

North Carolina Community College System



Performance Measures Update Report Performance Measure Methodologies and Analysis of 2010-11 Performance Data

March 22, 2013

R Scott Ralls, President

Sharon Morrissey, Executive Vice President for Programs & Chief Academic Officer

Research & Performance Management

Bill Schneider, Associate Vice President

Kristen Corbell, Research Projects Coordinator

Joann Ingoglia, Compliance Coordinator

Kinge Mbella, Business and Technology Applications Analyst

Introduction

In 2010, President Scott Ralls established a Performance Measures Committee to develop new performance-based student success measures to go into effect in 2013. The Committee was led by two community college presidents, Dr. Dennis Massey of Pitt Community College and Dr. Molly Parkhill of Blue Ridge Community College. The Committee was comprised of college presidents, vice-presidents, faculty, and directors from a diverse group of colleges representing various areas of expertise.

After a year of researching, drafting, and soliciting feedback from college faculty and staff on potential measures, the Committee formally presented the following eight measures to the State Board.

- Developmental Student Success Rate in College-Level English Courses
- Developmental Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Completion
- Licensure and Certification Passing Rate
- College Transfer Performance
- Basic Skills Student Progress
- GED Diploma Passing Rate

In November 2011, the State Board formally approved the Performance Measures. These measures were then submitted to the General Assembly in March 2012 and later adopted in June 2012 through Section 8.5 of S.L. 2012-142.

While the names of the performance measures may resemble some that have been adopted in the past, the descriptions and methodologies highlight some distinct improvements including making the measures closely aligned with key initiatives, more focused on student successes, more objective, uniform across colleges, more valid and reliable, and more cohort based in order to track student success. Additionally, these measures are not static. Instead, the measures and methods of evaluating colleges will continually be reviewed and revised as necessary to ensure that the focus is always on improving student success.

As the revised performance measures were being finalized, attention was turned to developing recommendations for incorporating performance into colleges' regular formula budget allocations. In May 2012, President Ralls appointed a team of college presidents to a Performance Funding Committee to develop a performance funding model. This committee was led by State Board Chairman K. Ray Bailey and Garret Hinshaw, President of Catawba Valley Community College.

One of the outcomes of this committee was the establishment of system-wide "baselines" and "goals" for each measure. The committee recommended using a consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. Based on three years of data (if available) for each measure, baselines are initially set two standard deviations below the system mean, and the goals are initially set one standard deviation above the system mean. These baselines and goals are reset every three years. This utilization of baselines and goals is a departure from the System's historical use of "standards."

These measures officially go into effect this year utilizing 2011-2012 data. **The purpose of this report is not to provide an analysis of the 2011-2012 performance data, but to instead help colleges understand:**

- How the forthcoming measures differ from the historical measures
- The detailed methodologies associated with the new measures
- Their results based on 2010-2011 data

The first official performance measures report based on the new measures and utilizing 2011-2012 data will be provided this summer. The official report will include data on Basic Skills Student Progress and GED Diploma Passing Rate, whose revised descriptions are currently awaiting State Board approval.

It should be noted that the data provided in this report may slightly differ from data previously provided to the presidents. The data provided to presidents was based on preliminary methodologies used to assess the impact of various performance funding models.

Performance Measure Evolution

2000-2007	2008-2012	2013-
Progress of basic skills students	Progress of basic skills students	Basic Skills Student Progress
Performance of college transfer students to the university system	Performance of college transfer students to the university system	College Transfer Performance
Passing rates for licensure and certification exams	Passing rates for licensure and certification exams	Licensure and Certification Passing Rate
Success rate of developmental students in subsequent college-level courses	Success rate of developmental students in subsequent college-level courses	Developmental Student Success Rate in College-Level English Courses
		Developmental Student Success Rate in College-Level Math Courses
Curriculum student progress and success	Curriculum student retention, graduation, and transfer	First Year Progression
		Curriculum Completion
Passing rates of students in developmental courses	Passing rates of students in developmental courses	GED Diploma Passing Rate
Client satisfaction with customized training	Client satisfaction with customized training	
Student satisfaction of program completers and non-completers	Student satisfaction of program completers and non-completers	
Goal completion of program completers		
Employer satisfaction with graduates		
Employment status of graduates		
Program enrollment		

Performance Measure Description Changes

New Measure	New Measure Description	Related Old Measure	Related Old Measure Description
Developmental Student Success Rate in College-Level English Courses	Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a "C" or better upon the first attempt.	Success Rates of Developmental Students in Subsequent College-Level Courses	Among developmental completers subsequently completing a college level English or mathematics course, the percentage passing the college level English or mathematics course with a grade of "D" or better. Specifically, the performance of those who took developmental English and/or reading courses and subsequently took college-level English courses was assessed. Likewise, the performance of those who took developmental math courses and then took college-level math courses was also assessed.
Developmental Student Success Rate in College-Level Math Courses	Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt.		
First Year Progression	Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("C" or better) at least twelve of those hours	Curriculum Student Retention, Graduation, and Transfer	The percentage of fall credential-seeking students who have graduated or are still enrolled at the same college, a university, or another community college one year later.
Curriculum Completion	Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years		
Licensure and Certification Passing Rate	Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	Passing Rates on Licensure and Certification Examinations	The percentage of first-time test takers passing an examination required for North Carolina licensure or certification prior to practicing the profession
College Transfer Performance	Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.	Performance of College Transfer Students	Of students transferring to a university with an associate degree or 24 articulated college transfer credit hours, the percentage who have a GPA equal or greater than 2.00 after two semesters at the university.
Basic Skills Student Progress	Percentage of students who progress as defined by an educational functioning level. <i>Awaiting State Board Approval</i>	Progress of Basic Skills Students	The aggregate percentage of adult literacy students completing a level of literacy, progressing within a level of literacy, or completing a predetermined goal.
GED Diploma Passing Rate	Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year. <i>Awaiting State Board Approval</i>	None	None
Eliminated		Passing Rates of Students in Dev Courses	The percentage of developmental course completers in English, reading or mathematics completing with a grade of "C" or better.
		Satisfaction of Program Completers and Non-Completers	The percentage of graduates and early-leavers "very satisfied" or "satisfied" with the overall quality of the college.
		Client Satisfaction with Customized Training	Percentage of clients receiving specialized training programs and services through Customized Training and Small Business Centers satisfied with training.

New Performance Measure Details

Measure	Purpose	Description	Methodology
Developmental Student Success Rate in College-Level English Courses	To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses	Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a "C" or better upon the first attempt.	<p><i>Denominator:</i> All students enrolling in their first credit English course during an academic year who also enrolled in a developmental English and/or reading course during the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> All students earning a "C" or better in their first credit English course during an academic year who enrolled in a developmental English and/or reading course in the same or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc).</p>
Developmental Student Success Rate in College-Level Math Courses	To ensure remedial math coursework prepares students to succeed in credit-bearing math courses	Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt.	<p><i>Denominator:</i> All students enrolling in their first credit math course during an academic year who also enrolled in a developmental math course during the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> All students earning a "C" or better in their first credit math course during an academic year who enrolled in a developmental math course in the same or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc).</p>
First Year Progression	To ensure first-year students reach an academic momentum point that helps predict future credential completion	Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("C" or better) at least twelve of those hours	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental and withdraw) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> Those within the cohort above who complete at least twelve hours (including developmental) with a "C" or better within the first year.</p>
Curriculum Persistence and Completion	To ensure student completion and persistence toward a post-secondary credential	Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college.</p> <p><i>Numerator:</i> Those within the cohort above who by the fall that occurs six years after original cohort designation either graduate (A, D, or C), transfer to a four year institution, or are still enrolled during that sixth fall semester previously completing 36 non-developmental hours.</p>

Measure	Purpose	Description	Methodology
Licensure and Certification Passing Rate	To ensure programmatic coursework prepares students to competently practice in their chosen profession	Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	<p><i>Denominator:</i> All licensure and certification exams taken for the first time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.</p> <p><i>Numerator:</i> Licensure and certification exams passed on first attempt during the licensure agency's most recent reporting year.</p> <p><i>Note:</i> Passing rates for individual exams will be provided for informational purposes only.</p>
College Transfer Performance	To ensure the academic success of community college students at a four-year university or college	Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.	<p><i>Denominator:</i> Students with an associate degree or at least 30 articulated transfer credits enrolled during the fall and spring semesters at a four-year institution who were enrolled at a community college during the previous academic year. Only includes North Carolina based four-year institutions and four-year institutions which the individual community college has an articulated transfer agreement.</p> <p><i>Numerator:</i> Students included in the denominator who have earned a GPA of 2.00 or better aggregated over the fall and spring semesters at the transfer institution.</p> <p><i>Note:</i> System office will work with private colleges to collect performance data and community colleges will have to supplement data with results from out of state institutions which they have articulated agreements.</p>
Basic Skills Student Progress	To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency	Percentage of students who progress as defined by an educational functioning level. <i>Awaiting State Board Approval</i>	<p>Denominator: Basic skills students attempting 60 or more contact hours during program year. Excludes ASEH initial placements.</p> <p>Numerator: Basic skills students attempting 60 or more contact hours during program year, who complete the program year at a higher educational functioning level. Excludes high adult secondary education initial placements.</p> <p>Note: Pre-test is considered if it occurs up to 90 days prior to program year</p>
GED Diploma Passing Rate	To ensure quality GED preparation and high levels of GED attainment	Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year. <i>Awaiting State Board Approval</i>	<p>Denominator: GED students with an entering Educational Functioning Level of ASEL or ASEH who take at least one GED test during the program year (July 1 – June 30) and have 12 or more total contact hours.</p> <p>Numerator: GED students with an entering Educational Functioning Level of ASEL or ASEH who take at least one GED test during the program year (July 1 – June 30), and have 12 or more total contact hours, and receive a GED diploma</p>

Developmental Student Success Rate in College-Level English Courses

Purpose

To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses

Description

Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a “C” or better upon the first attempt.

Methodology

Denominator: All students enrolling in their first credit English course during an academic year who also enrolled in a developmental English and/or reading course during the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).

Numerator: All students earning a “C” or better in their first credit English course during an academic year who enrolled in a developmental English and/or reading course in the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).

Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

Details

Denominator: Students must meet one of the following criteria:

Enrolled in their first credit English course during the reporting year and enrolled in a developmental English or Reading course during the previous reporting year (Fall/Spring/Summer) at the same college.

OR

Enrolled in their first credit English course during the reporting year and enrolled in a developmental English or Reading course during the same reporting year (Fall/Spring/Summer) at the same college. The student’s developmental English or Reading course semester must be equal to or precede their first credit English course.

Not eligible for this measure are students who complete developmental English course by exam, placement or transfer.

Numerator: All students from the denominator who earned a grade of “C” or better in their first credit English course during the reporting year (Fall/Spring/Summer). The first credit English course evaluated cannot be a lab section. First credit English course is based on any course with prefix “ENG” and course number greater than 099. When multiple English courses are enrolled in during the same semester, the lowest numbered course will be evaluated.

Goal: 74.4%

Mean: 64.5%

Baseline: 44.7%

Goal, Mean, and Baseline are set based on three years of data

Developmental Student Success Rate in College-Level English Courses, 2010-11

Baseline: 44.7% Goal: 74.4%

College	Students	Successful	Success Rate
Alamance CC	535	368	68.8%
Asheville-Buncombe TCC	413	269	65.1%
Beaufort County CC	126	99	78.6%
Bladen CC	128	58	45.3%
Blue Ridge CC	172	133	77.3%
Brunswick CC	95	71	74.7%
Caldwell CC and TI	346	219	63.3%
Cape Fear CC	715	453	63.4%
Carteret CC	107	73	68.2%
Catawba Valley CC	462	318	68.8%
Central Carolina CC	241	148	61.4%
Central Piedmont CC	1773	1397	78.8%
Cleveland CC	255	168	65.9%
Coastal Carolina CC	302	251	83.1%
College of the Albemarle	177	121	68.4%
Craven CC	183	112	61.2%
Davidson County CC	364	210	57.7%
Durham TCC	385	210	54.5%
Edgecombe CC	366	178	48.6%
Fayetteville TCC	824	509	61.8%
Forsyth TCC	817	526	64.4%
Gaston College	532	374	70.3%
Guilford TCC	1525	894	58.6%
Halifax CC	140	93	66.4%
Haywood CC	120	75	62.5%
Isothermal CC	257	172	66.9%
James Sprunt CC	175	124	70.9%
Johnston CC	376	274	72.9%
Lenoir CC	235	127	54.0%
Martin CC	70	39	55.7%
Mayland CC	52	33	63.5%
McDowell TCC	97	73	75.3%
Mitchell CC	364	227	62.4%
Montgomery CC	51	38	74.5%
Nash CC	214	114	53.3%
Pamlico CC	26	19	73.1%
Piedmont CC	170	106	62.4%
Pitt CC	628	393	62.6%
Randolph CC	243	177	72.8%
Richmond CC	295	204	69.2%
Roanoke Chowan CC	60	30	50.0%
Robeson CC	331	179	54.1%
Rockingham CC	193	113	58.5%
Rowan-Cabarrus CC	754	481	63.8%
Sampson CC	147	75	51.0%
Sandhills CC	464	260	56.0%
South Piedmont CC	203	121	59.6%
Southeastern CC	163	59	36.2%
Southwestern CC	170	105	61.8%
Stanly CC	214	161	75.2%
Surry CC	242	159	65.7%
Tri-County CC	86	63	73.3%
Vance-Granville CC	270	146	54.1%
Wake TCC	783	425	54.3%
Wayne CC	336	219	65.2%
Western Piedmont CC	337	226	67.1%
Wilkes CC	261	169	64.8%
Wilson CC	174	70	40.2%

Developmental Student Success Rate in College-Level Math Courses

Purpose

To ensure remedial math coursework prepares students to succeed in credit-bearing math courses

Description

Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt.

Methodology

Denominator: All students enrolling in their first credit math course during an academic year who also enrolled in a developmental math course during the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).

Numerator: All students earning a "C" or better in their first credit math course during an academic year who enrolled in a developmental math course in the same or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).

Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

Details

Denominator: Students must meet one of the following criteria:

Enrolled in their first credit Math course during the reporting year and enrolled in a developmental Math course during the previous reporting year (Fall/Spring/Summer) at the same college.

OR

Enrolled in their first credit Math course during the reporting year and enrolled in a developmental Math course during the same reporting year (Fall/Spring/Summer) at the same college. The student's developmental Math course semester must be equal to or precede their first credit Math course.

Not eligible for this measure are students who complete developmental Math course by exam, placement or transfer.

Numerator: All students from the denominator who earned a grade of "C" or better in their first credit Math course during the reporting year (Fall/Spring/Summer). The first credit Math course evaluated cannot be a lab section. First credit Math course is based on any course with prefix "MAT" and course number greater than 099. When multiple Math courses are enrolled in during the same semester, the lowest numbered course will be evaluated.

Goal: 75.1%

Mean: 65.7%

Baseline: 46.9%

Goal, Mean, and Baseline are set based on three years of data

Developmental Student Success Rate in College-Level Math Courses, 2010-11

Baseline: 46.9% Goal: 75.1%

College	Students	Successful	Success Rate
Alamance CC	598	373	62.4%
Asheville-Buncombe TCC	348	213	61.2%
Beaufort County CC	116	71	61.2%
Bladen CC	150	101	67.3%
Blue Ridge CC	168	137	81.5%
Brunswick CC	142	95	66.9%
Caldwell CC and TI	356	251	70.5%
Cape Fear CC	762	475	62.3%
Carteret CC	132	97	73.5%
Catawba Valley CC	582	356	61.2%
Central Carolina CC	186	151	81.2%
Central Piedmont CC	1415	998	70.5%
Cleveland CC	328	227	69.2%
Coastal Carolina CC	459	371	80.8%
College of the Albemarle	229	182	79.5%
Craven CC	306	226	73.9%
Davidson County CC	302	188	62.3%
Durham TCC	340	219	64.4%
Edgecombe CC	282	121	42.9%
Fayetteville TCC	668	430	64.4%
Forsyth TCC	661	338	51.1%
Gaston College	536	347	64.7%
Guilford TCC	1226	833	67.9%
Halifax CC	116	79	68.1%
Haywood CC	75	43	57.3%
Isothermal CC	166	111	66.9%
James Sprunt CC	105	53	50.5%
Johnston CC	255	165	64.7%
Lenoir CC	165	79	47.9%
Martin CC	63	42	66.7%
Mayland CC	33	25	75.8%
McDowell TCC	124	110	88.7%
Mitchell CC	235	130	55.3%
Montgomery CC	57	20	35.1%
Nash CC	295	224	75.9%
Pamlico CC	28	21	75.0%
Piedmont CC	222	140	63.1%
Pitt CC	583	308	52.8%
Randolph CC	299	229	76.6%
Richmond CC	199	132	66.3%
Roanoke Chowan CC	46	34	73.9%
Robeson CC	244	150	61.5%
Rockingham CC	325	239	73.5%
Rowan-Cabarrus CC	581	390	67.1%
Sampson CC	102	56	54.9%
Sandhills CC	241	143	59.3%
South Piedmont CC	147	91	61.9%
Southeastern CC	100	68	68.0%
Southwestern CC	186	108	58.1%
Stanly CC	227	163	71.8%
Surry CC	237	156	65.8%
Tri-County CC	73	39	53.4%
Vance-Granville CC	162	97	59.9%
Wake TCC	1242	710	57.2%
Wayne CC	255	165	64.7%
Western Piedmont CC	305	245	80.3%
Wilkes CC	205	135	65.9%
Wilson CC	255	182	71.4%

First Year Progression

Purpose

To ensure first-year students reach an academic momentum point that helps predict future credential completion

Description

Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“C” or better) at least twelve of those hours

Methodology

Denominator: A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental and withdraw) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).

Numerator: Those within the cohort above who complete at least twelve hours (including developmental) with a “C” or better within the first year.

Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file
National Student Clearinghouse

Details

Denominator: Students must meet one of the following criteria:

- + The fall semester is first enrollment term dating back to fall of 2001 and no previous post-secondary enrollment as verified from the National Student Clearinghouse before the start date of the fall semester.
- + Academic program code begins with A, D, or C
- + Graduated from high school before the beginning of the fall semester.
- + Attempt at least twelve hours during the first academic year (Fall, Spring, and Summer). Hours attempted include developmental hours and any class in which the student earns a standard letter grade, except for “Credit by Exam” or “Transfer”.

OR

- + Previous dual enrollment student
- + The fall semester is first post-secondary enrollment term following high school graduation.
- + Academic program code begins with A, D, or C
- + Attempt at least twelve hours during the first academic year (Fall, Spring, and Summer). Hours attempted include developmental hours and any class in which the student earns a standard letter grade, except for “Credit by Exam” or “Transfer”.

Numerator: All students from the denominator who successfully complete with a grade of ‘C’ or better at least twelve hours within the first year.

Goal: 74.1%

Mean: 66.7%

Baseline: 51.9%

Goal, Mean, and Baseline are set based on three years of data

First Year Progression, Fall 2010 Cohort

Baseline: 51.9% Goal: 74.1%

College	Students	Successful	Success Rate
Alamance CC	656	462	70.4%
Asheville-Buncombe TCC	616	411	66.7%
Beaufort County CC	260	145	55.8%
Bladen CC	208	113	54.3%
Blue Ridge CC	244	202	82.8%
Brunswick CC	214	143	66.8%
Caldwell CC and TI	580	383	66.0%
Cape Fear CC	1251	885	70.7%
Carteret CC	250	159	63.6%
Catawba Valley CC	484	337	69.6%
Central Carolina CC	511	345	67.5%
Central Piedmont CC	2019	1390	68.8%
Cleveland CC	334	210	62.9%
Coastal Carolina CC	529	437	82.6%
College of the Albemarle	443	293	66.1%
Craven CC	382	257	67.3%
Davidson County CC	605	427	70.6%
Durham TCC	542	310	57.2%
Edgecombe CC	369	189	51.2%
Fayetteville TCC	1158	719	62.1%
Forsyth TCC	1384	907	65.5%
Gaston College	868	632	72.8%
Guilford TCC	2265	1479	65.3%
Halifax CC	299	179	59.9%
Haywood CC	250	138	55.2%
Isothermal CC	284	173	60.9%
James Sprunt CC	173	126	72.8%
Johnston CC	539	397	73.7%
Lenoir CC	377	241	63.9%
Martin CC	137	69	50.4%
Mayland CC	134	97	72.4%
McDowell TCC	160	114	71.3%
Mitchell CC	510	333	65.3%
Montgomery CC	69	43	62.3%
Nash CC	346	219	63.3%
Pamlico CC	66	51	77.3%
Piedmont CC	203	137	67.5%
Pitt CC	907	577	63.6%
Randolph CC	415	279	67.2%
Richmond CC	360	263	73.1%
Roanoke Chowan CC	183	128	69.9%
Robeson CC	395	213	53.9%
Rockingham CC	386	251	65.0%
Rowan-Cabarrus CC	983	594	60.4%
Sampson CC	185	137	74.1%
Sandhills CC	557	376	67.5%
South Piedmont CC	306	197	64.4%
Southeastern CC	262	142	54.2%
Southwestern CC	227	148	65.2%
Stanly CC	362	230	63.5%
Surry CC	346	250	72.3%
Tri-County CC	126	82	65.1%
Vance-Granville CC	576	355	61.6%
Wake TCC	2298	1531	66.6%
Wayne CC	555	392	70.6%
Western Piedmont CC	387	294	76.0%
Wilkes CC	406	293	72.2%
Wilson CC	244	159	65.2%

Curriculum Completion

Purpose

To ensure student completion and persistence toward a post-secondary credential

Description

Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years

Methodology

Denominator: A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college.

Numerator: Those within the cohort above who by the fall that occurs six years after original cohort designation either graduate (A, D, or C), transfer to a four year institution, or are still enrolled during that sixth fall semester previously completing 36 non-developmental hours.

Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file
National Student Clearinghouse

Details

Denominator: Students must meet one of the following criteria:

- + The fall semester is first enrollment term dating back to fall of 2001 and no previous post-secondary enrollment as verified from the National Student Clearinghouse before the start date of the fall semester.
- + Academic program code begins with A, D, or C
- + Graduated from high school before the beginning of the fall semester.

OR

- + Previous dual enrollment student
- + The fall semester is first post-secondary enrollment term following high school graduation.
- + Academic program code begins with A, D, or C

Numerator: All students from the denominator who achieve at least one of the following:

Graduation- Graduated from a North Carolina community college credential program (A, D, C) at any point from the start of their first fall term and up till 6th fall term afterward.

OR

Transfer- Transferred into a 4-year college as archived in the National Student Clearinghouse database on or before the 6th fall after original cohort term.

OR

Persistence- Still enrolled during the 6th fall term and successfully completing at least 36 non-developmental credits prior to the 6th fall term. Successful credit completion is based on grades of C or better.

Goal: 45.6%

Mean: 39.9%

Baseline: 28.5%

Goal, Mean, and Baseline are set based on three years of data

Curriculum Completion, 2005 Cohort

Baseline: 28.5% Goal: 45.6%

College	Cohort	Graduated	Transfer, not grad	Persist but not grad or transfer	Successful	Overall Success Rate
Alamance CC	770	27%	7%	3%	285	37.0%
Asheville-Buncombe TCC	594	29%	8%	2%	232	39.1%
Beaufort County CC	207	28%	12%	1%	86	41.5%
Bladen CC	204	21%	7%	2%	64	31.4%
Blue Ridge CC	310	23%	12%	2%	115	37.1%
Brunswick CC	195	24%	7%	2%	64	32.8%
Caldwell CC and TI	594	30%	9%	4%	253	42.6%
Cape Fear CC	1096	24%	14%	2%	438	40.0%
Carteret CC	234	23%	9%	3%	82	35.0%
Catawba Valley CC	823	27%	11%	3%	334	40.6%
Central Carolina CC	693	28%	8%	2%	269	38.8%
Central Piedmont CC	2155	15%	19%	2%	785	36.4%
Cleveland CC	384	23%	7%	3%	129	33.6%
Coastal Carolina CC	854	26%	19%	2%	412	48.2%
College of the Albemarle	358	28%	15%	1%	156	43.6%
Craven CC	488	17%	17%	5%	190	38.9%
Davidson County CC	547	36%	5%	3%	243	44.4%
Durham TCC	476	21%	16%	2%	186	39.1%
Edgecombe CC	213	15%	13%	2%	65	30.5%
Fayetteville TCC	967	19%	14%	3%	360	37.2%
Forsyth TCC	1174	24%	14%	2%	479	40.8%
Gaston College	1031	21%	10%	3%	360	34.9%
Guilford TCC	1728	21%	12%	2%	596	34.5%
Halifax CC	231	20%	9%	2%	74	32.0%
Haywood CC	265	36%	6%	2%	115	43.4%
Isothermal CC	402	27%	8%	2%	149	37.1%
James Sprunt CC	239	44%	5%	1%	118	49.4%
Johnston CC	511	38%	8%	2%	244	47.7%
Lenoir CC	392	28%	13%	3%	165	42.1%
Martin CC	160	19%	10%	4%	50	31.3%
Mayland CC	278	31%	6%	1%	104	37.4%
McDowell TCC	218	31%	4%	4%	85	39.0%
Mitchell CC	254	22%	11%	3%	94	37.0%
Montgomery CC	148	40%	5%	2%	68	45.9%
Nash CC	318	20%	12%	4%	118	37.1%
Pamlico CC	73	55%	7%	.	45	61.6%
Piedmont CC	330	40%	5%	2%	153	46.4%
Pitt CC	782	28%	15%	5%	376	48.1%
Randolph CC	381	26%	5%	3%	129	33.9%
Richmond CC	278	22%	11%	4%	102	36.7%
Roanoke Chowan CC	177	25%	12%	2%	69	39.0%
Robeson CC	390	22%	10%	2%	134	34.4%
Rockingham CC	370	23%	11%	2%	132	35.7%
Rowan-Cabarrus CC	1010	20%	11%	3%	340	33.7%
Sampson CC	228	29%	13%	4%	103	45.2%
Sandhills CC	629	22%	14%	5%	246	39.1%
South Piedmont CC	340	24%	7%	3%	110	32.4%
Southeastern CC	289	26%	7%	2%	100	34.6%
Southwestern CC	213	36%	8%	1%	98	46.0%
Stanly CC	307	38%	8%	2%	145	47.2%
Surry CC	479	26%	10%	2%	187	39.0%
Tri-County CC	162	27%	9%	1%	59	36.4%
Vance-Granville CC	723	21%	11%	2%	248	34.3%
Wake TCC	1942	18%	16%	2%	734	37.8%
Wayne CC	573	26%	18%	2%	266	46.4%
Western Piedmont CC	387	32%	6%	3%	157	40.6%
Wilkes CC	472	29%	6%	2%	174	36.9%
Wilson CC	282	25%	10%	2%	105	37.2%

Licensure and Certification Passing Rate

Purpose

To ensure programmatic coursework prepares students to competently practice in their chosen profession

Description

Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Methodology

Denominator: All licensure and certification exams taken for the first time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Licensure and certification exams passed on first attempt during the licensure agency's most recent reporting year.

Note: Passing rates for individual exams will be provided for informational purposes only.

Source

Federal Aviation Administration

Airframe Exam
General Exam
Power Plant Exam

NC Dept of Justice, Criminal Justice Standards Division

Basic Law Enforcement Training (BLET) Exam

NC Board of Cosmetic Art Examiners

Apprentice Exam
Cosmetology Exam
Cosmetology Instructor Exam
Esthetician Exam
Manicurist Exam

Council of Interstate Testing

Dental Hygiene Exam

NC Dept of Justice Sheriff's Standards Division (next year)

Detention Officer

NC Office of Emergency Medical Services

EMD Exam
EMT Exam
EMT-I Exam
EMT-P Exam

NC Board of Massage & Bodywork Therapy

Massage & Body Work Therapist

NC Board of Nursing

Practical Nursing Exam
Registered Nursing Exam

NC Board of Occupational Therapy

Occupational Therapist Assistant

NC Board of Opticians

Opticianry Exam

NC Board of Physical Therapy Examiners

Physical Therapist Assistant Exam

American Registry of Radiologic Technologists

Nuclear Medicine Technology Exam
Radiation Therapy Exam
Radiography Exam

NC Real Estate Commission

Provisional Real Estate Broker

NC Veterinary Medical Board

Veterinary Medicine Technology Exam

Details

The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification and validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. Exams include Aviation-General, Aviation-Airframe, Aviation - Power Plant, BLET, Real Estate Sales, Cosmetic Arts-Apprentice, Cosmetology, Esthetician, Cosmetic Arts-Instructor, Manicurist, Dental Hygiene, Opticianry, Nuclear Medical Technician, Radiation Therapy, Radiography, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Veterinary Medical Technician, EMD, EMT, EMT-I, EMT-P, Occupational Therapist Assistant, Massage & Body Work Therapist, and Detention Officer.

Goal: 91.7%

Mean: 84.8%

Baseline: 71.0%

Goal, Mean, and Baseline are set based on three years of data

Licensure and Certification Passing Rate, 2010-2011

Note: Does not include Detention Officer

Baseline: 71.0% Goal: 91.7%

College	Students	Successful	Success Rate
Alamance CC	189	143	75.7%
Asheville-Buncombe TCC	398	378	95.0%
Beaufort County CC	136	97	71.3%
Bladen CC	100	76	76.0%
Blue Ridge CC	154	140	90.9%
Brunswick CC	140	116	82.9%
Caldwell CC and TI	273	225	82.4%
Cape Fear CC	379	344	90.8%
Carteret CC	162	130	80.2%
Catawba Valley CC	211	175	82.9%
Central Carolina CC	329	280	85.1%
Central Piedmont CC	381	321	84.3%
Cleveland CC	244	212	86.9%
Coastal Carolina CC	235	217	92.3%
College of the Albemarle	169	151	89.3%
Craven CC	125	113	90.4%
Davidson County CC	277	244	88.1%
Durham TCC	347	333	96.0%
Edgecombe CC	38	34	89.5%
Fayetteville TCC	405	373	92.1%
Forsyth TCC	413	389	94.2%
Gaston College	253	235	92.9%
Guilford TCC	446	408	91.5%
Halifax CC	89	69	77.5%
Haywood CC	95	82	86.3%
Isothermal CC	133	103	77.4%
James Sprunt CC	70	55	78.6%
Johnston CC	266	234	88.0%
Lenoir CC	416	326	78.4%
Martin CC	85	63	74.1%
Mayland CC	120	100	83.3%
McDowell TCC	133	117	88.0%
Mitchell CC	195	166	85.1%
Montgomery CC	40	34	85.0%
Nash CC	160	132	82.5%
Pamlico CC	19	17	89.5%
Piedmont CC	63	49	77.8%
Pitt CC	278	250	89.9%
Randolph CC	143	119	83.2%
Richmond CC	75	68	90.7%
Roanoke Chowan CC	59	51	86.4%
Robeson CC	156	122	78.2%
Rockingham CC	151	124	82.1%
Rowan-Cabarrus CC	388	318	82.0%
Sampson CC	105	83	79.0%
Sandhills CC	249	208	83.5%
South Piedmont CC	139	120	86.3%
Southeastern CC	126	101	80.2%
Southwestern CC	152	145	95.4%
Stanly CC	175	151	86.3%
Surry CC	168	154	91.7%
Tri-County CC	67	58	86.6%
Vance-Granville CC	213	191	89.7%
Wake TCC	461	433	93.9%
Wayne CC	193	155	80.3%
Western Piedmont CC	72	66	91.7%
Wilkes CC	123	106	86.2%
Wilson CC	109	82	75.2%

College Transfer Performance

Purpose

To ensure the academic success of community college students at a four-year university or college

Description

Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

Methodology

Denominator: Students with an associate degree or at least 30 articulated transfer credits enrolled during the fall and spring semesters at a four-year institution who were enrolled at a community college during the previous academic year. Only includes North Carolina based four-year institutions and four-year institutions which the individual community college has an articulated transfer agreement.

Numerator: Students included in the denominator who have earned a GPA of 2.00 or better aggregated over the fall and spring semesters at the transfer institution.

Note: System office will work with private colleges to collect performance data and community colleges will have to supplement data with results from out of state institutions which they have articulated agreements.

Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file
National Student Clearinghouse
UNC-General Administration

Details

Lists of students enrolled receiving an associate degree during that academic year and those who had accumulated at least 30 articulated college transfer credit hours data were sent to UNCGA. These lists were matched against subsequent fall and spring UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. Detailed reports by community college can be accessed at <http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>. Two reports for each college were accessed from this site for this measure: *First-Year UNC Academic Performance of YEAR Community College Associate Degree Recipients* and *First-Year UNC Academic Performance of YEAR Community College Students with at Least 30 Semester Hours of Community College Coursework*. Data from *D.4. Percent of Students with End-of-Year GPA=>2.00* in these reports were combined to determine the overall percentage of transfers with a GPA equal or greater than 2.00 after two semesters at the university.

Goal: 93.7%

Mean: 86.3%

Baseline: 71.4%

Goal, Mean, and Baseline are set based on two years of data

College Transfer Performance, 2009-10 Community College Students

Note: Does not include private college data

Baseline: 71.4% Goal: 93.7%

College	Assoc Degree Completers	30+ Credits	Total Students	Associate Success	30+ Credits Success	Total Successful	Overall Success Rate
Alamance CC	66	128	194	64	117	181	93.3%
Asheville-Buncombe TCC	96	139	235	90	127	217	92.3%
Beaufort County CC	20	30	50	20	29	49	98.0%
Bladen CC	14	41	55	11	32	43	78.2%
Blue Ridge CC	25	31	56	23	29	52	92.9%
Brunswick CC	23	42	65	22	38	60	92.3%
Caldwell CC and TI	105	130	235	98	112	210	89.4%
Cape Fear CC	216	355	571	190	319	509	89.1%
Carteret CC	8	22	30	7	19	26	86.7%
Catawba Valley CC	87	180	267	75	161	236	88.4%
Central Carolina CC	39	55	94	37	52	89	94.7%
Central Piedmont CC	367	595	962	322	508	830	86.3%
Cleveland CC	18	51	69	15	38	53	76.8%
Coastal Carolina CC	60	162	222	54	139	193	86.9%
College of the Albemarle	33	56	89	29	51	80	89.9%
Craven CC	40	78	118	33	61	94	79.7%
Davidson County CC	52	73	125	44	61	105	84.0%
Durham TCC	43	114	157	42	108	150	95.5%
Edgecombe CC	12	17	29	8	14	22	75.9%
Fayetteville TCC	125	170	295	115	150	265	89.8%
Forsyth TCC	111	155	266	97	130	227	85.3%
Gaston College	56	125	181	44	93	137	75.7%
Guilford TCC	173	318	491	158	292	450	91.6%
Halifax CC	8	21	29	6	16	22	75.9%
Haywood CC	30	35	65	26	31	57	87.7%
Isothermal CC	30	36	66	22	32	54	81.8%
James Sprunt CC	6	13	19	5	11	16	84.2%
Johnston CC	47	102	149	37	86	123	82.6%
Lenoir CC	37	60	97	33	49	82	84.5%
Martin CC	3	2	5				
Mayland CC	7	9	16	7	9	16	100.0%
McDowell TCC	14	14	28	11	12	23	82.1%
Mitchell CC	45	78	123	38	63	101	82.1%
Montgomery CC	5	9	14	3	7	10	71.4%
Nash CC	38	47	85	33	40	73	85.9%
Pamlico CC	1	1	2				
Piedmont CC	11	21	32	11	18	29	90.6%
Pitt CC	117	174	291	107	153	260	89.3%
Randolph CC	36	64	100	35	58	93	93.0%
Richmond CC	22	28	50	17	20	37	74.0%
Roanoke Chowan CC	0	5	5	0	3	3	60.0%
Robeson CC	23	37	60	20	34	54	90.0%
Rockingham CC	18	33	51	16	30	46	90.2%
Rowan-Cabarrus CC	56	116	172	92	58	150	87.2%
Sampson CC	14	40	54	10	33	43	79.6%
Sandhills CC	71	99	170	67	85	152	89.4%
South Piedmont CC	10	17	27	8	15	23	85.2%
Southeastern CC	25	51	76	19	40	59	77.6%
Southwestern CC	61	59	120	59	56	115	95.8%
Stanly CC	12	34	46	12	32	44	95.7%
Surry CC	44	71	115	42	64	106	92.2%
Tri-County CC	12	26	38	9	22	31	81.6%
Vance-Granville CC	22	40	62	22	37	59	95.2%
Wake TCC	185	461	646	171	421	592	91.6%
Wayne CC	58	78	136	51	69	120	88.2%
Western Piedmont CC	45	102	147	39	84	123	83.7%
Wilkes CC	30	87	117	27	74	101	86.3%
Wilson CC	12	12	24	10	9	19	79.2%

Basic Skills Student Progress

Purpose

To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency

Description

Percentage of students who progress as defined by an educational functioning level.

Awaiting State Board Approval

Methodology

Denominator: Basic skills students attempting 60 or more contact hours during program year. Excludes ASEH initial placements.

Numerator: Basic skills students attempting 60 or more contact hours during program year, who complete the program year at a higher educational functioning level. Excludes high adult secondary education initial placements.

Note: Pre-test is considered if it occurs up to 90 days prior to program year

GED Diploma Passing Rate

Purpose

To ensure quality GED preparation and high levels of GED attainment

Description

Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year. ***Awaiting State Board Approval***

Methodology

Denominator: GED students with an entering Educational Functioning Level of ASEL or ASEH who take at least one GED test during the program year (July 1 – June 30) and have 12 or more total contact hours.

Numerator: GED students with an entering Educational Functioning Level of ASEL or ASEH who take at least one GED test during the program year (July 1 – June 30), and have 12 or more total contact hours, and receive a GED diploma