

Planning Council Review
Student Success Rate in College-Level Math Courses Performance Measure
2022 Performance Measures for Student Success Report

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: Index score based on the 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.

Calculation:

Success Rate

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).

Note: See appendix for new first-time fall cohort definition

Index Score

Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell

Non-Pell Index Score: College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell

Pell Denominator: Number of cohort students receiving Pell

Non-Pell Denominator: Number of cohort students not receiving Pell

Total Numerator: (Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)

Total Denominator: Pell Denominator + Non-Pell Denominator

Total Index Score: Total Numerator divided by Total Denominator

Baseline and excellence levels were calculated based institutional outcomes associated with the Fall 2018 cohort.

Excellence: 1.192

Avg Band Max: 1.104

Avg Band Min: 0.927

Baseline: 0.662

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

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2018	211	452	663	33%	53%	46%	0.948	1.022	0.998

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.)*

WCC is currently 29th out of 58 colleges in this measure, with an index score of 0.998 (color indicator, yellow). To reach the color indicator of green (), we needed 23 more students to successfully complete college-level math 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.

The Student Success Rate in College-Level Math Courses Measure will continue to work on the actions/strategies addressed in the previous report and the results of these will be reported on in the 2024 report 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 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
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