

Planning Council Sub-Committees 2017-18 Performance Measure Year End Reporting Form

Performance Measure: College Transfer Performance

Purpose: To ensure the academic success of community college students who transfer to a four-year college or university.

Description: The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

Denominator: Students who exited the NCCCS system during the 2015-2016 academic year (Fall 15, Spring 16, or Summer 16) with an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently enrolled in a North Carolina four-year college or university during the fall of 2016 and spring of 2017.

Numerator: Of those in the denominator, the number earning a GPA of 2.25 or better aggregated over the fall and spring semesters at the transfer institution.

Baseline: 2018 NCCCS Performance Measures System Baseline = 65.1%

Standard: 2018 NCCCS Performance Measures Average College Percentage = 83.7%
(Inclusion of Dual Enrolled)

Target: 2018 NCCCS Performance Measures System Excellence Level = 87.6%
(Inclusion of Dual Enrolled)
(NCCCS Draft - 5/10/2018, 3rd Draft Revision)

	30+ Hours		Associate Degree		Total		
Year	Students	% ≥ 2.00	Students	% ≥ 2.00	Students	# ≥ 2.00	% ≥ 2.00
2008-09	n/a	n/a	n/a	n/a	n/a	n/a	87%
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	88%
2010-11	71	83%	42	83%	113	n/a	83.2%
2011-12	56	88%	96	92%	152	n/a	90.1%
2012-13	58	90%	87	82%	145	n/a	84.8%
	30 + Hours		Associate Degree		Total		
Year	Students	% ≥ 2.25	Students	% ≥ 2.25	Students	# ≥ 2.25	% ≥ 2.25
2010-11*	n/a	n/a	n/a	n/a	n/a	n/a	78%
2011-12*	n/a	n/a	n/a	n/a	n/a	n/a	87%
2012-13*	n/a	n/a	n/a	n/a	n/a	n/a	75%
2013-14	64	83%	106	78%	170	n/a	80.0%
2014-15	56	77%	138	87%	194	163	84.0%
2015-16	69	78%	139	83%	208	169	81.3%

Source: NCCCS Performance Measure Report

*Past results associated with 2016 proposed measures

2017-2018 Strategies / Action Items:

Item #	Strategies / Action Items	Results <i>(State the progress/results of the strategies identified. Provide number/percent accomplished.)</i>
1	The Arts & Sciences division will continue implementing the OnPoint Student Success Based Advising Initiative.	<p>At the conclusion of the 2017-2018 academic year, all currently employed full-time college transfer faculty and 1 achievement coach will have completed Appreciative Advising training. No official GradesFirst training sessions were offered to faculty during the 2017-2018 academic year because at the conclusion of the fall 2017 semester GradesFirst was no longer available to faculty. Aviso Retention software will be replacing GradesFirst at the start of the 2018 summer semester. Training for selected faculty and staff took place on April 12, 2018. Twenty-one Arts & Sciences faculty and staff took part in that training. Additional trainings will be held for all faculty and staff who will utilize Aviso Retention starting during the summer 2018 semester and continuing as needed.</p> <p>During the fall 2017 semester, 111 advising sessions were scheduled using GradesFirst by individual faculty within the Arts and Sciences Division. This does not include student usage in College Transfer Advising Center. During the 2017-2018 academic year 2,700 students visited the CTAC for advising and registration with both faculty & staff.</p> <p>During the fall 2017 semester, 10 QEP ACA 122 sections were offered enrolling 255 students (Fall 2017 QEP Cohort). Of those 255 students, 59 students visited counseling services and 42 students utilized the Academic Skills Center during the Fall 2017 semester. During the Spring 2018 semester, 35 of the 255 students visited counseling services and 29 utilized the Academic Skills Center. Students in the Fall 2017 QEP cohort had an average cumulative GPA of 2.72. During the spring 2018 semester, 6 QEP ACA 122 sections were offered enrolling 87 students (Spring 2018 QEP Cohort). Of those 87 students, 20 visited counseling services and 11 utilized the Academic Skills Center. The</p>

		GPA for the spring 2018 QEP cohort is not available at the writing of this report.
2	The College Transfer Advising Center and faculty advisers will begin using guided pathways for all new students in the Associate in Arts, Associate in Science, and Associate in Engineering degree plans. These plans will put particular emphasis on student enrollment and completion in curriculum English, math, and science.	All new students in the Associate in Arts, Associate in Science, and Associate in Engineering were advised using the new guided pathways.

Item #	Strategies / Action Items	Assessment of Strategies
1	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.	Faculty will meet with the advisees as outlined in the QEP.
2	The Arts & Sciences Division will fully implement Aviso Retention Software during the Fall 2017 semester.	Advisers will utilize the notes feature in Aviso to provide advising session reports.

Overall assessment of Performance Measure:

College Transfer leadership continues to believe that this performance measure is an inadequate measure of our students preparation prior to enrolling at a 4 year university or college of their choice. This measure is the only performance measure that currently judges the performance of our students based on activities and tasks that do not actually occur at WCC. Once students leave WCC we have no control over their social activities, being away from home for the first time, the performance of faculty at the 4 year university or college, and the assimilation into the culture of university life. Class sizes are much larger at the 4 year university or college, as well as, the overall involvement and engagement on the part of the professor.

Data included in the report shows that students who do not complete an Associate Degree are less likely to earn a GPA ≥ 2.25 . This was also the case in 39 of 57 other NCCCS institutions. System-wide, 72% of NCCCS students transfer without obtaining an AA/AS/AE degree. One area of uncertainty is the impact of Career & College Promise (CCP) students on the transfer performance data. The majority of CCP students earn between 18-24 semester hours of college credit prior to high school graduation. Currently, 25% of WCC's enrollment is comprised of CCP students and of that 25% approximately 70% are in a college transfer pathway. Are those students who do not complete 30 or more hours truly not counted in our performance data? If so, that is unfortunate as that is a tremendous amount of students who we receive no credit for performance wise.

We are encouraged however at the proposed revisions to the College Transfer Performance Measures. The proposed new measure states: "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 are enrolled at any four-year university or college the subsequent fall semester or graduated prior to."