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 and excellence levels were calculated based on three years of institutional outcomes (2014, 2015, and 2016 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: 67.8% (2014 = 64%, 2015 = 69%, 2016 = 70.6%)
Standard: 69%
Target: 71%

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: To prepare for RISE and working with co-requisite instructors who are not in our department. Action: Use a professional approach to working with experienced and respected co-requisite teachers including planning and scheduling, communication, and assessing student growth	Dr. Rollins conducted both whole department meetings and small group meetings to plan for and strategize an approach to communicate with co-requisite instructors. 4 instructors volunteered for the pilot course during the fall semester.
2	Strategy: Lower class sizes of 22 or lower Action: Cap English courses at 22	This was implemented in Fall 2019 and has proven successful. We plan to continue this strategy in 2020-21.

3	Strategy: Maintain strategies that have worked in the past to keep the English Performance Measures green. Action: Maintain other strategies that contribute to success: continue to ensure that English courses have preferred use of classrooms with computers, instructors have access to Inquisitive if they choose.	Access to classrooms with computers has been honored this year as have resources such as Inquisitive if the instructor chose. Inquisitive it an online program that reinforces the mechanics of writing begun in the classroom, including grammatical conventions, documentation, ethical and appropriate source use. As instructors give feedback on student work, they refer students who need more practice in an area to specific lessons for targeted instruction.

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
Fall 2012 Cohort* 2015 NCCCS Report	704	n/a	308	43.8%
Fall 2013 Cohort 2016 NCCCS Report	773	535	410	53.0%
Fall 2014 Cohort 2017 NCCCS Report	626	467	362	57.8%
Fall 2015 Cohort 2018 NCCCS Report	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
Fall 2015 Cohort 2019 NCCCS Report	716	601	497	84%	69.4%
Fall 2016 Cohort 2020 NCCCS Report	705	594	498	84%	70.6%

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.)*

From cumulative summative data gathered from 2012-2015 Student Performance Measures in English, the 20% increase in student success can in large part be attributed to the policy change to measure success rate in college English courses within the first three rather than the first two years. This policy change particularly affected students at WEMCHS, who enrolled in English 111 in their junior year (considered their third year of college), and were therefore not considered successful by that measure even if they passed the course on the first attempt. The policy change is a more accurate and fair way to measure student success.

In the 2019-2020 academic year, the English department measures were green again and showed gradual improvement, fortifying our recommendation to maintain the strategies from previous years that lent to this success. This is the last year of DRE courses, and the faculty who teach those courses are trusted partners with tested skills. These faculty will become our co-requisite teachers whom we have prepared to partner with for the RISE courses. RISE is designed to prevent students who come with weaker skills from taking longer to complete a program and thus from stalling out, as research has indicated. We acknowledge that some data concerning RISE may not be consistent between institutions because not all schools have implemented the program at the same time. Our first year of data will be the 2020-2021 academic year.

WCC also implemented mitigating measures to help with student attrition during the COVID-19 shut down in March. Measures included flexibility in virtual teaching. Instructors could use synchronous or asynchronous methods, increased student communication, and were flexible in late policies and attendance as needed on a case-by-case basis. These strategies may not have been planned, but were necessary during a time of crisis to reassure students that they could complete the course and that faculty and WCC as a whole were advocates for them. These strategies helped ensure student success.

In the 2020-2021 academic year, we will implement the plan for RISE. Next year will be our baseline for analysis of student success. With co-requisite faculty and English instructors working collaboratively, we can navigate student's needs as a team, providing additional support in English language and writing fundamentals to increase student proficiency and success in English 111.

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	Maintain lower class sizes (22)	Academic year 2020-2021	Retention and success rates will be assessed each year
2	Implement RISE	Academic year 2020-2021	Co-requisite faculty and English instructors will meet in teams throughout the year to collaborate and refine their processes.
3	Continue to ensure English courses have preferred access to computer labs	Academic year 2020-2021	We will continue to ask that these requests be honored.