

**Planning Council Sub-Committees  
2019-20 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 at least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year. Of which, 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.

**Additional Details:** Students were followed for 7 consecutive terms (three terms in the NCCCS system (fall, spring, and summer), fall enrollment in a 4 year and degree progress in fall, spring, and summer of that year, and fall enrollment in the subsequent year). Baseline and excellence levels were calculated based on three years of institutional outcomes (2014-15, 2015-16, and 2016-17 transfers).

*(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:** 87.4% (2015-16 = 84%; 2016-17 = 89%; 2017-18 = 89.2%)

**Standard:** 89%

**Target:** 91%

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

Item #	Action / Strategy Items: <i>(Actions / strategies identified in the 2018-19 year-end report.)</i>	Results / Use of Results: <i>(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.)</i>
1	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative as part of the QEP.	Between the implementation of <i>OnPoint</i> in the spring 2016 semester and the end of the spring 2020 semester, the student success initiative has served 1,170 Arts and Sciences students. By the conclusion of the initiative in the spring 2021 semester, the number of students served is estimated to be over 1,400. Of

		<p>the students who have participated in the initiative thus far, assessment data indicates that the majority of students are successful in exploring and identifying their career interests and preferences (85% success rate), understanding the educational requirements of those careers (84% success rate), and becoming knowledgeable about student support systems on campus (89% success rate). This type of transfer-related knowledge is vital for college transfer student performance and overall success at WCC and the four-year transfer institution.</p>
2	<p>The Arts &amp; Sciences Division will continue with the implementation of Aviso Retention Software.</p>	<p>During the last academic year, the use of Aviso's academic planning tool has decreased due to the institution-wide implementation of Self-Service, which has its own academic planning tool. Because of this, Aviso is mostly utilized to send faculty-initiated early alerts, to take attendance electronically, to send automated early alerts (LMS Login Alert; Current Grade Alert; Attendance Alert), and to communicate efficiently with students and faculty via Notes and Messages. It is important to note that due to the ongoing pandemic, the usage of Aviso alerts have increased substantially. The division's achievement coaches support the increase in activity. Coaches are responsible for reaching out to students when they are struggling personally or academically.</p>
3	<p>Review/revise Program Learning Outcome #1 - Identify and evaluate the source, context, and credibility of information. This will be used across Arts &amp; Sciences to better prepare students pre/post transfer.</p>	<p>This project was underway prior to COVID-19, but was delayed beginning March, 2020. Committee members had made progress, which included the creation of an Assessing Sources resource guide. Please see attached.</p>

Year	30+ Hours		Associate Degree		Total		
	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%

Year	30 + Hours		Associate Degree		Total		
	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%

*\*Past results associated with 2016 proposed measures*

*Source: NCCCS Performance Measures for Student Success Report*

Year	30 + Hours			Assoc Degree Recipient			Total		
	#	# / % Ret	% Persist	#	# / % Ret	% Persist	#	# / % Ret	% Persist
2014-15	56	43 / 77%	77%	138	120 / 87%	87%	194	163 / 84.0%	84.0%
2015-16	49	35 / 71%	71%	142	118 / 83%	83%	191	153 / 80.1%	80.1%
2016-17	111	95 / 86%	86%	123	113 / 92%	92%	234	208 / 88.9%	88.9%
2017-18	124	109 / 88%	88%	163	147 / 90%	90%	287	256 / 89.2%	89.2%

*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.)*

Overall, we are pleased with our College Transfer Performance measures. Overall, our 89.2% was only .2% points from meeting the system wide excellence standard of 89.4%. Furthermore, 88% of WCC students who completed 30 or more hours prior to transfer subsequently enrolled at a four-year university or college the following fall. Likewise, 90% of WCC students who earned an associate degree subsequently enrolled at a four-year university or college the following fall. Both of these benchmarks were above the system wide averages for all NCCCS institutions. As we are nearing the completion of our QEP, OnPoint Student Success Based Advising Initiative, we continue to believe that the modification of ACA 122, both at the system level and institutional level, has placed 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.

**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 <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <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 conclude the implementation of the OnPoint Student Success Based Advising Initiative as part of the QEP.	Spring 2021	Using 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 continue with the implementation of Aviso Retention Software.	2020-2021 academic year	Aviso allows faculty to issue early alerts for students who are doing poorly in class, attending infrequently, or struggling with personal issues. The alerts funnel through our Achievement Coaches & advisors who can activate appropriate resources on campus where necessary.
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