 2019-2020

Wayne Community College (WCC) evaluates student achievement consistent with its mission, institutional goals, and institutional learning outcomes. WCC utilizes four criteria for assessing student achievement in compliance with Core Requirement 8.1 of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The four criteria are: the National Student Clearinghouse (NSC) six-year total completion rate; annual curriculum headcount; new, first-time-attending students at WCC fall-to-fall retention; and annual curriculum completers. The criteria used in this report have been approved by the Wayne Community College's Planning Council. The purpose of WCC's Planning Council is to provide direction, leadership, and oversight for the College's planning and institutional effectiveness process and to ensure continuing compliance with SACSCOC accreditation standards. One of the SACSCOC accreditation standards in which WCC's Planning Council ensures compliance is the core requirement of 8.1 – Student Achievement. SACSCOC Core Requirement 8.1 states, "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success."

Criterion 1: National Student Clearinghouse Six-Year Total Completion Rate (SACSCOC Key Student Completion Indicator)

Criterion 1 aligns with WCC's institutional Goal 3 – Improve Student Success. The goal is to increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued educational attainment. In addition, criterion 1 supports the College's mission by meeting the educational needs of the

communities we serve.

WCC selected the National Student Clearinghouse (NSC) six-year total completion rate as our SACSCOC Key Student Completion Indicator because the NSC data reflects our students more so than the Integrated Postsecondary Education System (IPEDS) Graduation Rate data. The NSC six-year total completion rate consists of the first-time, full-time degree-seeking students and the first-time, part-time degree-seeking students, excluding the concurrent high school students from the entering fall cohort. The IPEDS Graduation Rate consists of the first-time, full-time degree-seeking students, excluding the concurrent high school students from the entering fall cohort. WCC serves more part-time students than full-time students.

WCC's NSC Six-Year Completion Rate

Outcome: WCC seeks to increase its NSC six-year completion rate for its first-time fall degree-seeking students.

Threshold of Acceptability: 48.43%

Rationale: The Office of Institutional Effectiveness (IE) used the NSC StudentTracker Postsecondary Completion Institutional Benchmark reports to examine the six-year total graduation rate for the specific entering cohorts to establish acceptability thresholds. The Office of IE examined the following cohorts: fall 2008, fall 2009, and fall 2010. To establish the threshold of acceptability for this criterion, the Office of IE averaged fall 2008, fall 2009, and fall 2010 entering cohort six-year completion rate. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static over the next three years when the Office of IE, along with Planning Council, will reexamine this criterion. The static threshold of acceptability aligns with how WCC establishes its baselines, standards, and targets for Key Performance Indicators (KPIs) in its 2019-2024 Strategic Plan for Institutional Effectiveness.

Goal: 50.43%

Rationale: The goal is to increase WCC's threshold of acceptability by 2% (48.43% + 2%).

Criterion	Fall 2008 Entering Cohort	Fall 2009 Entering Cohort	Fall 2010 Entering Cohort	3-Year Mean	Fall 2013 Entering Cohort
Six-Year Total Graduation Rate	47.63%	47.25%	50.40%	48.43%	49.33%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

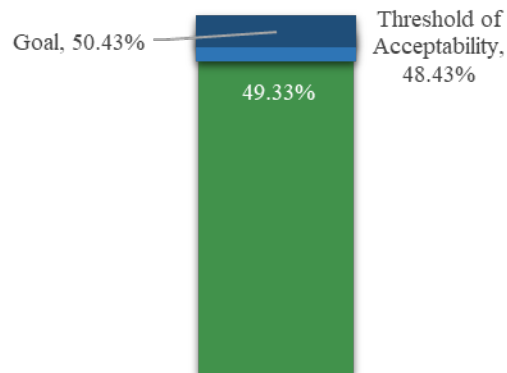**Table 1. WCC's NSC Six-Year Completion Rate – Entering Cohort**

Figure 1. WCC's NSC Six-Year Completion Rate – Entering Cohort

Evaluation of Data: For first-time, degree-seeking students in the fall 2013 entering cohort (n = 499), the six-year total completion rate is 49.33% (n = 246). **WCC exceeded the threshold of acceptability (0.09%), but did not reach its goal for this outcome by 1.1%.** To put it in perspective, if six more students had completed within the six years, WCC would have met the 2% increase goal. After the six-year timeframe, 10.28% (n = 51) were still enrolled at any institution, and 40.38 (n = 202) were not enrolled.

Strategies for Improvement: The Office of IE will work with the Strategic Enrollment Management (SEM) Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

<p align="center">NSC Six-Year Completion Rate – Benchmark Group</p>

Rationale: WCC opted to establish and compare benchmarks with the national two-year public institutions and the North Carolina two-year public institutions. WCC selected the North Carolina two-year public institutions because it included all North Carolina Community Colleges. WCC selected the national two-year public institutions due to the accessibility of the NSC Research Center provides the national numbers in WCC's StudentTracker Postsecondary Completions Institutional Benchmark Reports.

Benchmark Group	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
Wayne Community College	499	49.33%	10.28%	40.38%
North Carolina Two-Year Public Institutions	27,896	41.97%	10.33%	47.70%
National Two-Year Public Institutions	757,646	40.76%	16.00%	43.24%

Sources: NSC StudentTracker Postsecondary Completion Institutional Benchmark Reports and NSC Research Center - Signature Report 18A - Completing College State Report - February 2020

<p align="center">Table 2. NSC Six-Year Completion Rate – Benchmark Group</p>

For the Fall 2013 Entering Cohort, Wayne Community College exceeded the national benchmark by 8.57% and the North Carolina Two-Year Public Institutions by 7.36%.
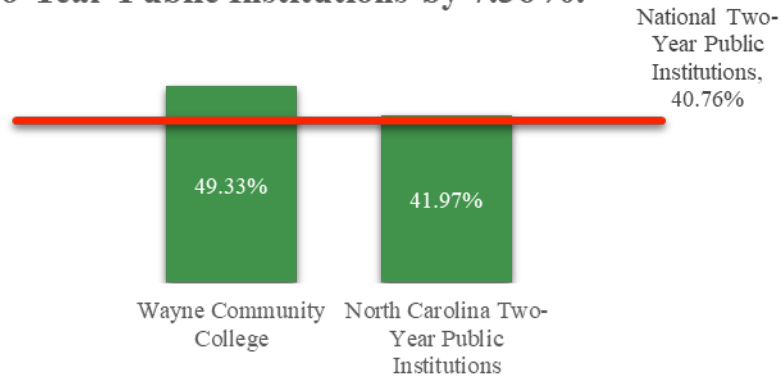
Figure 2. NSC Six-Year Completion Rate – Benchmark Group

Evaluation of Data: WCC's overall six-year completion rate (49.33%) is higher than the national benchmark for two-year public institutions (40.76%) by 8.57%. WCC's overall six-year completion rate (49.33%) is higher than the North Carolina public two-year institutions (41.97%) by 7.36%.

Strategies for Improvement: WCC will monitor its benchmark group to see if WCC is still outperforming the national two-year public institutions and the North Carolina two-year public institutions.

WCC's NSC Six-Year Completion Rate by Age at First Entry

Rationale: Disaggregated only by age at first entry will give WCC some overall insight into its six-year completion rate.

Age at First Entry	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
20 and younger	308	57.14%	11.13%	31.73%
21 - 24	61	37.72%	18.05%	44.23%
Older than 24	128	36.84%	4.70%	58.46%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

Note: Students with missing date of birth data were excluded from the table. As a result, the total of the subgroup numbers may not equal that of the overall number.

Table 3. WCC's NSC Six-Year Completion Rate by Age at First Entry

Evaluation of Data: The fall 2013 entering cohort had 499 students. The cohort consists of the following age categories 20 and younger (61.72%, n = 308), 21 – 24 (12.22%, n = 61), and older than 24 (25.65%, n = 128). Two students (.41%) were excluded from the table due to missing date of birth data when the WCC's NSC Enrollment report was submitted.

20 and younger Age Category

The 20 and younger age category's six-year completion rate is 57.14% (n = 176) and a stop-out rate of 31.73% (n = 98). The 20 and younger age category had 11.13% (n = 34) of students enrolled at any institution after the six-year timeframe. **The 20 and younger age category had the highest six-year completion rate out of all of the age categories for the fall 2013 entering cohort.**

21 - 24 Age Category

The 21 – 24 age category's six-year completion rate is 37.72% (n = 23) with a stop-out rate of 44.23% (n = 27). The 21 – 24 age category had 18.05% (n = 11) of students enrolled at any institution after the six-year timeframe.

Older than 24 Age Category

The older than 24 age category's six-year completion rate is 36.84% (n = 47) with a stop-out rate of 58.46% (n = 75). The older than 24 age category had 4.70% (n = 6) students enrolled at any institution after the six-year timeframe.

Strategies for Improvement: The Office of IE will work with SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's NSC Six-Year Completion Rate By Enrollment Intensity

Rationale: Disaggregated only by enrollment intensity will give WCC some overall insight into its six-year completion rate by enrollment intensity.

Enrollment Intensity	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
Exclusively Full-Time	201	72.15%	0.50%	27.36%
Exclusively Part-Time	20	-	5.00%	95.00%
Mixed Enrollment	278	36.40%	17.73%	45.87%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

Note: Completion outcomes include the first degree or certificate completion. The Mixed enrollment group includes students enrolled both part and full time during the study period.

Table 4. WCC's NSC Six-Year Completion Rate By Enrollment Intensity

Evaluation of Data: The fall 2013 entering cohort had 499 students. The cohort consists of exclusively

full-time enrollment intensity (40.28%, n = 201), exclusively part-time enrollment intensity (4.00%, n = 20), and mixed enrollment intensity (55.71%, n = 278).

Exclusively Full-Time Enrollment

Exclusively full-time enrollment intensity's six-year completion rate is 72.15% (n = 145) and a stop-out rate of 27.36% (n = 55). Exclusively full-time enrollment intensity had 0.50% (n = 1) students still enrolled after the six-year timeframe. **Exclusively full-time enrollment intensity had the highest six-year completion rate out of all enrollment intensity for fall 2013 entering cohort.**

Exclusively Part-Time Enrollment

Exclusively part-time enrollment intensity's six-year completion rate is 0.00% (n = 0) and a stop-out rate of 95.00% (n = 19). Exclusively part-time enrollment intensity had 5.00% (n = 1) students still enrolled after the six-year timeframe.

Mixed Enrollment

Mixed enrollment intensity's six-year completion rate is 36.40% (n = 101) and a stop-out rate of 45.87% (n = 128). Mixed enrollment intensity had 17.73% (n = 49) students still enrolled after the six-year timeframe.

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's NSC Six-Year Completion Rate by Gender

Rationale: Disaggregating only by gender will give WCC some overall insight into its six-year completion rate by gender.

Gender	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
Female	241	48.28%	12.54%	39.18%
Male	197	53.43%	9.23%	37.34%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

Note: Students will missing gender data were excluded from the table.

Table 5. WCC's NSC Six-Year Completion Rate by Gender

Evaluation of Data: The fall 2013 entering cohort had 499 students. The cohort consists of 197 (39.47%) male students and 241 female students (48.29%). Of the 499 students, 61 students (12.22%) were excluded for missing gender data.

Male Population

The male population's six-year completion rate is 53.43% (n = 105) with a stop-out rate of 37.34% (n = 74). The male population had 9.23% (n = 18) students still enrolled after the six-year timeframe. **The male population had the highest six-year completion rate out of all the gender populations for the fall 2013 entering cohort.**

Female Population

The female population's six-year completion rate is 48.28% (n = 117) with a stop-out rate of 39.18% (n= 94). The female population had 12.54% (n = 30) students still enrolled after the six-year timeframe.

The gender field (LSE.GENDER) on the NSC Enrollment report the Office of Admissions & Records submits throughout the year is a voluntary field. The Office of IE will work with the Office of Admissions & Records to discuss reporting gender in the NSC Enrollment report.

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's NSC Six-Year Completion Rate by Race/Ethnicity

Rationale: Disaggregating only by race/ethnicity will give WCC some overall insight into its six-year completion rate by race/ethnicity.

Race/Ethnicity	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
African American	62	35.76%	24.76%	39.48%
Asian	1	-	100.00%	-
Caucasian	181	69.11%	12.15%	18.74%
Hispanic	25	56.00%	16.01%	27.99%
Other	2	50.00%	-	50.00%
Two or More Races	2	-	100.00%	-
Race/Ethnicity Unknown or Missing	226	37.13%	3.10%	59.77%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

Note: The Other Races category includes Non-Resident Alien, American Indian or Alaskan Native, Pacific Islander, and Native Hawaiian or other Pacific Islander.

Table 6. WCC's NSC Six-Year Completion Rate by Race/Ethnicity

Evaluation of Data: The fall 2013 entering cohort had 499 students. The following break down of the race/ethnicity categories are the African American population (12.42%, n = 62), the Asian population (.20%, n = 1), the Caucasian population (36.27%, n = 181), the Hispanic population (5.01%, n = 25), the Other population (0.40%, n = 2), the Two or More Races (0.40%, n = 2), and the Race/Ethnicity Unknown or Missing (45.29%, n = 226).

African American Population

The African American population's six-year completion rate is 35.76% (n = 23) with a stop-rate of 39.48% (n = 15). The African American population had 24.76% (n = 24) of students still enrolled after the six-year timeframe.

Asian Population

The Asian population does not have a six-year completion rate because 100% (n = 1) are still enrolled.

Caucasian Population

The Caucasian population's six-year completion rate is 69.11% (n = 125) with a stop-out rate of 18.74% (n = 34). The Caucasian population had 12.15% (n = 22) of students still enrolled after the six-year timeframe. **The Caucasian population had the highest six-year completion rate out of all race/ethnicity populations for the fall 2013 entering cohort.**

Hispanic Population

The Hispanic population's six-year completion rate is 56.00% (n = 14) with a stop-rate of 27.99% (n = 7). The Hispanic population had 16.01% (n = 4) students still enrolled after the six-year timeframe.

Other Population

The Other population's six-year completion rate is 50.00% (n = 1) with a stop-out rate of 50.00% (n = 1).

Two or More Races Population

The Two or More Races population does not have a six-year completion rate because 100% (n = 2) are still enrolled.

Race/Ethnicity Unknown or Missings Population

The Race/Ethnicity Unknown or Missing population's six-year completion rate is 37.13% (n = 84), with a stop-out rate of 59.77% (n = 135). The Race/Ethnicity Unknown or Missing population had 3.10% (n = 7) of students still enrolled after the six-year timeframe.

The race/ethnicity field (LSE.ETHNICITY) on the NSC Enrollment report the Office of Admissions & Records submits throughout the year is a voluntary field. The Office of IE will work with the Office of Admissions & Records to discuss reporting race/ethnicity in the NSC Enrollment report.

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's NSC Six-Year Completion Rate by Gender and Race/Ethnicity

Rationale: Disaggregating by gender and race/ethnicity together, WCC will gain more insight into its six-year completion rate than just looking at those categories separately.

Gender	Race/Ethnicity	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (At Any Institution) (%)	Not Enrolled (At Any Institution) (%)
Female	African American	36	36.47%	25.47%	38.07%
	Asian	0	-	-	-
	Caucasian	91	69.24%	13.19%	17.58%
	Hispanic	16	50.00%	25.01%	24.99%
Male	African American	17	23.51%	30.28%	46.21%
	Asian	1	-	100.00%	-
	Caucasian	81	68.00%	12.34%	19.66%
	Hispanic	7	85.71%	-	14.29%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions Reports

Note: Students with missing gender data were excluded from the table. As a result, the total subgroup number may not equal that of the overall number. Only four races (African American, Asian, Caucasian, and Hispanic) are included in the table as they are the most frequently reported races.

Table 7. WCC's NSC Six-Year Completion Rate by Gender and Race/Ethnicity

Evaluation of Data: The NSC Research Center only included four races (Asian, Black, Hispanic, and White) in the National Student Clearinghouse StudentTracker Postsecondary Completion Institutional Benchmark Reports because they are the most frequently reported races. The NSC Research Center excluded any students missing gender data.

African American Population

The African American female population's six-year completion rate is 36.47% (n = 13) with a stop-out rate of 38.07% (n = 14). The African American female population had 25.47% (n = 9) of students still enrolled after the six-year timeframe.

The African American male population's six-year completion rate is 23.51% (n = 4) with a stop-out rate of 46.21% (n = 8). The African American female population had 30.28% (n = 5) of students still enrolled after the six-year timeframe.

Of the 62 students in the African American population, nine students (14.52%) were excluded for missing gender data.

Asian Population

The Asian male population does not have a six-year completion rate because 100% (n = 1) are still enrolled.

Caucasian Population

The Caucasian female population's six-year completion rate is 69.24% (n = 63) with a stop-out rate of 17.58% (n = 16). The Caucasian female population had 13.19% (n = 12) students still enrolled after the six-year timeframe. **Out of the female race/ethnicity populations, Caucasian women had the highest six-year completion rate.**

The Caucasian male population's six-year completion rate is 68.00% (n = 55) with a stop-out rate of 19.66% (n = 16). The Caucasian male population had 12.34% (n = 10) students still enrolled after the six-year timeframe.

Of the 181 students in the Caucasian population, nine students (4.97%) were excluded for missing gender data.

Hispanic Population

The Hispanic female population's six-year completion rate is 50.00% (n = 8) with a stop-out rate of 24.99% (n = 4). The Hispanic female population had 25.01% (n = 4) still enrolled after six-year timeframe.

The Hispanic male population's six-year completion rate is 85.71% (n = 6) with a stop-out rate of 14.29% (n = 1). **Out of the male race/ethnicity populations, Hispanic men had the highest six-year completion rate.**

Of the 25 students in the Hispanic population, two students (8.00%) were excluded for missing gender data.

The gender (LSE.GENDER) and race/ethnicity field (LSE.ETHNICITY) on the NSC Enrollment report the Office of Admissions & Records submits throughout the year are voluntary fields. The Office of IE will work with the Office of Admissions & Records to discuss ways of reporting gender and race/ethnicity in the NSC Enrollment report.

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

Criterion 2: Annual Curriculum Headcount

Criterion 2 aligns with WCC's institutional goal 1. WCC's institutional goal 1 is to develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs. In addition, criterion 2 supports the mission of WCC by meeting the educational needs of the communities it serves.

For this criterion, the annual curriculum headcount is an unduplicated count based on the reporting year

set by the North Carolina Community College System Office. A student is counted in WCC's annual headcount if the student enrolled in at least one curriculum course during the reporting year.

WCC's Annual Curriculum Headcount

Outcome: WCC seeks to increase its annual curriculum headcount for a specific reporting year.

Threshold of Acceptability: 4,425 students

Rationale: The Office of IE examined WCC's annual curriculum headcount for the reporting years of 2015-2016, 2016-2017, and 2017-2018. To get the threshold of acceptability for this criterion, the Office of IE averaged the annual curriculum headcount for the reporting years of 2015-2016, 2016-2017, and 2017-2018. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static until the Office of IE reexamines this criterion and approves it through WCC's Planning Council. The static threshold of acceptability aligns with how WCC establishes its baselines, standards, and targets for the KPIs in its 2019-2024 Strategic Plan for Institutional Effectiveness.

Goal: 4,514 students

Rationale: The goal is to increase the WCC's threshold of acceptability by 2% for this criterion (4,425 * 2%).

Criterion	2015-2016	2016-2017	2017-2018	3-Year Mean	2019-2020
Annual Curriculum Headcount	4,515	4,331	4,429	4,425	4,342

Source: WCC End of the Term Semester Data Marts

Note: Reporting Year is Summer Semester, Fall Semester, and Spring Semester.

Table 8. WCC's Annual Curriculum Headcount

WCC did not meet the threshold of acceptability by 83 students and the goal by 172 students.

Goal, 4,512

4,342

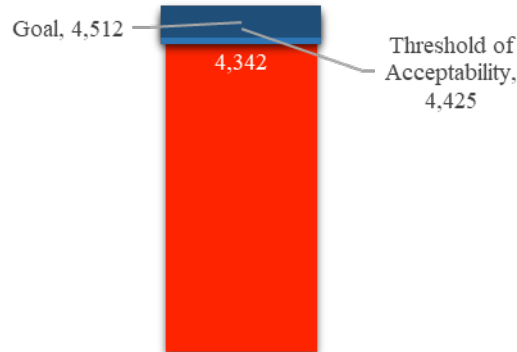Threshold of Acceptability, 4,425

Figure 3. WCC's Annual Curriculum Headcount

Evaluation of Data: The annual curriculum headcount for the reporting year of 2019-2020 is 4,342 students. For the reporting year of 2019-2020, **WCC did not meet its threshold of acceptability by 83 students and did not meet its goal by 172 students.**

Strategies for Improvement: The SEM committee has two sub-committees to review and analyze admissions data (applicant data and application data) in the next academic year to develop strategies to increase the annual curriculum headcount.

Criterion 3: New First-Time Students at Wayne Community College (WCC) Fall-to-Fall Retention

Criterion 3 aligns with two of WCC's institutional goals. The two institutional goals are goal 1 and goal 3. WCC's institutional goal 1 is to develop policies and practices that provide increased opportunities for students to enter into and successfully proceed through post-secondary education and training. WCC's institutional goal 3 is to increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued educational attainment. In addition, it supports the mission of WCC by meeting

the educational needs of the communities it serves.

New first-time students at WCC refer to any student enrolled in WCC for the first time regardless of whether they previously attended another post-secondary college or university. Also, the new first-time students at WCC refers to any dual-enrollment students or non-degree-seeking students who enrolled in the fall semester. WCC is not including the previous summer's new first-time students at WCC in its Fall cohort. The new first-time students at WCC will have a start term of the Fall semester in the following field STA.START.TERM in Colleague.

WCC's New First-Time Students Fall-to-Fall Retention

Outcome: WCC seeks to increase new first-time students at WCC fall-to-fall retention.

Threshold of Acceptability: 53.1%

Rationale: The Office of IE analyzed new first-time students at WCC fall-to-fall retention for the following fall semesters: Fall 2015 to Fall 2016, Fall 2016 to Fall 2017, and Fall 2017 to Fall 2018. To get the acceptable threshold for this criterion, the Office of IE averaged the new first-time students at WCC fall-to-fall retention for the following fall semesters: Fall 2015, Fall 2016, and Fall 2017. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static until the Office of IE reexamines this criterion and it is approved through WCC's Planning Council. The static threshold of acceptability aligns with how WCC establishes its baselines, standards, and targets for the KPIs in its 2019-2024 Strategic Plan for Institutional Effectiveness.

Goal: 54.1%

Rationale: The goal is to increase WCC's threshold of acceptability by 1% for this criterion (53.1+1%).

Criterion	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	3-Year Mean	Fall 2019 to Fall 2020
New First-Time at WCC Fall-to-Fall Retention	55.0%	51.8%	52.4%	53.1%	54.2%

Source: WCC End of the Term Semester Data Marts

Note: Reporting Year is Summer Semester, Fall Semester, and Spring Semester.

Table 9. New First-Time Students at WCC Fall-to-Fall Retention
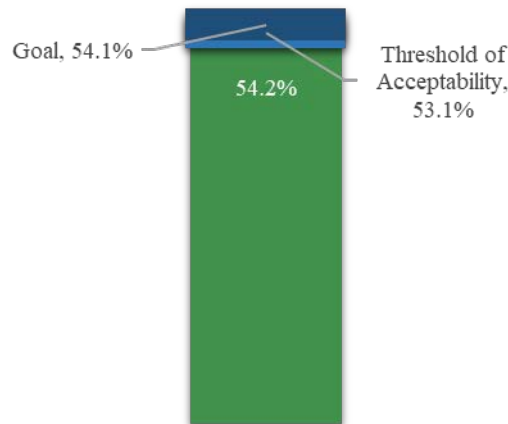

Figure 4. New First-Time Students at WCC Fall-to-Fall Retention

Evaluation of Data: For Fall 2019 to Fall 2020, WCC exceeded its threshold of acceptability by 1.1% and 0.1%. For Fall 2019, WCC had 986 new, first-time students. Five hundred thirty-four new first-time students at WCC returned for the Fall 2020 semester. Four hundred fifty-two new, first-time students (45.8%) did not return for the Fall 2020 semester.

Strategies for Improvement: Even though WCC exceeded its threshold of acceptability and met the goal, the SEM's Retention Committee plans to review and analyze retention data and the stop-out data in the upcoming academic year. After reviewing and analyzing the data, the Retention Committee will develop strategies to increase the fall-to-fall retention of new first-time students at WCC and the stop-out population. The Retention Committee plans to investigate how Aviso Retention software and the

College's Achievement Coaches can help with new first-time students at WCC fall-to-fall retention and the stop-out population.

Criterion 4: Annual Curriculum Completers

Criterion 4 aligns with WCC's institutional goal 3. WCC's institutional goal 3 is to increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued education attainment. In addition, it supports the mission of WCC by meeting the educational and training needs of the communities it serves.

For this criterion, the annual curriculum completers are an unduplicated count of WCC's graduates, based on the graduation year set by the North Carolina Community College System Office. WCC decided to use its institution data instead of using the data from the IPEDS Completions survey because of the timeframe for the IPEDS Completions survey. The IPEDS completions survey timeframe will overlap two graduation years that the North Carolina Community College System Office sets.

WCC's Annual Curriculum Completers

Outcome: WCC seeks to increase its annual completers for a specific graduation year.

Threshold of Acceptability: 855 completers

Rationale: The Office of IE examined WCC's annual curriculum completers for the graduation years of 2015-2016, 2016-2017, and 2017-2018. To get the threshold of acceptability of this criterion, the Office of IE averaged the annual curriculum computers for the graduation years of 2015-2016, 2016-2017, and 2017-2018. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static until the Office of IE reexamines this criterion and it is approved through WCC's Planning Council. The static threshold of acceptability aligns with how WCC establishes its

baselines, standards, and targets for the KPIs in its 2019-2024 Strategic Plan for Institutional Effectiveness.

Goal: 872 completers

Rationale: The goal is to increase WCC's completers by 2% annually for this criterion (855 * 2%).

Criterion	2015-2016	2016-2017	2017-2018	3-Year Mean	2019-2020
Annual Curriculum Completers	843	821	901	855	951

Source: WCC Graduation Data Marts

Note: Graduation Year is Summer Semester, Fall Semester, and Spring Semester.

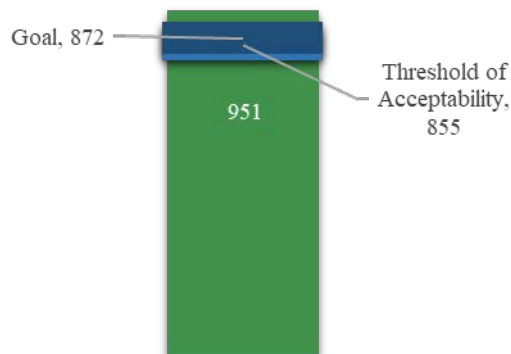**Table 10. WCC's Annual Curriculum Completers**

Figure 5. WCC's Annual Curriculum Completers

Evaluation of Data: The annual curriculum completers for the graduation year of 2019-2020 is 951. For the graduation year of 2019-2020, **WCC exceeded its threshold of acceptability by 96 completers and its goal by 79 completers.**

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

Additionally, WCC currently has two processes for identifying students who can receive a credential in addition to students applying for graduation. The Office of Admissions and Records has created a process to identify students who have completed a certificate each semester. The Office of Admissions and Records participates in the North Carolina Reverse Transfer project, which identifies students who transfer to a public North Carolina University and opt-in to the project, leaving out the students who transfer to a private North Carolina University/College and those who transfer to out-of-state universities/colleges.

WCC's Annual Curriculum Completers by Age Categories

Rationale: Disaggregated only by age categories will give WCC some overall insight into the completion data by age.

Age Categories	N	%
17 and younger	11	1%
18 - 24 years old	552	58%
25 - 34 years old	221	23%
35 - 44 years old	103	11%
45 and older	69	7%
Total	956	100.0%

Source: WCC Graduation Data Mart

Note: Age Categories are based on the student's age at graduation.

Table 11. WCC's Annual Curriculum Completers by Age Categories

Evaluation of Data: In the graduation year of 2019-2020, WCC's highest age completer category is the 18 – 24-year-olds (58%, n = 552). The second highest age category is the 25 - 34-year-olds (23%, n = 221). The third highest age category is the 35 – 44-year-olds (11%, n = 103).

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's Annual Curriculum Completers by Gender

Rationale: Disaggregated only by gender will give WCC some overall insight into the completion data by gender.

Gender	N	%
Female	535	56%
Male	421	44%
Total	956	100%

Source: WCC Graduation Data Mart

Table 12. WCC's Annual Curriculum Completers by Gender

Evaluation of Data: In the graduation year of 2019-2020, WCC's had more female completers (56%, n = 535) than male completers (44%, n = 421).

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's Annual Curriculum Completers by Race/Ethnicity

Rationale: Disaggregated only by race/ethnicity populations will give WCC some overall insight into the completion data by race and ethnicity.

The race/ethnicity categories follow the IPEDS race/ethnicity categories. WCC changed three titles of the IPEDS categories. WCC changed the IPEDS White category title to Caucasian to keep it consistent with how WCC refers to the White race/ethnicity population on its demographic reports. WCC changed the IPEDS Black or African American category title to African American to keep it consistent with how WCC refers to the Black or African American race/ethnicity population on its demographic reports. WCC grouped four of the IPEDS race/ethnicity categories into one category. The name of the new category is Other. The race/ethnicity categories that make up the Other category are Non-Resident Alien, American Indian or Alaskan Native, Pacific Islander, and Native Hawaiian or Other Pacific Islander. WCC grouped those race/ethnicity categories to be consistent with how the NSC Research Center StudentTracker

Postsecondary Completions – Institutional Benchmark Reports refer to their race/ethnicity categories.

Race/Ethnicity	N	%
African American	169	17.7%
Asian	10	1.0%
Caucasian	577	60.4%
Hispanic	140	14.6%
Other	33	3.5%
Two or More Races	18	1.9%
Race/Ethnicity Unknown or Missing	9	0.9%
Total	956	100.0%

Source: WCC Graduation Data Mart

Note: The Other Races category includes Non-Resident Alien, American Indian or Alaskan Native, Pacific Islander, and Native Hawaiian or other Pacific Islander.

Table 13. WCC's Annual Curriculum Completers by Race/Ethnicity

Evaluation of Data: In the graduation year of 2019-2020, the top three race/ethnicity populations are Caucasian (60.4%, n = 577), African American (17.7%, n = 169), and Hispanic (14.6%, n = 140).

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's Annual Curriculum Completers by Gender and Race/Ethnicity

Rationale: By disaggregating gender and race/ethnicity, WCC will gain more insight into its completion data than just looking at those categories separately.

The race/ethnicity categories follow the IPEDS race/ethnicity categories. WCC changed three titles of the IPEDS categories. WCC changed the IPEDS White category title to Caucasian to keep it consistent with

how WCC refers to the White race/ethnicity population on its demographic reports. WCC changed the IPEDS Black or African American category title to African American to keep it consistent with how WCC refers to the Black or African American race/ethnicity population on its demographic reports. WCC grouped four of the IPEDS race/ethnicity categories into one category. The name of the new category is Other. The race/ethnicity categories that make up the Other category are Non-Resident Alien, American Indian or Alaskan Native, Pacific Islander, and Native Hawaiian or Other Pacific Islander. WCC grouped those race/ethnicity categories to be consistent with how the NSC Research Center StudentTracker Postsecondary Completions – Institutional Benchmark Reports refer to their race/ethnicity categories.

Gender	Race/Ethnicity	N	%
Female	African American	110	11.5%
	Asian	7	0.7%
	Caucasian	305	31.9%
	Hispanic	74	7.7%
	Other	21	2.2%
	Two or More Races	11	1.2%
	Unknown	7	0.7%
Female Total		535	56.0%
Male	African American	59	6.2%
	Asian	3	0.3%
	Caucasian	272	28.5%
	Hispanic	66	6.9%
	Other	12	1.3%
	Two or More Races	7	0.7%
	Unknown	2	0.2%
Male Total		421	44.0%
Total		956	100.0%

Source: WCC Graduation Data Mart

Note: The Other Races category includes Non-Resident Alien, American Indian or Alaskan Native, Pacific Islander, and Native Hawaiian or other Pacific Islander.

Table 14. WCC's Annual Curriculum Completers by Gender and Race/Ethnicity

Evaluation of Data: In the graduation year of 2019-2020, the Caucasian female population had the higher number of completers (31.9%, n = 305) out of all the female population (57.01%). The Caucasian male population had more completers (28.5%, n = 272) out of the male population (64.61%).

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

WCC's Annual Curriculum Completers by Pell Grant Recipient Status

Rationale: Disaggregating by Pell Grant recipient status will give WCC some insight into the completion data related to financial aid.

Pell Grant Recipient	N	%
Pell Grant Recipient	392	41.0%
Non-Pell Grant Recipient	564	59.0%
Total	956	100.0%

Source: WCC Graduation Data Mart

Note: Pell Grant Recipient Status means a student received the Federal Pell Grant during their graduation semester and the amount award is greater than $0.00.

Table 15. WCC's Annual Curriculum Completers by Pell Grant Recipient Status

Evaluation of Data: In the graduation year of 2019-2020, completers who were not Pell Grant (59.0%, n = 564) recipients had a higher completer number than the completers who were Pell Grant recipients (41.0%, n = 392).

Strategies for Improvement: The Office of IE will work with the SEM Committee. The Office of IE and SEM will discuss the creation of an ad hoc committee focused on student achievement.

Glossary

Degree-seeking – students enrolled in courses for credit who are seeking a degree, certificate, or other recognized post-secondary credentials (IPEDS Glossary)

Integrated Postsecondary Education Data System Completions Survey Timeframe – the 12-month period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year

Moving Average – a technique to get an overall idea of the trends in a data set; it is an average of any subset of numbers. The moving average is extremely useful for forecasting long-term trends. (Moving Average: What it is and How to Calculate It)

National Student Clearinghouse Six-Year Completion Rate – Follows the entering cohort through June 30 of the sixth academic year (equals the total of the following columns in the National Student Clearinghouse StudentTracker Postsecondary Completion Institutional Benchmark Report: 1st completion at the same institution, 1st completion at a different institution: two-year, and 1st completion at a different institution: four-year)