

Program Outcome and Assessment(s)
2019-2020 Program Outcome (PO) Year End Reporting Form
Program Review Cycles - 2017-18

In response to SACSCOC 8.2, *“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”*

Name of Program:

Associate in Science

Program Outcome #1: Program Retention, Fall to Fall

Baseline: 43.9 % (Average of three years – 2012-13; 2013-14; 2014-15; fall-to-fall program retention)

Standard: 44.8 % Fall to Fall (2% increase from baseline)

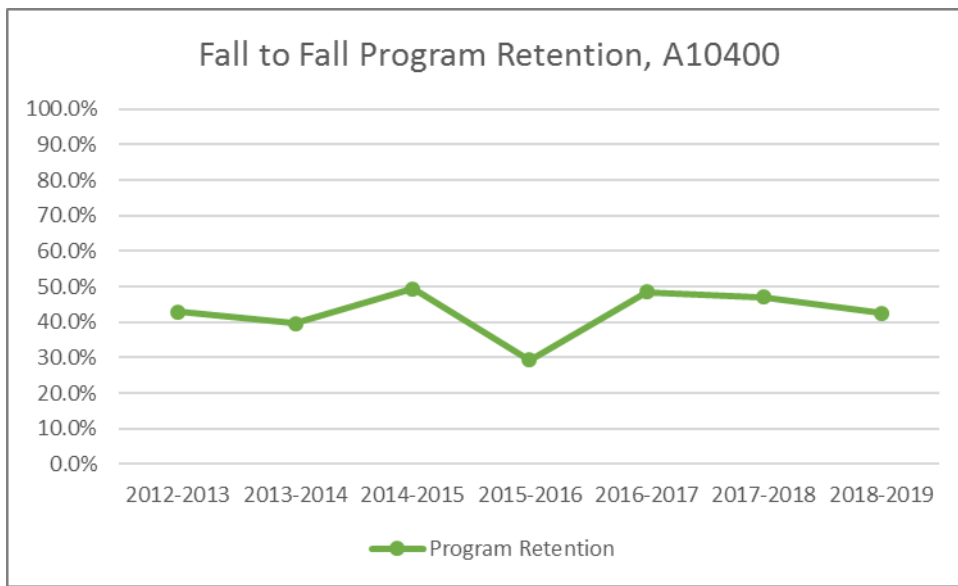
Target: 45.7 % Fall to Fall (2% increase from standard)

2019-2020 Action / Strategy 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	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.	OnPoint is now in it's 4th whole year. With the exception of new faculty hired this academic year, 100% of faculty have taught at least one ACA 122 section and advised those students for three semesters or until they have a 2.6 GPA.
2	The Arts & Sciences Division will continue using Aviso Retention Software as part of OnPoint.	As part of OnPoint, the Arts & Sciences Division has continued using Aviso Retention Software. However, beginning last summer, the college began implementing Self-Service through Webadvisor. At this point, Aviso duplicates the academic planning piece of Self-Service which we are required to use as our registration infrastructure. Aviso is still utilized for early alerts and texting students - both of which Self-Service does not have.
3	A Semester to Semester Persistence Risk Indicator will be added to Aviso Retention starting in the fall 2019 semester.	The Semester to Semester Persistence Risk Indicator identifies students, based on historical and current student data, who are at-risk of not enrolling in subsequent semesters. Of the 642 Arts & Sciences enrolled during the Fall 2019 semester who were identified as being medium or high risk for not persisting,

		410 (63.8%) enrolled in courses for the Spring 2020 and/or Summer 2020 semester. This data serves as a baseline for this population of students for future assessment cycles.
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Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2012-Fall 2013	175	16	59	78	22	42.9%
Fall 2013-Fall 2014	164	15	50	77	22	39.6%
Fall 2014-Fall 2015	150	20	54	61	15	49.3%
Fall 2015-Fall 2016	191	24	32	109	26	29.3%
Fall 2016-Fall 2017	223	35	73	78	37	48.4%
Fall 2017-Fall 2018	270	30	97	115	28	47.0%
Fall 2018-Fall 2019	297	37	89	171	35	42.4%



Provide narrative for analysis of program retention data (Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)

The historical data regarding fall to fall retention for Associate in Science has remained fairly consistent going back to 2012. The very nature of college transfer areas promotes transfer to a 4 year college/university. With the increase in Career & College Promise (CCP) enrollment, a larger percentage of our students arrive at WCC already possessing college credits. Furthermore, as part of the CCP program, 100% of available credits to participants are Universal General Education Transfer Courses (UGETC). The current Comprehensive Articulation Agreement (CAA) favorable supports transfer, as opposed to graduation, in that the first 30 hours of education credit are all UGETC courses. Once any AS student has completed the “first 30” transfer becomes much less cumbersome. With this being said, within Arts & Sciences, we have addressed retention through the implementation of our last Quality Enhancement Plan (QEP) and with the addition of Retention Software (Aviso). Our faculty advisors and College Transfer Advising Center work diligently with our AS students to

prepare them for transfer (first) and graduation (second). We should not view non-completers or low retention rates as signs of failure. All AS students have an assigned advisor and achievement coach.

Provide narrative for analysis of program retention standard/target *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

No changes need to be made to the standard or target at this time. The baseline was not met for this year.

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 <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.	Fall 2021	Faculty will meet with the advisees to plan and make adjustments to their structured academic plan in Aviso.
2	The Arts & Sciences Division will continue using Aviso Retention Software as part of OnPoint.	Fall 2021	All students will utilize specific academic plans within Aviso.
3	A Semester to Semester Persistence Risk Indicator will be added to Aviso Retention starting in the fall 2019 semester.	Fall 2021	Advisers and newly hired Academic Success Coaches will utilize this indicator to focus interventions for those students most at-risk for not persisting to the next semester.