

Planning Council Review
Student Success Rate in College-Level English Performance Measure
2024 Performance Measures for Student Success Report
2021-2024 Action Item Results and 2025-2028 Action Items Identified

Performance Measure: Student Success Rate in College-Level English Courses (PM2)

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 ≥ 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 × 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

Excellence: 1.174

Avg Band Max: 1.099

Avg Band Min: 0.950

Baseline: 0.727

(2024 NCCCS Performance Measures for Student Success Report)

2021-2024 Action / Strategy Item Results:

Item	Action item identified in the 2021-2024 performance measures year-end reports	Results / Use of Results: (Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2025-2028 action items table below.)
1	Continue to ensure English courses have preferred access to computer labs	English classes were scheduled in computer labs.

Student Success Rate in College-Level English Courses – Performance Data

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
Fall 2020	111	60	189	261	621	59%	58%	62%	66%	63%	1.248	0.962	1.205	1.147	1.165

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 9th out of 58 colleges in this measure, with an index score of 1.165 (color indicator, green; \geq Avg Band Max, Below Excellence). WCC's Fall 2020 cohort totaled 621 which resulted in 62.8% of students were non-successful versus 37.2% of student successful in meeting the math performance measure.

2025-2028 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	Ensure English courses have preferred access to computer labs.	Room scheduling for computer labs
2	Continue to keep class sizes to 22 or lower	<ol style="list-style-type: none"> 1. Balance course loads 2. Monitor caps 3. Hire adjuncts to minimize overrides
3	Professional development for faculty	<ol style="list-style-type: none"> 1. Identify needs 2. Organize training 3. Monitor impact / reflect