

Planning Council Review
Student Success Rate in College-Level English Performance Measure
2020-21 Performance Measure Year End Reporting Form

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).

Students were followed for ten consecutive terms (including the summer terms and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on institutional outcomes associated with the 2017 cohort.

Excellence level: 70.4%

Baseline level: 47.1%

(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	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%
Fall 2017 Cohort 2021 NCCCS Report	700	582	508	83%	72.6%

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

The measure calculates the percentage of first-time fall associate degree seeking and transfer students passing a credit-bearing English course with a “C” or better within three years. WCC’s performance was 72.6%, exceeding the excellence level (70.4%).

Efforts of the Language and Communication faculty in helping students achieve success in this measure were commended. Program Learning Outcomes have assisted in the progress of this measure along with the use of computer labs for English courses. In addition, Wayne Early Middle College High School (WEMCHS) students are eligible to take English courses and are eligible for calculation of this cohort and measure. Results show that 83% of students enrolled were eligible for the calculation of this measure.

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	Continue to ensure English courses have preferred access to computer labs	Room scheduling of computer labs for English courses