

**Planning Council Review**  
**Student Success Rate in College-Level English Performance Measure**  
**2023 Performance Measures for Student Success Report**

**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:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English 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  $\geq 100$ ) English 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 and Underserved Race/Ethnicity (URE) Index Score: College success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score: College success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

Non-Pell and Underserved Race/Ethnicity (URE) Index Score: College success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

Non-Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score: College success rate among cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate among cohort students receiving not Pell whose race/ethnicity is not identified as historically underserved.

Pell and URE Denominator: Number of cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

Pell and Non-URE Denominator: Number of cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

Non-Pell and URE Index Denominator: Number of cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

Non-Pell and Non-URE Index Denominator: Number of cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

Total Numerator: (Pell and URE Index Score  $\times$  Pell and URE Denominator) + (Pell and Non-URE Index Score  $\times$  Pell and Non-URE Denominator) + (Non-Pell and URE Index Score  $\times$  Non-Pell and Non-URE Denominator) + (Non-Pell and Non-URE Index Score  $\times$  Non-Pell and Non-URE Denominator)

Total Denominator: Pell and URE Denominator + Pell and Non-URE Denominator + Non-Pell and URE Denominator + Non-Pell and Non-URE Denominator

Total Index Score: Total Numerator divided by Total Denominator

Baseline and excellence levels were calculated based on institutional outcomes associated with the Fall 2019 cohort.

Excellence: 1.144

Avg Band Max: 1.074

Avg Band Min: 0.934

Baseline: 0.723

*(2023 NCCCS Performance Measures for Student Success Report)*

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

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	66%	72%	70%	1.144	1.144	1.144

Source: NCCCS Performance Measures for Student Success Report

Year	Fall Cohort					Success Rate					Index Score				Total Index
	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	
Fall 2019	109	77	195	326	707	59%	78%	59%	79%	70%	1.203	1.214	1.080	1.316	1.223

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 ranked 5<sup>th</sup> out of 58 colleges for this measure, with an index score of 1.223 (color indicator, platinum; met or exceeded excellence level).

The Student Success Rate in College-Level English 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 ensure English courses have preferred access to computer labs	Room scheduling of computer labs for English courses