Planning Council Sub-Committees
2019-20 Performance Measure Year End Reporting Form

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

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

Description: Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first 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) Math course within three years (by the end of the third summer term).

Additional Details: Students were followed for 10 consecutive terms (including the summer terms and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2013, 2014, and 2015 cohorts).

(2020 NCCCS Performance Measures for Student Success Report, Final)

Baselines have been set based upon results from the last three years, when available. Standards and targets have been set using NCCCS Performance Measures results and mirror those set in the Strategic Plan.

Baseline: 44% (2014 = 39%; 2015 = 48%; 2016 = 45.7%)
Standard: 46%
Target: 48%

2019-2020 Strategies / Action Items:

Item #	**Action / Strategy Items:** *(Actions / strategies identified in the 2018-19 year-end report.)*	**Results / Use of Results:** *(Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)*
1	Strategy: Prepare for the implementation of RISE. Action: Pilot a couple of sections of Mat 071 with our Mat 171 courses Spring 2020. (Curriculum Math Department)	The math department met bi-weekly to plan the curriculum for the co-requisite courses. Vocabulary, content, "life skills" and growth mindset materials were prepared for Mat 021, 043, 052, and 071. This has proven to be successful for common curriculum development across the department. Hybrid classes of the 071 pilot

		• 80% of the students completed MAT 071 successfully (8 of 10). • 70% of the students completed both MAT 071 and MAT 171 successfully (7 of 10). Online class of the MAT 071 pilot, • Due to small sample size (n=3), we are not confident in the validity of the results, 33% success (1 of 3). • At the recommendation of the department, we will not continue this model for Mat 071. The instructors did not feel the online version allowed students the opportunity to engage with the instructor to get the necessary support. The instructors of the pilot held a professional development session for all Fall 2020 co-requisite instructors in July 2020. The pilot was successful in preparing the department for the full implementation of RISE
2	Strategy: Prepare campus for the implementation of RISE. Action: Provide training for all faculty advisors detailing how to place students into the correct math course based on high school GPAs and other factors. For example, enroll students in Mat 171 stand-alone or Mat 171/071 co-req model or Transition Center. (Tammy Bishop)	Training sessions, both virtual and on campus, were held by the RISE coordinator for all divisions during the Spring, Summer, Fall 2020 semesters. In addition, the College Transfer Advising Center offered additional training for RISE placement advising. On-going action item for 20-21. *(Note for next year, one was offered 11/2/2020.)*

Math

Year	Students	Successes	% Success
2008-09	n/a	n/a	53%
2009-10	n/a	n/a	57%
2010-11	n/a	n/a	65%
2011-12	277	184	66.4%
2012-13	239	144	60.3%
2013-14	245	153	62.4%

Source: NCCCS Performance Measures for Student Success Report

Year	Students	# Enrolled in Math	Successes	% Success
Fall 2012 Cohort* 2015 NCCCS Report	704	n/a	141	20.0%
Fall 2013 Cohort 2016 NCCCS Report	773	290	219	28.3%

Fall 2014 Cohort 2017 NCCCS Report	626	229	171	27.3%
Fall 2015 Cohort 2018 NCCCS Report	684	289	207	30.3%

Source: NCCCS Performance Measures for Student Success Report

**Past results associated with 2016 proposed measures*

Year	Cohort	Enrolled	Enrolled & Successful	% College-Level MAT Enrollment	% Enrolled and Successful
Fall 2015 Cohort 2019 NCCCS Report	716	439	343	61%	47.9%
Fall 2016 Cohort 2020 NCCCS Report	705	411	322	58%	45.7%

Source: NCCCS Performance Measures for Student Success Report

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.)*

Using the 2016 proposed measures with past results, we see an increase in percent success from 20% to 30.3% over the three year period, 2012-2015. We believe that is due to the fact that WEMCHS students take high school math in grades 9 and 10 and do not enter college math until their junior (3rd) year. Also many CCP students start their dual enrollment in courses other than math. That data shows that 43% of our Fall cohort comes from CCP students nearly half of them are not enrolled in a credit bearing math course within their first three academic years.

An additional 4 students would have moved the measure to "met or exceeded excellence level" or "green." The 45.7% was "above college average" or "yellow." While some NC community colleges had begun the implementation of RISE, WCC was in the planning phases which could have affected the state baseline. The length of the transition from developmental to co-requisite models throughout the state, caused the data to have inconsistencies among schools. The data shows a success rate for first time students to be 77%, 288 of the 372 students enrolled in a credit bearing math course within their first three academic years were successful. The fact that 47.2% of the cohort did not attempt a credit bearing course within their first three years remains our challenge.

Next year, we will implement the remaining co-requisite courses within the math department. We will continue training and ongoing analysis of student success. We will continue to encourage enrollment in mathematics courses. With the co-requisite model and advisor support, more students should enter credit bearing courses earlier in their academic career than in the past.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	**Action / Strategy Items** *(Identify action items as a result of your program outcome assessment.)*	**Target Date** *(Identify your projected target date for completion of action items.)*	**Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*

1	Offer Mat 010, 043, 052	Fall 2020	Retention and success rates will be analyzed at the end of each semester. Gateway and co-requisite faculty will meet in teams throughout each semester to collaborate.
2	Offer Mat 021	Spring 2021	Retention and success rates will be analyzed at the end of each semester. Gateway and co-requisite faculty will meet in teams throughout each semester to collaborate.
3	Continued training for all divisions regarding advisement for co-requisite courses.	Summer 2021	Professional Development Tracking of RISE training sessions by the RISE coordinator will indicate campus wide participation.