



STUDENT ACHIEVEMENT @WCC

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, Standard 8.1 (Student Achievement) requires institutions to identify, evaluate, and publish goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. Institutions should use multiple measures to demonstrate achievement.

WYTHEVILLE COMMUNITY COLLEGE MISSION STATEMENT

Dedicated to teaching excellence and student success, Wytheville Community College is an educational and community leader, providing lifelong career and personal growth, cultural enrichment, and economic advancement.

STUDENT ACHIEVEMENT CRITERIA

WCC's five student achievement criteria are readiness, progression, program outcomes, completion, and post-completion success.



For each criterion, multiple measures for demonstrating student achievement, as well as thresholds of acceptability (i.e. benchmarked targets for performance) are described. Data are presented for multiple years and analyzed comparing WCC student achievement to designated benchmark targets.

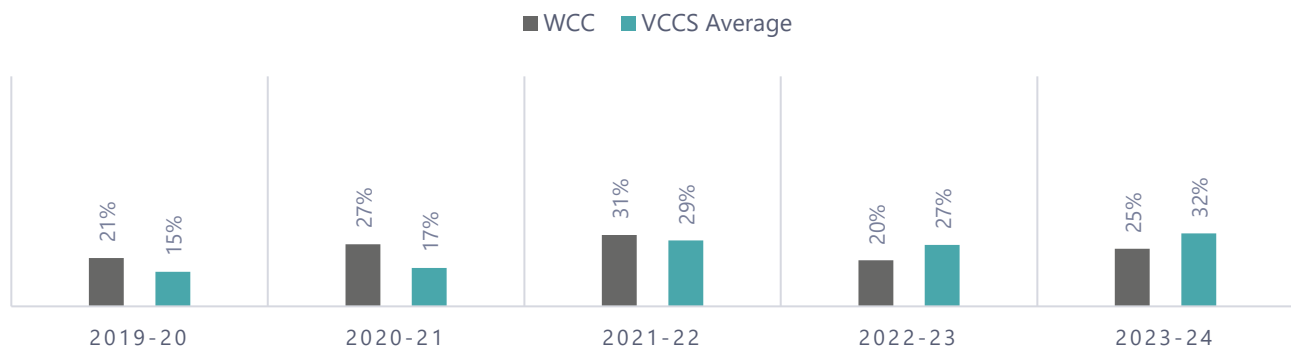
In accordance with Standard 8.1, WCC selected the IPEDS (Integrated Postsecondary Education Data System) Graduation Rate Metric (see Completion Criterion, Measure 4.1) to satisfy SACSCOC requirements for disclosing students' persistence to graduation. The IPEDS Graduation Rate Metric is calculated as the percentage of first-time, full-time degree or certificate-seeking students (from the fall cohort) completing a program within 150% of normal time. Graduate rate data are also disaggregated by gender, ethnicity/race, and socioeconomic status

(using Pell grant recipient status) in Measure 4.2 using the IPEDS Graduation Rate Metric. Due to the small numbers of annual completers that occur as a result of disaggregating students into distinct groups, the disaggregated graduation rate data are presented as a four-year total in accordance with the Student Right-to-Know legislation.

1. READINESS

Measure 1.1 – Developmental Math Performance: The percentage of developmental math cohort students who successfully completed (grade of C or better) a college-level math course within 4 semesters of their first enrollment.

Target – To perform at or above the average value of VCCS institutions.

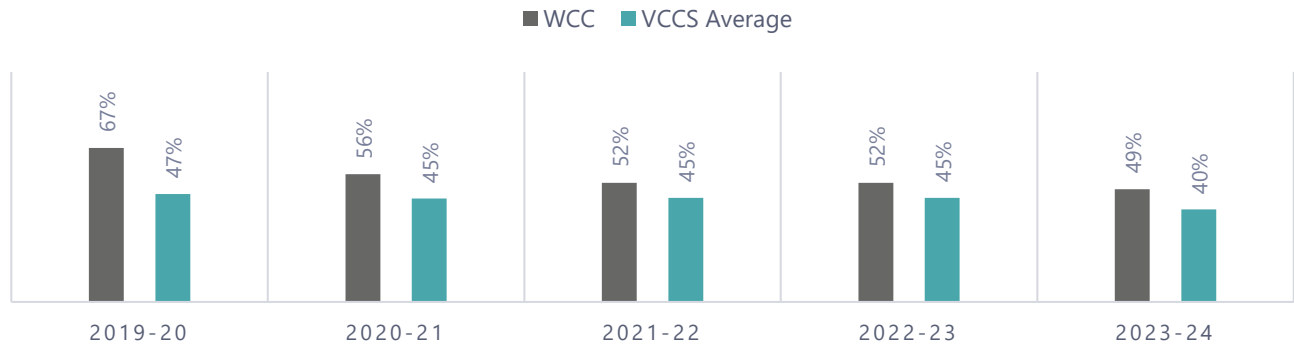


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of WCC developmental math cohort students who successfully completed (grade of C or better) a college-level math course within 4 semesters of their first enrollment exceeded the average completion rate for the VCCS institutions. WCC *exceeded* the designated performance target (minimum threshold of acceptability) for 2019-20, 2020-21, and 2021-22. WCC *partially met* the designated performance target (minimum threshold of acceptability).

Measure 1.2 – Math College-Ready Performance: The percentage of college-ready math cohort students who successfully completed (grade of C or better) a college-level math course within 3 semesters of their first enrollment.

Target – To perform at or above the average value of VCCS institutions.

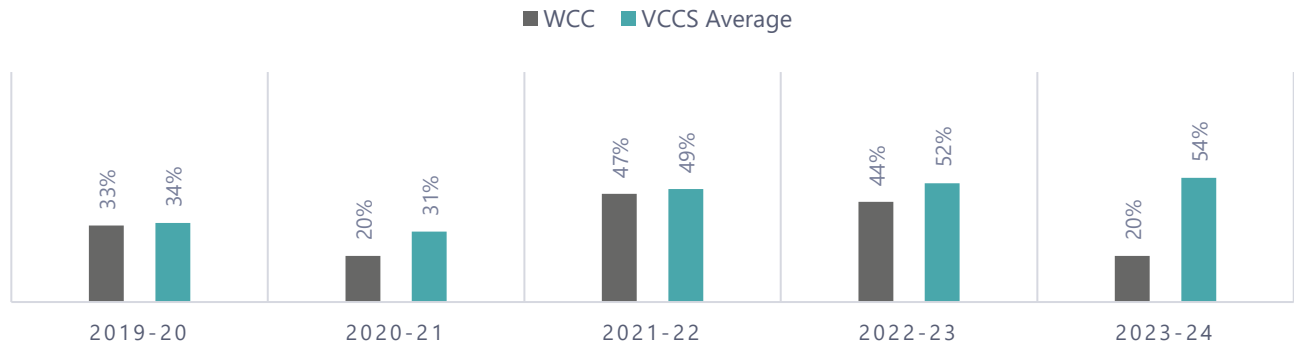


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of WCC college-ready math cohort students who successfully completed (grade of C or better) a college-level math course within 3 semesters of their first enrollment *exceeded* the average completion rate for the VCCS institutions for all five of the years examined. WCC *met* the designated performance target (minimum threshold of acceptability).

Measure 1.3 – Developmental English Performance: The percentage of developmental English cohort students who successfully completed (grade of C or better) a college-level English course within 4 semesters of their first enrollment.

Target – To perform at or above the average value of VCCS institutions.

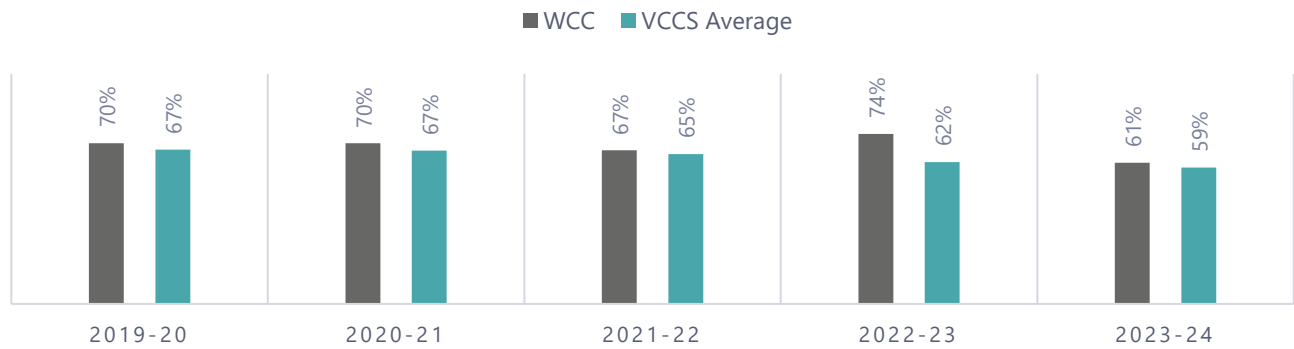


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of WCC developmental English cohort students who successfully completed (grade of C or better) a college-level English course within 4 semesters of their first enrollment was slightly below the average completion rate for the VCCS institutions for the five years examined. WCC *did not meet* the designated performance target (minimum threshold of acceptability).

Measure 1.4 – College-Ready English Performance: The percentage of college-ready English cohort students who successfully completed (grade of C or better) a college-level English course within 3 semesters of their first enrollment.

Target – To perform at or above the average value of VCCS institutions.



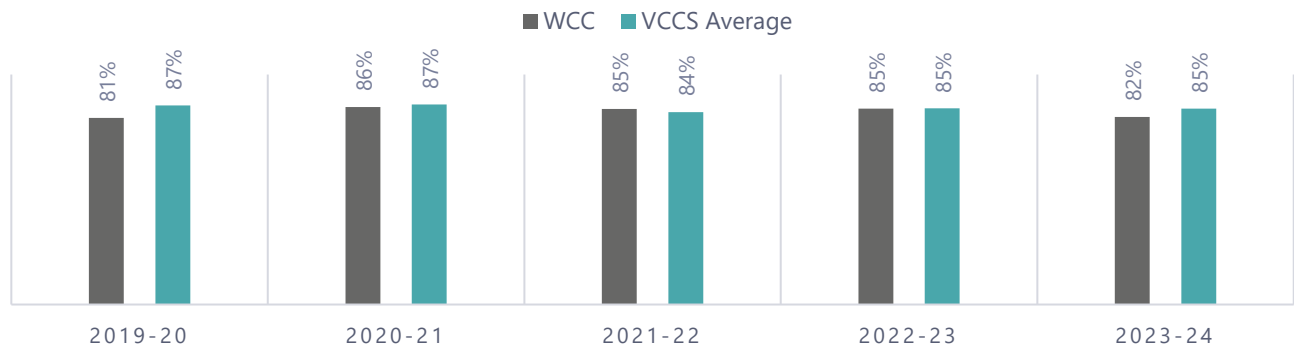
Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of WCC college-ready English cohort students who successfully completed (grade of C or better) a college-level English course within 3 semesters of their first enrollment was above the average completion rate for the VCCS institutions for the five years examined. WCC *exceeded* the designated performance target (minimum threshold of acceptability).

2. PROGRESSION

Measure 2.1 – Fall to Spring Retention, Full-time Fall Cohort: The percentage of full-time fall cohort students who enrolled in the spring of the same academic year.

Target – To perform at or above the average value of VCCS institutions.

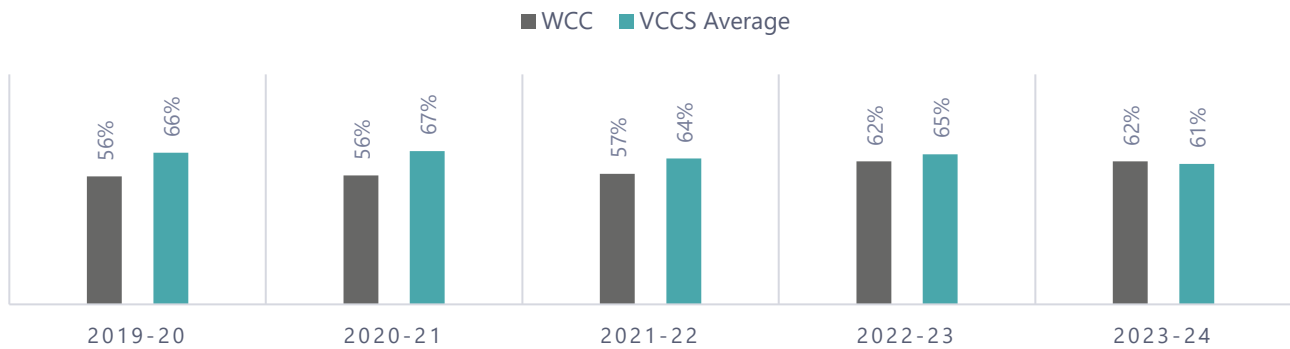


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of full-time fall cohort students who enrolled in the spring of the same academic year was slightly below the average rate for the VCCS institutions for 2019-2020, 2020-21 and 2023-24 and slightly above or at the VCCS average rate for 2021-22 and at the VCCS average rate for 2022-23 in the years examined. WCC *partially met* the designated performance target (minimum threshold of acceptability) for two of the five years examined.

Measure 2.2 – Fall to Spring Retention, Part-time Fall Cohort: The percentage of part-time fall cohort students who enrolled in the spring of the same academic year.

Target – To perform at or above the average value of VCCS institutions.

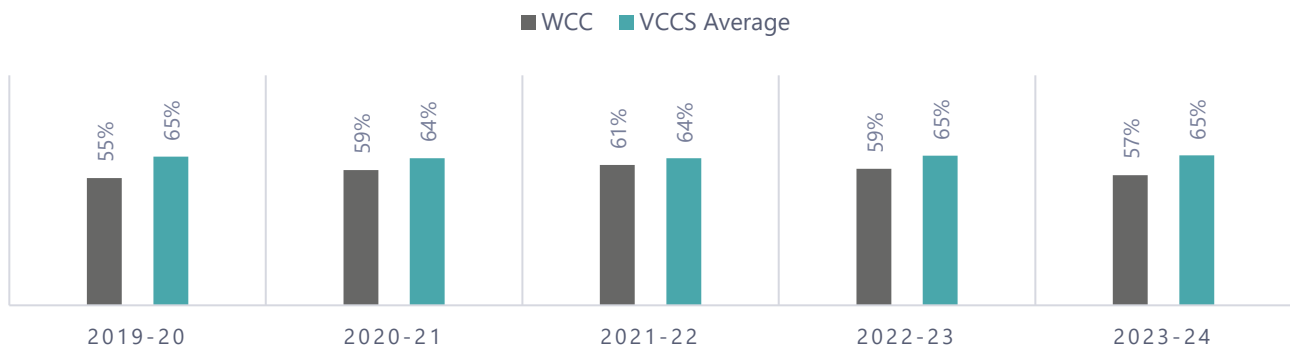


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of part-time fall cohort students who enrolled in the spring of the same academic year was slightly below the average rate for the VCCS institutions for the five years examined. WCC *did not meet* the designated performance target (minimum threshold of acceptability).

Measure 2.3 – Fall to Fall Retention, Full-time Fall Cohort: The percentage of full-time fall cohort students who enrolled in the fall of the next academic year.

Target – To perform at or above the average value of VCCS institutions.

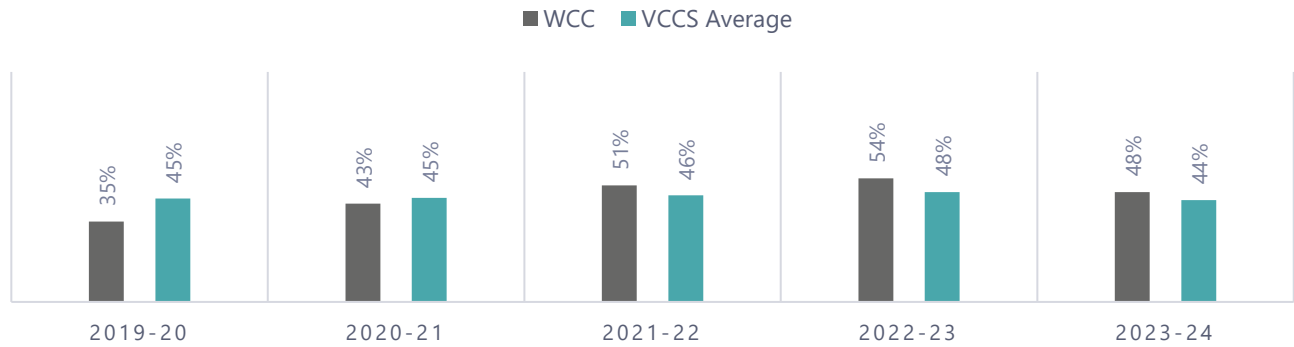


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of full-time fall cohort students who enrolled in the fall of the next academic year was slightly below the average rate for the VCCS institutions for the five years examined; however, three of the five years were during the Coronavirus epidemic. WCC *did not meet* the designated performance target (minimum threshold of acceptability).

Measure 2.4 – Fall to Fall Retention, Part-time Fall Cohort: The percentage of part-time fall cohort students who enrolled in the fall of the next academic year.

Target – To perform at or above the average value of VCCS institutions.

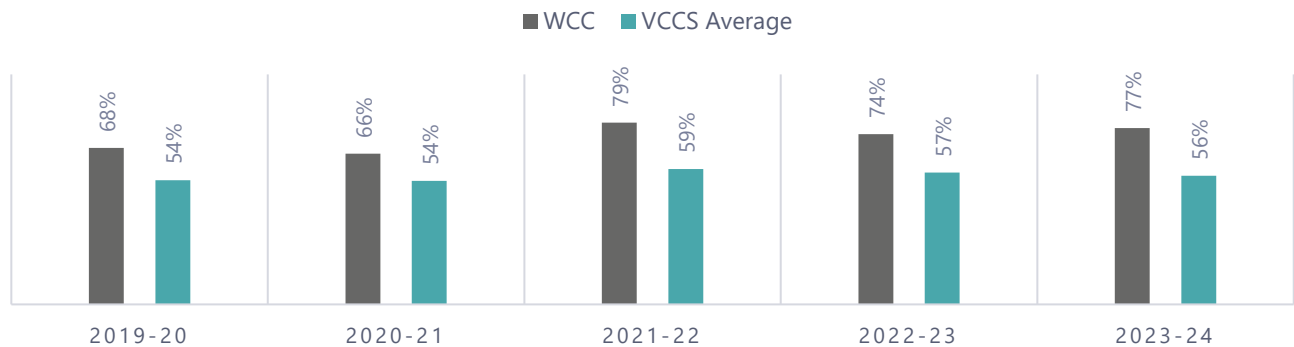


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of part-time fall cohort students who enrolled in the fall of the next academic year was above the average rate for the VCCS institutions for three of the five years examined. The two years the average was slightly below the VCCS average was during the Coronavirus epidemic. WCC *partially met* the designated performance target (minimum threshold of acceptability).

Measure 2.5 – Progress 12: The percentage of fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year.

Target – To perform at or above the average value of VCCS institutions.

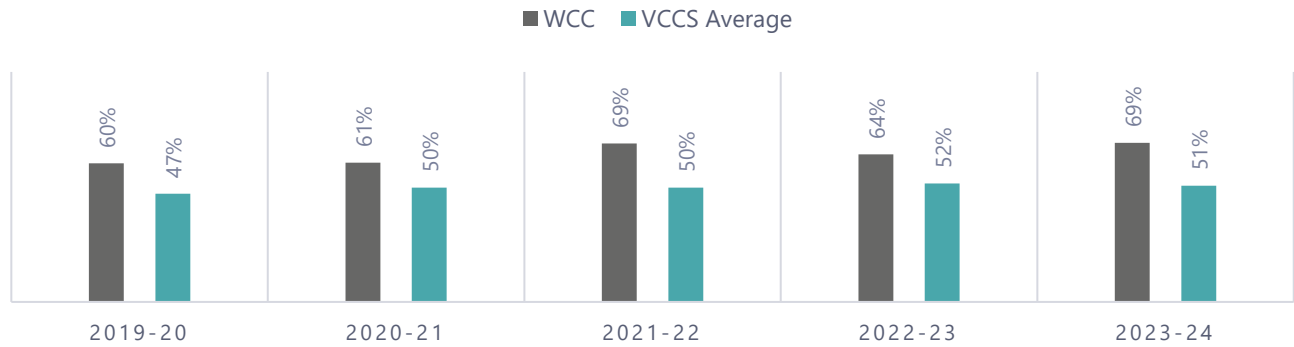


Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of percentage of fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year *exceeded* the average completion rate for the VCCS institutions for all five of the years examined. WCC *met* the designated performance target (minimum threshold of acceptability).

Measure 2.6 – Progress 24: The percentage of fall cohort students who completed 24 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the next academic year.

Target – To perform at or above the average value of VCCS institutions.



Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year *exceeded* the average completion rate for the VCCS institutions for all five years examined. WCC *met* the designated performance target (minimum threshold of acceptability).

3. PROGRAM OUTCOMES

Dental Hygiene

Measure 3.1 – National Board Dental Hygiene Examination (NBDHE): The governing body of the NBDHE is the Joint Commission on National Dental Examinations. The purpose of the National Board Dental Hygiene Examination is to measure whether a candidate for licensure possesses the entry-level cognitive skills necessary to safely practice as a dental hygienist. Dental and dental hygiene boards use the information provided by the NBDHE to help protect the public health.

Target: Completers of the Wytheville Community College Dental Hygiene Program will attain an 85% pass rate on the National Dental Hygiene Board Examination on the first attempt.

	2019-20	2020-21	2021-22	2022-23	2023-24
Completers	12	17	14	14	18
Passed Exam	10	16	12	14	18
% Passed	83%	94%	86%	100%	100%

Analysis: The target *was met* for four of the five years examined. The year that was not met was during the start of the Coronavirus pandemic. WCC *met* the designated performance target (minimum threshold of acceptability).

Measure 3.2 – The American Board of Dental Examiners (ADEX) Patient Treatment Clinical Examination (PTCE) or the Manikin Treatment Clinical Exam (MTCE): These examinations are based on specific performance criteria developed by ADEX and other content experts which will be used to measure the clinical competency of candidates.

Target: Completers of the Wytheville Community College Dental Hygiene Program will attain an 85% pass rate on the ADEX PTCE or the MTCE on the first attempt.

	2019-20	2020-21	2021-22	2022-23	2023-24
Completers	9	16	14	14	18
Passed Exam	8	16	11	12	18
% Passed	89%	100%	79%	86%	100%

**The students took a different examination for this year-The Southern Regional Testing Agency (SRTA) Examination.*

Analysis: The target *was met* for four of the five years examined. The year that was not met was during the Coronavirus pandemic. WCC *met* the designated performance target (minimum threshold of acceptability).

Note: During the COVID pandemic, the Virginia Board of Dentistry waived the live patient clinical exam for dental hygienists. Students that sat for the exam were also interested in obtaining licensure in other states. Out of 12 graduates in 2019-20, 9 chose to take the clinical exam.

Measure 3.3 – The American Board of Dental Examiners (ADEX) Computer Simulated Clinical Examination (CSCE) Objective Structured Clinical Examination (OSCE): The Computer Simulated Clinical Examination (CSCE) OSCE – is designed to assess various levels of diagnosis and treatment planning knowledge, skills, and abilities. Clinically-based questions are utilized through computer-enhanced photographs, radiographs, optical images of study and working models, laboratory data, and other clinical digitized reproductions.

Target: Completers of the Wytheville Community College Dental Hygiene Program will attain an 85% pass rate on the ADEX CSCE OSCE on the first attempt.

	2019-20	2020-21	2021-22	2022-23	2023-24
Completers	12	16	14	17	18
Passed Exam	11	12	14	17	18
% Passed	92%	75%	100%	100%	100%

**Students completed the SRTA Exam and not the ADEX Examinations; Data not available.*

Analysis: The target *was met* and exceeded for 2019-20, 2021-22, 2022-23, and 2023-24. The year that was *not met* was during the Coronavirus pandemic. WCC *met* the designated performance target (minimum threshold of acceptability).

Medical Laboratory Technology

Measure 3.4 – ASCP-BOC EXAM: The American Society for Clinical Pathology-Board of Certification, also known as ASCP-BOC is a nationally recognized certification exam that determines if students who have graduated from an accredited Medical Laboratory Technology program meet the minimum competencies to perform their job safely in an entry level position. The exam is administered by the American Society for Clinical Pathology.

Target: Graduates of the Wytheville Community College Medical Laboratory Technology program will attain a minimum score of 400 on the ASCP-BOC exam with an overall pass rate of 75% to meet NAACLS standards.

	2021	2022	2023	2024	2025
Completers	**	8	**	12	**
Passed Exam		7		11	
% Passed		87%		92%	

Analysis: The target for this goal *was met* in the last two graduation cycles.

Note: **The MLT program only admits students every other year, therefore data are only available every other year.

NURSING, ASSOCIATE DEGREE

Measure 3.5 – NCLEX-RN Exam: The NCLEX exam, also known as the National Council Licensure Examination, is a standardized test that every state regulatory board uses to determine if a candidate is ready to become licensed as a nurse. It is administered by the National Council of State Boards of Nursing,

Target: Completers of the Wytheville Community College ADN program will attain an 80% pass rate or higher on the NCLEX- exam.

	2019-20	2020-21	2021-22	2022-23	2023-24
Completers	41	62	43	30	40
Passed Exam	34	49	40	30	40
% Passed	83%	79%	93%	100%	100%

Analysis: The goal *was met* for four of the five years examined. The year that *was not met* was during the Coronavirus pandemic.

PHYSICAL THERAPIST ASSISTANT

Measure 3.6 – National Physical Therapist Assistant Examination: The National Physical Therapy Examination is one part of the evaluation process used by licensing authorities to grant licensure to practice as physical therapist assistants. The NPTE is administered by the Federation of State Boards of Physical Therapy. A minimum scale score of 600 out of a maximum scale score of 800 is required to pass the NPTE.

Target: Completers of the Wytheville Community College Physical Therapist Assistant program will attain an ultimate pass rate of 85% per biennium on the National Physical Therapist Assistant exam.

	2019-20	2020-21	2021-22	2022-23	2023-24
Completers	26	27	11	11	7

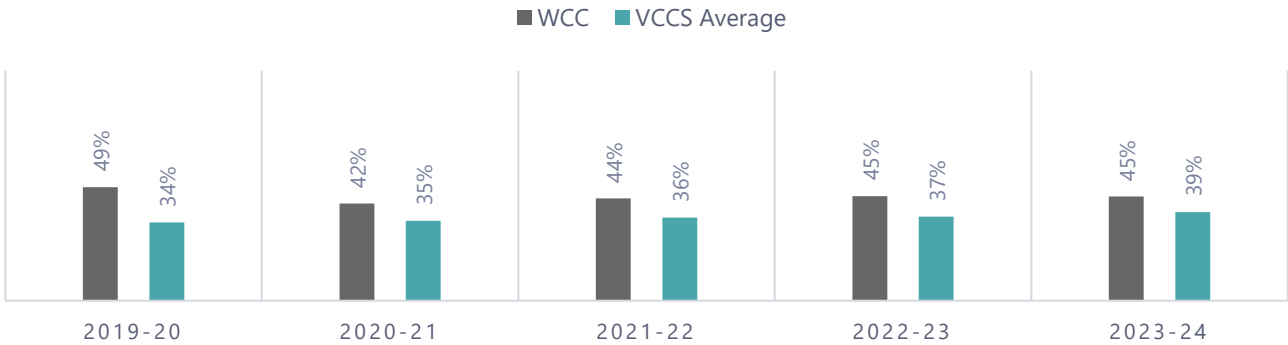
Passed Exam	21	20	11	11	6
% Passed	81%	74%	100%	100%	86%

Analysis: The target was met for three of the five years examined. The two years the target was not met were during the Coronavirus pandemic.

4. COMPLETION

Measure 4.1 – Graduation Rate: The percentage of first-time, full-time degree or certificate-seeking students (fall cohort) completing a program within 150% of normal time. The IPEDS 150% Graduation Rate was selected as WCC’s graduation rate metric in accordance with SACSCOC expectations in Standard 8.1.

Target – To perform at or above the average value of VCCS institutions.



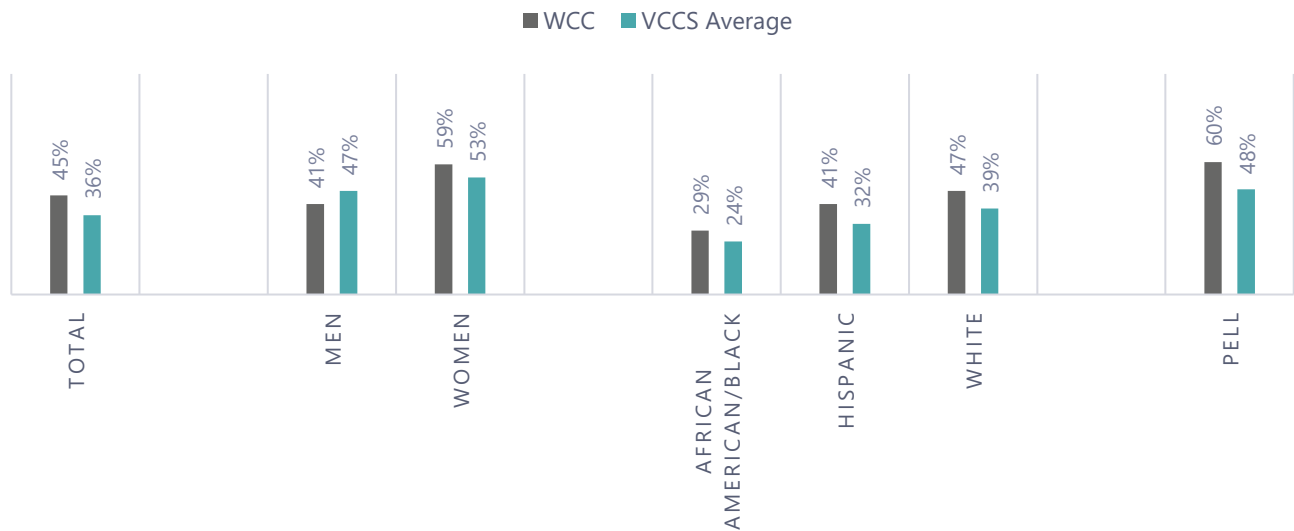
Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of first-time, full-time degree or certificate-seeking students (fall cohort) completing a program within 150% of normal time *exceeded* the average rate for the VCCS institutions for the five years examined. WCC *met* the designated performance target (minimum threshold of acceptability).

Measure 4.2 – Disaggregated Graduation Rate: The percentage of first-time, full-time degree or certificate-seeking students (fall cohort) completing a program within 150% of normal time. Rates are disaggregated by gender, ethnicity/race (for selected groups), and socioeconomic status (using Pell grant recipients as a proxy measure). Due to the small numbers of annual completers that occur as a result of disaggregating students into distinct groups, the disaggregated graduation rate data is presented as a four-year total in accordance with the Student Right-to-Know legislation.

Target – To perform at or above the average value of VCCS institutions.





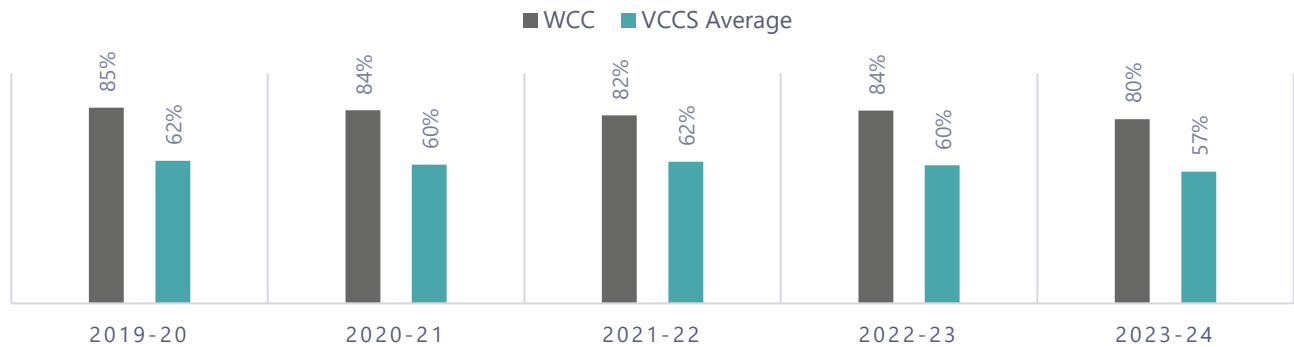
Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of first-time, full-time degree or certificate-seeking students (fall cohort) completing a program within 150% of normal time *exceeded* the average rate for the VCCS institutions for each of the groups of students with the exception of men students. Even though the percentage of male students completing a program within 150% of normal time is slightly lower than the VCCS average, WCC has *increased* the number of male completers each year and *met* the VCCS average completion rate for males of 44% for 2023-24.

5. POST-COMPLETION SUCCESS

Measure 5.1 – Transfer Performance: The percentage of students that transfer with 16 or more credit hours, including those earning an associate degree or diploma or a certificate or career studies certificate.

Target – To perform at or above the average value of VCCS institutions.



Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

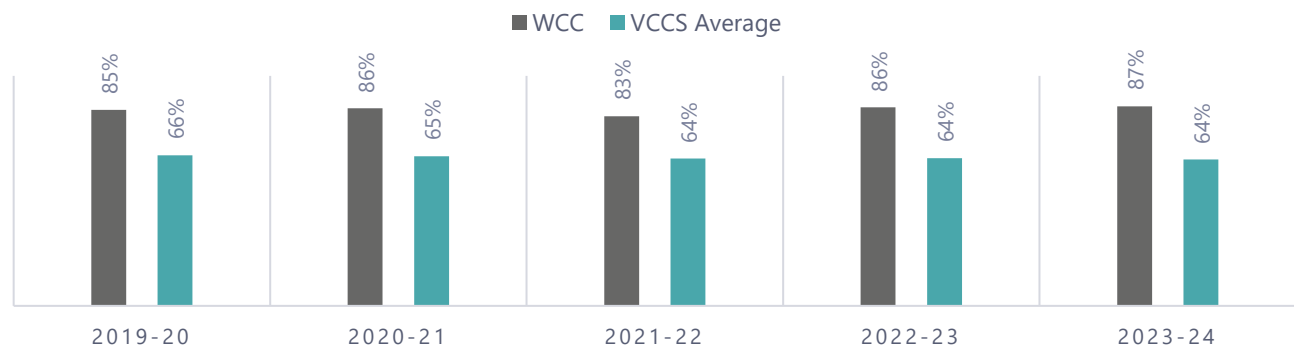
Analysis – The percentage of students that transfer with 16 or more credit hours, including those earning an associate degree or diploma or a certificate or career studies certificate, *exceeded* the average rate for the VCCS



institutions for the five years examined. WCC *met* the designated performance target (minimum threshold of acceptability).

Measure 5.2 – Transfer Graduation: The percentage of students that transfer with 16 or more credits and earn a bachelor’s degree within 6 years from initial enrollment with the community college.

Target – To perform at or above the average value of VCCS institutions.



Source: Performance Funding Measures Data; Office of Institutional Research and Effectiveness, Virginia Community College System

Analysis – The percentage of students that transfer with 16 or more credit and earn a bachelor’s degree within 6 years from initial enrollment with the community college *exceeded* the average rate for the VCCS institutions for the five years examined. WCC *met* the designated performance target (minimum threshold of acceptability).