Performance Measure: Curriculum Completion

Purpose: To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.

Description: Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, the number of students who have graduated, transferred, or are still enrolled during the fourth academic year (fall, spring, or summer) with at least 42 successfully completed non-developmental hours. To be successful, students must complete one or more of the following:
- Graduation: Graduated from a North Carolina Community College credential program (A, D, or C) before the end of the 4th summer term following the first fall semester.
- Transfer: Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4th summer term following the first fall semester.
- Persistence: Student is enrolled in an NCCCS college during the 4th academic year (fall, spring or summer) and has successfully completed at least 42 non-developmental credit hours by the end of the summer term. Successful completion is defined as achieving a course standard letter grade of A, B, C, or P.

(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: 55.8% (2013 = 52%; 2014 = 55%; 2015 = 60.6%)
Standard: 58%
Target: 62%

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	Advisors will continue to meet with advisees regularly to discuss grades, graduation requirements, curriculum progress and report the sessions in Aviso. Once fully implanted and training is complete, the processes used in Aviso will transition over to the new Self Service software.	Academic divisions utilize Aviso to communicate with their advisees through early alerts. All divisions have been provided training on the transition from Aviso to Self Service. Instructors will continue to use early alerts and other functions through Self Service to

		maintain contact with their advisees. The subcommittee decided to not continue this strategy.
2	Advisors will continue to use the new student applicant chart or APLS in Colleague to contact applicants to aid them in transitioning from an applicant to a student. Faculty has access to ASUM in Colleague to assist in transitioning an applicant to a student. Advisors should contact applicants and new students just before registration to remind them to come in and schedule classes.	Faculty have been provided the ASUM mnemonic in Colleague. Unsure whether advisors used the mnemonic to contact interested applicants in order to register the new student(s) into their programs. The subcommittee decided to not continue this strategy.
3	Pre-Curriculum will continue to host a "meet your advisor" event at the beginning of every semester to allow the students to talk with the advisor and get more information on their program of choice.	Academic Foundation's Meet Your Advisor event was cancelled due to the COVID pandemic. The subcommittee decided to not continue this strategy.

Year	Cohort	% Grad & Transfer	% Grad – Not UNIV Transfer	% Transfer	% Retain (36 Hours)	% Total
2003		26%		19%	2%	46%
2004		26%		16%	1%	44%
2005	574	26%		18%	2%	46%
2006	592	12%	14%	27%	3%	56%
2007	663	13%	14%	27%	3%	57%
2008	627	15%	16%	29%	2%	62%
2009	782	13.6%	15.3%	24.6%	1.7%	55.1%
2010	768	12.0%	18%	21.0%	2.0%	53.0%
2011	725	13%	17%	18%	2%	49.4%

Year	Cohort	% CC Grad & Univ Transfer	% CC Grad, Not Univ Transfer	% Univ Transfer, Not CC Grad	% Retain (42 Hrs) Did Not CC Gradu or Univ Transfer	% Grad, Transfer, or Retained (42 hrs)
2014 (2012-2014)	753	7%	27%	17%	4%	54.7%
2015 (2012-2014)	812	81 / 10.0%	243 / 30%	130 / 16%	38 / <5%	60.6%

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.)*

WCC achieved a performance of 60.6% in the Curriculum Completion performance measure. This reflects a 5.9% increase from the previous year's performance (54.7%). We exceeded our standard of 58% but did not meet the target of 62%.

The Curriculum Completion Performance Measure subcommittee plans to submit a data request with Institutional Effectiveness. The subcommittee wants to analyze the student cohorts for several years in order to better understand the first-time fall student persistence and the types of programs the students are enrolled.

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	Analyze student cohorts from 2016-2019 linked to the performance measure for first-time curriculum students.	Spring 2021	Submit an IE data request. Share data with subcommittee and schedule meeting to discuss the data. Report any findings in the 2020-21 year-end report.