Planning Council Review
First-Year Progression Performance Measure
2024 Performance Measure for Student Success Report
2021-2024 Action Item Results and 2025-2028 Action Items Identified

Performance Measure: First-Year Progression (PM4)

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

Excellence: 1.063
Avg Band Max: 1.036
Avg Band Min: 0.971
Baseline: 0.899

(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	Review and investigate the data.	The percentage of cohort students retained remains high (between 68% and 73%). By adding student demographic data, we can drill down into which students are not as successful.
2	Enhanced focus on CCP students.	1. Ensured CCP students were enrolled and retained by one-to-one advising. Fall 2021 - Summer 2024, 4,149 students enrolled into 12,058 courses. a. 2021-2022, served 1,764 students enrolled in 3,450 courses. b. 2022-2023, served 2,162 students enrolled in 4,191 courses. c. 2023-2024, served 2,293 students enrolled in 4,417 courses. 2. College Transfer Advisory committee met annually with local CDC's and Guidance Counselors to promote dual enrollment offerings. 3. Bison Benefits were offered to students that continued at WCC as full-time students after high school graduation. a. In order to better promote Bison Benefit, CCP Department works closely with The Foundation and Office of Admissions and Records. Admissions provides a list of eligible seniors. Eligible seniors receive both an email and postcard promoting and advertising Bison Benefit and how to apply. Email and postcard are sent out in February, and students have the month of March to apply. Also, Bison Benefit is shared at all recruitment events. 4. Recruitment events were held throughout the community on and off campus throughout the school year, including Middle School night, CCP night, Senior Night, Let's connect evening as well as fairs and festivals in the county. 5. Provide high school counselors with student progress reports.

		a. Each Monday morning, high school counselors receive a report via email that provides them, if applicable, names and courses along with last date attended and drop date. This is to ensure that the student is still on track for high school graduation requirements. If a student drops a college course that is needed for high school graduation, the counselor is then able to enroll the student into a NCVPHS course to take the place of the dropped college course so that the student maintains course for high school graduation. 6. High school recruitment, assisting them in the application process in the high schools. a. Recruitment is done in each high school as well as the CCP Showcase (Spring event) and Senior Night (Fall event). For the smaller schools (WPA, FCA, WCS, and WSTA, onsite registration is held for the students.
3	Review and investigate planning the students schedule. *(new strategy, result from the review and discussion of the 2022 results)*	The review of student schedules revealed key areas for improvement in ACA 122 with student scheduling in self-service. This lead to the development of a more efficient and tailored scheduling plan in the ACA 122 modules. Continued review and training will go on to ensure all student needs are met effectively.
4	Target short-term workforce learning credentials (certificate offerings). *(new strategy, result from the review and discussion of the 2022 results)*	Short term credentials were added in the areas of electrical and carpentry offering the NCCER Core Credential as well as Level I and Level II training. We also offered a foundational short term credential in Peer Support Training that has provided opportunities for students to obtain the NC Peer Support license and obtain entry level employment.

First-Year Progression – Performance Data

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				
	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	Total Index
Fall 2021	129	87	166	270	652	58%	68%	77%	84%	75%	1.123	1.136	1.124	1.118	1.123
Fall 2020	146	76	219	304	745	60%	67%	76%	80%	74%	1.110	1.116	1.083	1.063	1.083

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 7th out of 58 colleges in this measure, with an index score of 1.083 (color indicator, platinum; Met or Exceeded Excellence Level).

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 *(Identify action items as a result of measure assessment.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university.	100% of students who complete an ACA 122 will utilize the new TRANSFER GUIDES on the CFNC which corelate common numbering from CC to UNC schools. Access to multiple schools at one time for a degree program is a new streamlined option. This will happen concurrently each academic semester.