

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

Performance Measure: Student Success Rate in College-Level Math Courses

Purpose: To ensure students are successfully completing credit-bearing Math courses within their first three academic years.

Description: Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first 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) Math 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 20 institutional outcomes associated with the 2017 cohort.

Excellence level: 54.5%

Baseline level: 29.9%

(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 MAT Enrollment	% Enrolled and Successful
Fall 2015 Cohort 2019 NCCCS Report	716	439	343	61%	47.9%
Fall 2016 Cohort 2020 NCCCS Report	705	411	322	58%	45.7%
Fall 2017 Cohort 2021 NCCCS Report	700	433	338	62%	48.3%

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 math course with a “C” or better within three years of their first term of enrollment. WCC’s performance was 48.3%, below excellence level (54.5%), above college average (46.3%). Results show that 62% of students enrolled were eligible for the cohort and calculation of this measure.

The challenges are dual enrolled students, student preparation, and delivery methods. Some students should not be taking the online method and are better suited for the seated. Students who fail online courses, continue to enroll in online. We need to continue to advise students and encourage them to enroll in math courses suited to their skill level. The Math Department will continue to maintain the standard of offering MAT 071 face to face, not online.

Other discussion commented that the measures’ time requirement is what limits are success. Advisors must communicate to their advisees the importance of enrolling in math and English. Sometimes the focus of the student is to obtain the technical skills instead of seeking general education courses. Advising is a key role in these measures. The Math Department continues to identify and work with program departments that are not following advising recommendations to get students enrolled in math courses. The use of creative engagement activities must be utilized by instructors to maintain the students attention and enhance learning.

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 offer one-on-one tutoring for all math courses	Schedule one-on-one tutoring sessions

2	Offering MAT 071 for students needing additional time to improve their skills in math	Schedule MAT 071 offerings for each semester and add sections if necessary
3	Enrolling students in math for programs requiring math	Reviewing program requirements with advisees and enrolling them in appropriate math courses
4	Focus on MAT 143 and MAT 171 offerings	Research MAT 143 and MAT 171 offerings
5	Instructor's use of creative activities to engage student online learning	Provide professional development training to math faculty on how to creative activities to engage student learning