

**Planning Council Review**  
**First-Year Progression Performance Measure**  
**2023 Performance Measure for Student Success Report**

**Performance Measure:** First-Year Progression

**Purpose:** To ensure first-year students are making progress toward credential completion.

**Description:** Index score based on the percentage of first-time fall credential-seeking students graduated prior to or enrolled in postsecondary education the subsequent fall semester.

**Denominator:** First-time fall credential-seeking curriculum students.

**Numerator:** Of those in the denominator, the number who graduate with a postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

**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

Fall 2021 cohort

Excellence: 1.067  
Avg Band Max: 1.035  
Avg Band Min: 0.971  
Baseline: 0.874

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

Year	Cohort	12 Hrs Att	12 Hrs Succ	% Success
2015-16	786	492	338	68.7%
2016-17	766	445	311	69.9%

Year	Cohort	Graduated	Enrolled NCCCS (non-graduate)	Enrolled Other (non-graduate)	% Graduated or Still Enrolled
2017-2018	798	63 / 8%	425 / 53%	70 / 9%	69.9%
2018-2019	749	59 / 8%	430 / 57%	63 / 8%	73.7%
2019-2020	761	51 / 7%	410 / 54%	57 / 7%	68.1%

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2020	182	488	670	59%	70%	67%	1.065	1.004	1.021

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 2021	129	87	166	270	652	58%	68%	77%	84%	75%	1.123	1.136	1.124	1.118	1.123

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.)*

The College achieved an index score of 1.123, resulting in a platinum on the “stop light” report (met or exceeded excellence level). WCC ranked in 1st place out of all 58 colleges.

**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	Review and investigate the data.	1) Pull cohort listing of students for each term. 2) Address issues or implement actions within that semester to retain those students.

		<p>3) Utilize Achievement Coaches to retain students.</p> <p>This will happen each academic semester.</p>
2	Enhanced focus on CCP students.	<p>1) Ensure CCP students remain enrolled and retained.</p> <p>2) Provide high school counselors with student progress reports.</p> <p>3) High school recruitment, assisting them in the application process in the high schools.</p> <p>4) Promote Bison Benefits scholarship program.</p> <p>This will happen concurrently each academic semester.</p>
3	Review and investigate planning the students schedule. <i>(new strategy, result from the review and discussion of the 2022 results)</i>	<p>Ensure program outline is followed for scheduling courses.</p> <p>This will happen each academic semester.</p>
4	Target short-term workforce learning credentials (certificate offerings). <i>(new strategy, result from the review and discussion of the 2022 results)</i>	<p>Ensure students are coded correctly at the certificate level and not the associate degree level.</p> <p>This will happen each academic semester.</p>