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 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 × Pell and URE Denominator) + (Pell and Non-URE Index Score × Pell and Non-URE Denominator) + (Non-Pell and URE Index Score × Non-Pell and Non-URE Denominator) + (Non-Pell and Non-URE Index Score × 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 institutional outcomes associated with the Fall 2019 cohort.

Excellence: 1.194
Avg Band Max: 1.100
Avg Band Min: 0.910
Baseline: 0.626

(2023 NCCCS Performance Measures for Student Success Report)

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

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	30%	49%	36%	57%	46%	1.077	1.204	0.914	1.132	1.071

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 26th out of 58 colleges in this measure, with an index score of 1.071 (color indicator, yellow).

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 *(Identify action items as a result of measure assessment.)*	Assessment of Action Items *(How will you assess the results of action items?)*
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