

**Planning Council Review
College Transfer Performance Measure
2020-21 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, 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.

Students were followed for seven 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 institutional outcomes associated with the 2018-19 NCCCS students.

Excellence level: 91.1%

Baseline level: 79.4%

(2021 NCCCS Performance Measures for Student Success Report)

Reporting change: In the 2019-20 reporting year, Wayne Community College established baselines, standards, and targets based on WCC’s average college performance of the NCCCS measures and were the same as those set in the WCC Strategic Plan for Institutional Effectiveness. Prior to 2021 NCCCS Performance Measures for Student Success Report, baseline and excellence levels remained constant and were reset on a three-year cycle. However, to better respond to external factors affecting the measure(s), baselines and excellence levels are now changed annually based on the most recent results of those measures by the NCCCS office. As a result of this significant change, WCC’s Planning Council made the decision to move the review of Performance Measures from an ad hoc subcommittee approach to a review and discussion with the entire Planning Council at their September 23, 2021 meeting. The intent of this format is to involve the entire Planning Council in meaningful discussion of the measures to achieve actionable items for improvement of the measures. This report reflects the overview of the discussion, along with the action items identified by the review.

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%
2018-19	96	83 / 86%	86%	188	170 / 90%	90%	284	253 / 89.1%	89.1%

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 results. State any changes you plan to make for continuous improvement.)*

A total of 284 students were included in the cohort for this measure. Of the 284, 253 students were retained (remained enrolled) for a persistence rate of 89.1%, resulting in a yellow on the “stop light” report (below excellence level, above college average). The 253 students represent 170 associate degree and 83 with 30+ hours. The demographics of the 31 students not retained (enrolled) were 19 female, 12 male, and 5 of those were CCP students. Calculating the measure to achieve a “green” performance (met or exceeded excellence level), the college would have needed only six more students to be retained. In regards to performance funding, the college lost approximately \$9,000.

2021-2024 Action / Strategy Items:

(Identify and address measure assessments resulting from the review of the data. Targets are established on a three-year cycle to provide ample time to address the action and achieve measurable results.)

Item	Action / Strategy Items <i>(Identify action items as a result of measure assessment.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Enhanced focus on CCP students.	1) Ensure CCP students remain enrolled and retained. 2) Provide high school counselors with student progress reports.

		<p>3) High school recruitment, assisting them in the application process in the high schools.</p> <p>4) Promote Bison Benefits scholarship program.</p> <p>This will happen concurrently each academic semester.</p>
2	Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university.	<p>100% of students who complete an ACA 122 course will create an academic transfer plan as part of their course objectives.</p> <p>This will happen concurrently each academic semester.</p>
3	Provide greater opportunities for students to be exposed to college and university representatives through regular visits to WCC.	<p>The College Transfer Advising Center will continue to schedule visits with college and university representatives.</p> <p>Ongoing and as allowed due to COVID restrictions.</p>