

NC

COMMUNITY COLLEGES

CREATING SUCCESS

2014 PERFORMANCE
MEASURES for
STUDENT SUCCESS

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2014 PERFORMANCE MEASURES for STUDENT SUCCESS

April 2014

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

*Dr. R Scott Ralls,
President*

*Dr. Sharon Morrissey,
Executive VP for Programs
& Chief Academic Officer*

RESEARCH & PERFORMANCE MANAGEMENT

*Bill Schneider,
Associate Vice President*

*Dr. Kristen Corbell,
Research Projects
Coordinator*

*Joann Ingoglia,
Compliance Coordinator*

*Dr. Kinge Mbella,
Education Research Analyst*

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Introduction

The Performance Measures for Student Success Report is the North Carolina Community College System’s major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

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:

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





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.

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 consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. This utilization of baselines and goals is a departure from the System’s historical use of “standards.”

Based on three years of historical data (if available) for each measure, baselines were set two standard deviations below the system mean, and the goals were set one standard deviation above the system mean. These baselines and goals remain static for three years and will be reset in the 2016 Report.

The performance summary on the following page provides each college with an overview of its results as compared to its peers. Color indicators represent various levels of performance within each measure:

 Met or exceeded the goal	 Above the baseline, but below the college average
 Above the college average, but below the goal	 Below the baseline

April 2014 Performance Summary

- Met or Exceeded Goal
- Above College Avg, Below Goal
- Above Baseline, Below Avg
- Below Baseline

	A. BASIC SKILLS PROGRESS	B. GED PASS RATE	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM	Met or Exceeded Goal	Below Goal, Below College Average	Above College Average, Above Baseline	Below Baseline
System Goal	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.8%				
System Baseline	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
Average College Percentage	41.3%	73.6%	64.4%	64.4%	68.3%	43.6%	85.0%	87.8%				
System Totals (All Students)	42.0%	71.7%	64.3%	63.6%	68.3%	43.0%	86.5%	87.8%				
Alamance CC	24.5%	80.5%	72.3%	63.2%	69.3%	45.8%	83.2%	87.5%	1	3	4	0
Asheville-Buncombe TCC	45.8%	51.5%	63.0%	55.8%	72.1%	44.3%	88.6%	92.5%	0	5	3	0
Beaufort County CC	36.0%	60.0%	69.1%	57.0%	63.0%	47.7%	86.2%	91.5%	1	3	4	0
Bladen CC	50.7%	64.9%	53.3%	50.9%	51.4%	37.5%	71.9%	72.9%	0	1	6	1
Blue Ridge CC	34.4%	61.1%	68.9%	71.8%	67.5%	43.6%	85.8%	90.8%	0	5	3	0
Brunswick CC	50.1%	48.5%	68.5%	84.3%	76.0%	40.0%	77.6%	86.4%	2	2	3	1
Caldwell CC & TI	46.3%	71.8%	62.3%	65.4%	69.4%	47.6%	82.9%	85.4%	1	3	4	0
Cape Fear CC	37.7%	69.9%	65.9%	59.8%	69.7%	47.6%	97.0%	87.5%	2	2	4	0
Carteret CC	24.3%	78.9%	68.6%	71.2%	54.7%	38.0%	85.1%	89.4%	0	5	3	0
Catawba Valley CC	38.4%	74.7%	75.5%	62.0%	69.2%	38.4%	80.9%	89.6%	1	3	4	0
Central Carolina CC	53.9%	69.7%	63.6%	68.6%	68.2%	45.7%	87.3%	91.5%	2	3	3	0
Central Piedmont CC	52.9%	79.5%	78.2%	65.1%	71.7%	39.8%	92.6%	85.3%	3	3	2	0
Cleveland CC	56.0%	87.1%	71.1%	60.7%	61.8%	36.7%	86.5%	90.2%	2	3	3	0
Coastal Carolina CC	48.6%	64.9%	66.1%	63.3%	74.1%	51.4%	94.0%	92.2%	2	4	2	0
College of The Albemarle	45.7%	71.6%	62.3%	69.3%	71.2%	46.9%	88.6%	83.7%	1	4	3	0
Craven CC	33.7%	72.7%	60.1%	63.2%	69.4%	44.2%	82.1%	89.4%	0	3	5	0
Davidson County CC	52.1%	76.1%	67.6%	63.8%	80.0%	44.9%	88.8%	87.8%	2	5	1	0
Durham TCC	40.3%	71.2%	52.7%	67.7%	62.2%	38.9%	89.0%	90.0%	0	3	5	0
Edgecombe CC	47.6%	75.9%	62.5%	34.6%	57.8%	46.9%	77.8%	86.0%	1	2	4	1
Fayetteville TCC	33.7%	85.7%	55.0%	54.3%	59.5%	36.7%	88.7%	88.5%	1	2	5	0
Forsyth TCC	50.8%	74.9%	66.9%	61.6%	72.4%	45.2%	94.1%	88.7%	1	6	1	0
Gaston College	35.9%	75.5%	74.6%	71.7%	72.7%	38.4%	92.6%	85.4%	1	4	3	0
Guilford TCC	29.9%	67.3%	50.8%	64.7%	63.2%	43.5%	87.4%	85.9%	0	2	6	0
Halifax CC	45.5%	48.5%	66.7%	64.2%	65.7%	46.2%	93.2%	90.9%	2	3	2	1
Haywood CC	49.7%	77.1%	73.2%	59.4%	75.1%	51.8%	82.9%	86.8%	2	3	3	0
Isothermal CC	22.0%	83.7%	74.9%	71.0%	67.8%	38.6%	84.5%	94.2%	2	2	4	0
James Sprunt CC	68.7%	80.6%	64.7%	56.8%	68.7%	50.3%	88.9%	84.6%	2	4	2	0
Johnston CC	38.4%	68.4%	78.6%	65.6%	76.2%	47.9%	82.0%	87.1%	3	1	4	0
Lenoir CC	47.5%	66.1%	59.1%	49.7%	65.8%	46.0%	78.2%	87.4%	1	1	6	0
Martin CC	31.9%	86.4%	65.6%	77.8%	64.4%	46.6%	69.1%	60.0%	3	1	2	2
Mayland CC	40.4%	80.2%	66.7%	65.3%	63.3%	54.4%	78.8%	96.3%	2	3	3	0
McDowell TCC	35.8%	76.4%	81.1%	83.1%	56.1%	35.6%	89.7%	79.4%	2	2	4	0
Mitchell CC	41.4%	90.8%	65.7%	66.3%	72.2%	41.6%	86.8%	87.9%	1	6	1	0
Montgomery CC	41.1%	77.4%	73.2%	36.2%	84.1%	44.2%	94.1%	100.0%	3	3	1	1
Nash CC	25.7%	66.2%	56.3%	73.6%	61.4%	44.0%	73.1%	90.0%	0	3	5	0
Pamlico CC	38.8%	82.6%	60.0%	78.9%	86.1%	54.7%	81.0%	100.0%	5	0	3	0
Piedmont CC	38.0%	73.3%	71.3%	68.4%	75.1%	46.6%	72.7%	75.0%	2	2	4	0
Pitt CC	42.8%	69.3%	65.0%	53.0%	64.5%	45.6%	89.5%	86.6%	0	4	4	0
Randolph CC	42.0%	69.4%	71.8%	75.1%	70.1%	41.6%	88.1%	92.9%	0	6	2	0
Richmond CC	47.3%	65.5%	62.4%	63.8%	73.5%	42.7%	68.2%	90.9%	0	3	4	1
Roanoke-Chowan CC	14.3%	63.3%	58.3%	80.0%	67.2%	42.2%	73.8%	93.8%	1	1	5	1
Robeson CC	41.8%	95.7%	53.3%	51.2%	47.3%	38.6%	89.0%	86.4%	1	2	4	1
Rockingham CC	45.0%	67.6%	56.9%	65.4%	72.1%	43.3%	69.1%	82.5%	0	3	4	1
Rowan-Cabarrus CC	31.8%	70.5%	67.8%	67.9%	60.2%	37.4%	84.9%	87.0%	0	2	6	0
Sampson CC	50.5%	90.2%	36.7%	41.2%	81.0%	47.0%	92.6%	76.8%	4	1	1	2
Sandhills CC	26.6%	62.7%	62.7%	58.7%	68.9%	41.8%	87.4%	83.7%	0	2	6	0
South Piedmont CC	47.0%	72.2%	59.5%	61.1%	64.0%	41.2%	85.9%	92.8%	0	3	5	0
Southeastern CC	44.9%	73.6%	50.9%	88.4%	52.6%	43.7%	79.5%	87.7%	1	3	3	1
Southwestern CC	49.0%	75.4%	55.6%	70.7%	73.2%	44.3%	91.8%	91.4%	1	6	1	0
Stanly CC	50.4%	76.1%	70.3%	80.0%	74.9%	38.8%	87.3%	89.8%	2	5	1	0
Surry CC	42.1%	87.5%	65.8%	71.9%	66.2%	46.9%	91.5%	88.8%	2	5	1	0
Tri-County CC	24.2%	75.6%	72.9%	42.6%	66.7%	33.1%	81.4%	92.1%	0	3	4	1
Vance-Granville CC	43.6%	76.1%	59.0%	55.1%	70.2%	37.1%	90.9%	82.9%	0	4	4	0
Wake TCC	35.1%	68.3%	51.7%	63.6%	71.6%	42.2%	91.5%	90.1%	0	3	5	0
Wayne CC	69.8%	74.0%	64.7%	60.3%	71.9%	51.3%	83.6%	90.1%	2	4	2	0
Western Piedmont CC	23.0%	76.4%	61.4%	70.0%	75.5%	48.5%	92.7%	85.5%	3	2	3	0
Wilkes CC	47.1%	94.7%	70.0%	76.2%	74.6%	40.6%	90.7%	84.0%	2	4	2	0
Wilson CC	43.6%	71.3%	62.8%	73.5%	69.4%	41.1%	76.1%	97.1%	1	3	4	0

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed

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A. 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.

Methodology

Denominator: Basic skills students attempting 60 or more contact hours during program year. Excludes High Adult Secondary Education 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 placements.

Note: Initial placement is set by the first NRS approved test(s) taken during the program year. The initial placement is the lowest Educational Functioning Level of the tests given within 3 days of the first test of the program year. A pre-test is considered if it occurs up to 90 days prior to the program year and the test code and component match the test code and component of the one having the lowest EFL of the first test(s) in the program year.

Source

LEIS annual data file

Details

To be included in this measure student had to have been enrolled in a class during the Basic Skills/College and Career Readiness program year (July 1 – June 30), have accumulated 60 or more total contact hours across all classes enrolled, and not have an initial placement of High Adult Secondary Education. Initial placement is based upon the National Reporting System (NRS) guidelines of being the lowest Educational Functioning Level of the first NRS approved test(s) taken during the program year. Colleges received credit for all students who tested at a higher Educational Functioning Level at any point of the Basic Skills/College and Career Readiness program year (July 1 – June 30) in the same test and component that set the initial placement. Colleges are also given credit for students who test at Adult Secondary Education Low, are an Adult High School student, and meet the federal and state assessment policy guidelines for moving up an educational functioning level to Adult Secondary Education High.

Goal: 51.2%

Baseline: 20.6%

B. 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.

Methodology

Denominator: GED students with an Initial placement of Low Adult Secondary Education or High Adult Secondary Education 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 Initial placement of Low Adult Secondary Education or High Adult Secondary Education 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

Source

LEIS Annual Data file
Oklahoma Scoring GED test files

Details

Denominator: Students must meet the following criteria:

- + Included in the LEIS annual file
- + Have an initial placement of Adult Secondary Education Low (ASEL) or Adult Secondary Education High (ASEH)
- + Have accumulated at least 12 total contact hours during the program year
- + Taken at least one GED test during the program year (July 1 – June 30)

Numerator: All students from the denominator who receive a GED diploma during the program year (July 1 – June 30). Credit is given to the college where the student received the 12 or more contact hours and not the location the GED test was taken.

Goal: 82.0%

Baseline: 49.3%

TABLE A. BASIC SKILLS STUDENT PROGRESS, 2012-2013

Goal: 51.2%
Baseline: 20.6%

	STUDENTS	COMPLETING LEVEL	% COMPLETING	
			12-13	11-12
System Totals	56,629	23,781	42.0%	41%
Alamance CC	1,261	309	24.5%	31%
Asheville-Buncombe T	866	397	45.8%	40%
Beaufort County CC	383	138	36.0%	38%
Bladen CC	203	103	50.7%	45%
Blue Ridge CC	488	168	34.4%	36%
Brunswick CC	337	169	50.1%	47%
Caldwell CC & TI	712	330	46.3%	42%
Cape Fear CC	1,529	577	37.7%	31%
Carteret CC	251	61	24.3%	27%
Catawba Valley CC	834	320	38.4%	37%
Central Carolina CC	1,883	1,014	53.9%	55%
Central Piedmont CC	5,614	2,970	52.9%	50%
Cleveland CC	402	225	56.0%	60%
Coastal Carolina CC	599	291	48.6%	38%
College of The Albema	560	256	45.7%	48%
Craven CC	478	161	33.7%	32%
Davidson County CC	1,419	740	52.1%	56%
Durham TCC	1,403	565	40.3%	37%
Edgecombe CC	691	329	47.6%	51%
Fayetteville TCC	2,862	965	33.7%	33%
Forsyth TCC	2,144	1,089	50.8%	49%
Gaston College	925	332	35.9%	37%
Guilford TCC	3,603	1,076	29.9%	27%
Halifax CC	288	131	45.5%	48%
Haywood CC	159	79	49.7%	41%
Isothermal CC	450	99	22.0%	29%
James Sprunt CC	281	193	68.7%	58%
Johnston CC	887	341	38.4%	46%
Lenoir CC	1,019	484	47.5%	45%
Martin CC	320	102	31.9%	38%
Mayland CC	654	264	40.4%	41%
McDowell TCC	288	103	35.8%	38%
Mitchell CC	635	263	41.4%	41%
Montgomery CC	258	106	41.1%	43%
Nash CC	373	96	25.7%	34%
Pamlico CC	147	57	38.8%	28%
Piedmont CC	503	191	38.0%	40%
Pitt CC	1,127	482	42.8%	44%
Randolph CC	1,058	444	42.0%	35%
Richmond CC	980	464	47.3%	47%
Roanoke-Chowan CC	230	33	14.3%	13%
Robeson CC	1,227	513	41.8%	35%
Rockingham CC	369	166	45.0%	56%
Rowan-Cabarrus CC	1,184	376	31.8%	37%
Sampson CC	652	329	50.5%	49%
Sandhills CC	713	190	26.6%	26%
South Piedmont CC	1,079	507	47.0%	48%
Southeastern CC	911	409	44.9%	45%
Southwestern CC	386	189	49.0%	51%
Stanly CC	486	245	50.4%	43%
Surry CC	696	293	42.1%	37%
Tri-County CC	120	29	24.2%	27%
Vance-Granville CC	1,272	555	43.6%	40%
Wake TCC	4,863	1,706	35.1%	38%
Wayne CC	1,328	927	69.8%	67%
Western Piedmont CC	838	193	23.0%	21%
Wilkes CC	743	350	47.1%	45%
Wilson CC	658	287	43.6%	58%

TABLE B. GED DIPLOMA PASSING RATE, 2012-2013

Goal: 82.0%
Baseline: 49.3%

	STUDENTS	PASSING	% PASSING	
			12-13	11-12
System Totals	8,641	6,199	71.7%	70%
Alamance CC	195	157	80.5%	73%
Asheville-Buncombe T	408	210	51.5%	54%
Beaufort County CC	35	21	60.0%	83%
Bladen CC	74	48	64.9%	63%
Blue Ridge CC	113	69	61.1%	66%
Brunswick CC	132	64	48.5%	37%
Caldwell CC & TI	202	145	71.8%	65%
Cape Fear CC	173	121	69.9%	79%
Carteret CC	57	45	78.9%	92%
Catawba Valley CC	249	186	74.7%	68%
Central Carolina CC	277	193	69.7%	69%
Central Piedmont CC	337	268	79.5%	75%
Cleveland CC	31	27	87.1%	74%
Coastal Carolina CC	97	63	64.9%	64%
College of The Albema	162	116	71.6%	58%
Craven CC	55	40	72.7%	50%
Davidson County CC	155	118	76.1%	73%
Durham TCC	153	109	71.2%	65%
Edgecombe CC	137	104	75.9%	75%
Fayetteville TCC	223	191	85.7%	83%
Forsyth TCC	215	161	74.9%	76%
Gaston College	212	160	75.5%	77%
Guilford TCC	208	140	67.3%	70%
Halifax CC	167	81	48.5%	55%
Haywood CC	35	27	77.1%	49%
Isothermal CC	98	82	83.7%	69%
James Sprunt CC	31	25	80.6%	70%
Johnston CC	95	65	68.4%	82%
Lenoir CC	171	113	66.1%	68%
Martin CC	66	57	86.4%	67%
Mayland CC	101	81	80.2%	79%
McDowell TCC	106	81	76.4%	71%
Mitchell CC	131	119	90.8%	90%
Montgomery CC	53	41	77.4%	73%
Nash CC	68	45	66.2%	70%
Pamlico CC	23	19	82.6%	53%
Piedmont CC	120	88	73.3%	72%
Pitt CC	153	106	69.3%	68%
Randolph CC	62	43	69.4%	76%
Richmond CC	206	135	65.5%	63%
Roanoke-Chowan CC	30	19	63.3%	72%
Robeson CC	46	44	95.7%	81%
Rockingham CC	111	75	67.6%	77%
Rowan-Cabarrus CC	363	256	70.5%	64%
Sampson CC	51	46	90.2%	82%
Sandhills CC	118	74	62.7%	61%
South Piedmont CC	176	127	72.2%	75%
Southeastern CC	125	92	73.6%	84%
Southwestern CC	179	135	75.4%	81%
Stanly CC	88	67	76.1%	72%
Surry CC	96	84	87.5%	95%
Tri-County CC	41	31	75.6%	79%
Vance-Granville CC	247	188	76.1%	74%
Wake TCC	835	570	68.3%	60%
Wayne CC	169	125	74.0%	72%
Western Piedmont CC	178	136	76.4%	67%
Wilkes CC	94	89	94.7%	91%
Wilson CC	108	77	71.3%	74%

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C. 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 grade of “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 i.e. transfer credits, credit by exam or reported grades of ‘NA’ and ‘NS’.

Numerator: All students earning a grade of “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: 74.9%

Baseline: 45.2%

D. 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 i.e. transfer credits, credit by exam or reported grades of ‘NA’ and ‘NS’.

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: 75.4%

Baseline: 47.5%

TABLE C. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, 2012-2013

Goal: 74.9%
Baseline: 45.2%

	STUDENTS	SUCCESSES	% SUCCESSFUL				
			12-13	11-12	10-11	09-10	08-09
System Totals	17,785	11,436	64.3%	65%	65%	66%	66%
Alamance CC	372	269	72.3%	67%	69%	71%	72%
Asheville-Buncombe T	427	269	63.0%	61%	66%	43%	56%
Beaufort County CC	81	56	69.1%	65%	79%	61%	61%
Bladen CC	105	56	53.3%	52%	46%	60%	68%
Blue Ridge CC	148	102	68.9%	71%	77%	82%	76%
Brunswick CC	108	74	68.5%	74%	76%	71%	59%
Caldwell CC & TI	273	170	62.3%	65%	64%	63%	67%
Cape Fear CC	756	498	65.9%	63%	64%	67%	62%
Carteret CC	86	59	68.6%	72%	68%	60%	61%
Catawba Valley CC	359	271	75.5%	75%	69%	78%	74%
Central Carolina CC	184	117	63.6%	61%	61%	70%	67%
Central Piedmont CC	1,850	1,446	78.2%	78%	79%	76%	77%
Cleveland CC	194	138	71.1%	73%	66%	76%	75%
Coastal Carolina CC	360	238	66.1%	70%	83%	70%	74%
College of The Albema	146	91	62.3%	61%	68%	63%	63%
Craven CC	138	83	60.1%	50%	62%	73%	61%
Davidson County CC	327	221	67.6%	61%	58%	62%	75%
Durham TCC	427	225	52.7%	56%	56%	60%	63%
Edgecombe CC	200	125	62.5%	51%	51%	66%	71%
Fayetteville TCC	949	522	55.0%	65%	63%	60%	57%
Forsyth TCC	816	546	66.9%	64%	66%	62%	61%
Gaston College	422	315	74.6%	74%	71%	75%	69%
Guilford TCC	1,239	629	50.8%	53%	60%	67%	65%
Halifax CC	156	104	66.7%	66%	66%	64%	64%
Haywood CC	127	93	73.2%	71%	65%	71%	59%
Isothermal CC	171	128	74.9%	67%	69%	70%	65%
James Sprunt CC	170	110	64.7%	62%	71%	77%	78%
Johnston CC	285	224	78.6%	80%	75%	72%	84%
Lenoir CC	186	110	59.1%	50%	55%	66%	72%
Martin CC	61	40	65.6%	61%	56%	31%	35%
Mayland CC	57	38	66.7%	64%	63%	70%	51%
McDowell TCC	53	43	81.1%	81%	75%	84%	87%
Mitchell CC	338	222	65.7%	65%	63%	63%	55%
Montgomery CC	41	30	73.2%	79%	75%	86%	87%
Nash CC	192	108	56.3%	53%	54%	51%	48%
Pamlico CC	5	3	60.0%	50%	73%	64%	67%
Piedmont CC	136	97	71.3%	62%	63%	69%	73%
Pitt CC	791	514	65.0%	71%	63%	61%	62%
Randolph CC	216	155	71.8%	76%	75%	80%	74%
Richmond CC	266	166	62.4%	66%	71%	66%	69%
Roanoke-Chowan CC	72	42	58.3%	60%	50%	55%	29%
Robeson CC	246	131	53.3%	53%	54%	62%	71%
Rockingham CC	160	91	56.9%	56%	59%	60%	64%
Rowan-Cabarrus CC	656	445	67.8%	69%	64%	71%	65%
Sampson CC	147	54	36.7%	50%	51%	59%	60%
Sandhills CC	354	222	62.7%	62%	57%	62%	65%
South Piedmont CC	148	88	59.5%	63%	61%	67%	61%
Southeastern CC	116	59	50.9%	55%	38%	46%	69%
Southwestern CC	151	84	55.6%	63%	63%	67%	67%
Stanly CC	192	135	70.3%	67%	75%	68%	65%
Surry CC	199	131	65.8%	65%	66%	75%	73%
Tri-County CC	59	43	72.9%	76%	75%	71%	76%
Vance-Granville CC	251	148	59.0%	59%	54%	59%	61%
Wake TCC	921	476	51.7%	55%	55%	54%	50%
Wayne CC	323	209	64.7%	63%	67%	63%	63%
Western Piedmont CC	210	129	61.4%	66%	67%	70%	79%
Wilkes CC	233	163	70.0%	56%	65%	61%	65%
Wilson CC	129	81	62.8%	46%	41%	54%	49%

TABLE D. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, 2012-2013

Goal: 75.4%
Baseline: 47.5%

	STUDENTS	SUCCESSES	% SUCCESSFUL				
			12-13	11-12	10-11	09-10	08-09
System Totals	16,612	10,562	63.6%	64%	66%	66%	65%
Alamance CC	419	265	63.2%	63%	63%	66%	69%
Asheville-Buncombe T	650	363	55.8%	65%	62%	59%	56%
Beaufort County CC	86	49	57.0%	51%	63%	67%	66%
Bladen CC	114	58	50.9%	61%	68%	62%	71%
Blue Ridge CC	124	89	71.8%	78%	82%	71%	71%
Brunswick CC	127	107	84.3%	60%	68%	64%	68%
Caldwell CC & TI	347	227	65.4%	72%	71%	75%	72%
Cape Fear CC	677	405	59.8%	59%	63%	64%	63%
Carteret CC	132	94	71.2%	68%	73%	69%	53%
Catawba Valley CC	413	256	62.0%	56%	61%	60%	63%
Central Carolina CC	185	127	68.6%	71%	81%	76%	70%
Central Piedmont CC	1,311	853	65.1%	72%	71%	69%	67%
Cleveland CC	219	133	60.7%	69%	69%	73%	72%
Coastal Carolina CC	529	335	63.3%	63%	81%	71%	70%
College of The Albema	153	106	69.3%	75%	79%	76%	83%
Craven CC	296	187	63.2%	72%	74%	73%	78%
Davidson County CC	240	153	63.8%	64%	64%	67%	69%
Durham TCC	356	241	67.7%	68%	66%	68%	65%
Edgecombe CC	208	72	34.6%	43%	44%	50%	59%
Fayetteville TCC	687	373	54.3%	60%	65%	58%	60%
Forsyth TCC	580	357	61.6%	54%	52%	50%	49%
Gaston College	414	297	71.7%	70%	66%	73%	72%
Guilford TCC	1,144	740	64.7%	67%	69%	59%	58%
Halifax CC	106	68	64.2%	65%	68%	59%	60%
Haywood CC	128	76	59.4%	69%	59%	62%	65%
Isothermal CC	193	137	71.0%	76%	68%	79%	72%
James Sprunt CC	125	71	56.8%	57%	50%	66%	74%
Johnston CC	270	177	65.6%	58%	65%	77%	74%
Lenoir CC	149	74	49.7%	43%	48%	40%	51%
Martin CC	63	49	77.8%	79%	69%	72%	52%
Mayland CC	49	32	65.3%	69%	76%	64%	79%
McDowell TCC	65	54	83.1%	87%	89%	86%	79%
Mitchell CC	270	179	66.3%	60%	55%	63%	60%
Montgomery CC	47	17	36.2%	32%	36%	43%	52%
Nash CC	258	190	73.6%	72%	76%	76%	74%
Pamlico CC	19	15	78.9%	91%	75%	58%	63%
Piedmont CC	133	91	68.4%	71%	64%	73%	77%
Pitt CC	460	244	53.0%	44%	53%	60%	57%
Randolph CC	253	190	75.1%	66%	77%	62%	81%
Richmond CC	235	150	63.8%	64%	68%	58%	69%
Roanoke-Chowan CC	65	52	80.0%	90%	74%	86%	87%
Robeson CC	205	105	51.2%	56%	61%	65%	69%
Rockingham CC	243	159	65.4%	71%	74%	75%	73%
Rowan-Cabarrus CC	436	296	67.9%	67%	67%	73%	66%
Sampson CC	114	47	41.2%	66%	55%	51%	60%
Sandhills CC	201	118	58.7%	55%	59%	59%	52%
South Piedmont CC	113	69	61.1%	51%	62%	56%	58%
Southeastern CC	69	61	88.4%	75%	69%	79%	71%
Southwestern CC	184	130	70.7%	67%	59%	64%	59%
Stanly CC	275	220	80.0%	72%	72%	73%	68%
Surry CC	153	110	71.9%	65%	66%	62%	69%
Tri-County CC	61	26	42.6%	39%	53%	68%	67%
Vance-Granville CC	136	75	55.1%	54%	60%	58%	58%
Wake TCC	1,342	854	63.6%	64%	57%	62%	64%
Wayne CC	239	144	60.3%	66%	65%	57%	53%
Western Piedmont CC	210	147	70.0%	70%	80%	76%	75%
Wilkes CC	143	109	76.2%	76%	66%	78%	69%
Wilson CC	189	139	73.5%	72%	72%	72%	70%

E. 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 ("P", "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 i.e. transfer credits, credit by exam or reported grades of 'NA' and 'NS'.

Numerator: Those within the cohort above who complete at least twelve hours (including developmental) with a "P", "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", "Transfer", "NA", or "NS".

OR

- + Previous dual enrollment student
- + The fall semester is first post-secondary enrollment term following high school graduation from the same college they were Dual enrolled.
- + 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", "Transfer", "NA", or "NS".

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

Goal: 74.6%

Baseline: 53.2%

TABLE E. FIRST YEAR PROGRESSION, FALL 2012 COHORT

Goal: 74.6%

Baseline: 53.2%

	COHORT	12 HOURS ATTEMPTED	12 HOURS SUCCESSFULLY COMPLETED	% SUCCESSFUL				
				12-13	11-12	10-11	09-10	08-09
System Totals	38,812	32,826	22,425	68.3%	68%	67%	67%	68%
Alamance CC	765	655	454	69.3%	69%	71%	52%	68%
Asheville-Buncombe T	1,004	809	583	72.1%	72%	68%	61%	60%
Beaufort County CC	287	243	153	63.0%	60%	57%	58%	67%
Bladen CC	207	185	95	51.4%	54%	55%	64%	56%
Blue Ridge CC	399	305	206	67.5%	75%	83%	83%	85%
Brunswick CC	269	233	177	76.0%	72%	68%	75%	62%
Caldwell CC & TI	749	673	467	69.4%	68%	67%	72%	72%
Cape Fear CC	1,661	1,469	1,024	69.7%	72%	72%	71%	70%
Carteret CC	295	225	123	54.7%	69%	64%	63%	65%
Catawba Valley CC	845	721	499	69.2%	70%	70%	73%	66%
Central Carolina CC	643	531	362	68.2%	65%	68%	68%	71%
Central Piedmont CC	2,978	2,314	1,660	71.7%	70%	69%	67%	69%
Cleveland CC	428	369	228	61.8%	64%	63%	69%	71%
Coastal Carolina CC	791	644	477	74.1%	72%	83%	57%	79%
College of The Albema	464	378	269	71.2%	71%	66%	69%	72%
Craven CC	425	350	243	69.4%	67%	69%	71%	72%
Davidson County CC	585	494	395	80.0%	74%	71%	79%	57%
Durham TCC	796	613	381	62.2%	61%	59%	60%	60%
Edgecombe CC	376	315	182	57.8%	53%	54%	65%	59%
Fayetteville TCC	1,902	1,609	957	59.5%	59%	64%	60%	41%
Forsyth TCC	1,645	1,360	985	72.4%	69%	67%	72%	73%
Gaston College	1,107	947	688	72.7%	77%	74%	77%	74%
Guilford TCC	2,404	2,096	1,325	63.2%	65%	67%	62%	64%
Halifax CC	328	289	190	65.7%	59%	60%	60%	62%
Haywood CC	278	229	172	75.1%	69%	57%	67%	67%
Isothermal CC	353	317	215	67.8%	68%	65%	71%	70%
James Sprunt CC	219	201	138	68.7%	76%	73%	58%	68%
Johnston CC	705	622	474	76.2%	71%	75%	73%	75%
Lenoir CC	429	395	260	65.8%	66%	64%	70%	74%
Martin CC	106	90	58	64.4%	72%	50%	61%	65%
Mayland CC	167	139	88	63.3%	74%	72%	79%	78%
McDowell TCC	177	155	87	56.1%	70%	72%	67%	71%
Mitchell CC	618	492	355	72.2%	69%	67%	70%	71%
Montgomery CC	123	107	90	84.1%	76%	63%	85%	66%
Nash CC	483	428	263	61.4%	63%	65%	47%	59%
Pamlico CC	86	72	62	86.1%	61%	77%	75%	81%
Piedmont CC	258	213	160	75.1%	74%	68%	71%	67%
Pitt CC	1,519	1,377	888	64.5%	66%	64%	67%	68%
Randolph CC	533	471	330	70.1%	70%	69%	70%	72%
Richmond CC	369	321	236	73.5%	73%	74%	73%	77%
Roanoke-Chowan CC	143	116	78	67.2%	67%	70%	58%	70%
Robeson CC	549	469	222	47.3%	49%	54%	60%	63%
Rockingham CC	430	348	251	72.1%	69%	65%	64%	67%
Rowan-Cabarrus CC	1,133	961	579	60.2%	62%	60%	65%	66%
Sampson CC	203	179	145	81.0%	69%	74%	76%	78%
Sandhills CC	746	643	443	68.9%	66%	70%	64%	65%
South Piedmont CC	360	253	162	64.0%	61%	65%	74%	69%
Southeastern CC	278	251	132	52.6%	60%	56%	61%	68%
Southwestern CC	307	261	191	73.2%	74%	67%	61%	63%
Stanly CC	426	362	271	74.9%	68%	64%	69%	68%
Surry CC	368	317	210	66.2%	71%	73%	73%	76%
Tri-County CC	172	153	102	66.7%	77%	65%	68%	76%
Vance-Granville CC	693	568	399	70.2%	64%	62%	67%	67%
Wake TCC	3,339	2,815	2,016	71.6%	67%	67%	50%	64%
Wayne CC	676	572	411	71.9%	73%	72%	71%	69%
Western Piedmont CC	447	387	292	75.5%	72%	76%	76%	78%
Wilkes CC	522	496	370	74.6%	74%	72%	69%	67%
Wilson CC	244	219	152	69.4%	66%	67%	55%	73%

F. 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 seventh 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%

Baseline: 28.6%

TABLE F. CURRICULUM COMPLETION, FALL 2007 COHORT

Goal: 45.6%

Baseline: 28.6%

	COHORT	% GRADUATE					% TRANSFER, NOT GRADUATE					% RETAINED, NOT GRADUATE OR TRANSFER					GRAD TRAN RET	% GRADUATE, TRANSFER, OR RETAINED				
		2007	2006	2005	2004	2003	2007	2006	2005	2004	2003	2007	2006	2005	2004	2003		2007	2006	2005	2004	2003
System Totals	32,307	25%	25%	27%	27%	27%	15%	14%	10%	12%	11%	3%	2%	2%	2%	2%	13,879	43.0%	41%	39%	40%	39%
Alamance CC	742	30%	29%	27%	26%	29%	12%	9%	7%	13%	11%	3%	2%	3%	3%	4%	340	45.8%	40%	37%	41%	44%
Asheville-Buncombe T	715	32%	29%	29%	28%	24%	10%	8%	8%	11%	10%	3%	3%	2%	1%	2%	317	44.3%	40%	39%	39%	36%
Beaufort County CC	214	29%	35%	28%	28%	31%	14%	10%	12%	11%	6%	5%	3%	1%	4%	6%	102	47.7%	48%	42%	43%	43%
Bladen CC	176	20%	18%	21%	17%	25%	14%	19%	7%	13%	9%	3%	1%	2%	4%	3%	66	37.5%	38%	31%	34%	37%
Blue Ridge CC	392	25%	20%	23%	18%	19%	15%	12%	12%	12%	11%	4%	1%	2%	3%	2%	171	43.6%	33%	37%	33%	31%
Brunswick CC	240	28%	27%	24%	25%	32%	10%	13%	7%	14%	8%	2%	1%	2%	1%	1%	96	40.0%	40%	33%	41%	41%
Caldwell CC & TI	614	32%	30%	30%	26%	18%	13%	14%	9%	11%	12%	3%	3%	4%	3%	3%	292	47.6%	46%	43%	40%	34%
Cape Fear CC	1,256	28%	30%	24%	27%	26%	16%	17%	14%	14%	11%	3%	3%	2%	2%	2%	598	47.6%	49%	40%	43%	40%
Carteret CC	255	23%	25%	23%	27%	30%	13%	13%	9%	12%	13%	2%	3%	3%	3%	3%	97	38.0%	41%	35%	41%	45%
Catawba Valley CC	910	23%	25%	27%	22%	25%	12%	12%	11%	14%	10%	3%	3%	3%	2%	3%	349	38.4%	40%	41%	37%	37%
Central Carolina CC	541	34%	28%	28%	31%	26%	10%	8%	8%	12%	8%	1%	2%	2%	2%	3%	247	45.7%	37%	39%	45%	36%
Central Piedmont CC	2,567	15%	16%	15%	15%	12%	23%	18%	19%	19%	17%	2%	3%	2%	2%	2%	1021	39.8%	37%	36%	35%	31%
Cleveland CC	335	24%	20%	23%	21%	22%	12%	10%	7%	8%	9%	1%	2%	3%	3%	5%	123	36.7%	33%	34%	33%	37%
Coastal Carolina CC	703	28%	26%	26%	26%	27%	22%	18%	19%	21%	20%	2%	1%	2%	2%	1%	361	51.4%	45%	48%	48%	48%
College of The Albema	407	31%	26%	28%	26%	25%	14%	20%	15%	15%	14%	1%	2%	1%	1%	2%	191	46.9%	47%	44%	43%	41%
Craven CC	496	21%	20%	17%	17%	19%	21%	21%	17%	23%	22%	2%	2%	5%	3%	2%	219	44.2%	43%	39%	42%	44%
Davidson County CC	530	32%	35%	36%	32%	38%	11%	11%	5%	8%	10%	2%	3%	3%	2%	2%	238	44.9%	50%	44%	42%	49%
Durham TCC	535	16%	15%	21%	17%	14%	21%	21%	16%	18%	20%	2%	2%	2%	2%	2%	208	38.9%	38%	39%	37%	36%
Edgecombe CC	209	28%	16%	15%	19%	19%	15%	12%	13%	13%	9%	3%	3%	2%	3%	2%	98	46.9%	31%	31%	34%	29%
Fayetteville TCC	1,257	16%	18%	19%	17%	19%	18%	19%	14%	18%	17%	2%	2%	3%	2%	2%	461	36.7%	38%	37%	37%	38%
Forsyth TCC	1,225	26%	25%	24%	20%	19%	16%	15%	14%	14%	14%	3%	2%	2%	3%	2%	554	45.2%	42%	41%	37%	35%
Gaston College	1,062	24%	22%	21%	25%	23%	11%	13%	10%	9%	11%	3%	2%	3%	2%	3%	408	38.4%	37%	35%	37%	37%
Guilford TCC	1,880	22%	24%	21%	20%	18%	19%	16%	12%	16%	17%	3%	3%	2%	2%	3%	817	43.5%	43%	35%	38%	37%
Halifax CC	234	27%	21%	20%	21%	22%	17%	15%	9%	10%	10%	2%	3%	2%	3%	1%	108	46.2%	39%	32%	33%	33%
Haywood CC	274	41%	29%	36%	28%	31%	9%	8%	6%	8%	5%	2%	2%	2%	1%	2%	142	51.8%	38%	43%	39%	37%
Isothermal CC	329	25%	27%	27%	24%	32%	13%	11%	8%	10%	6%	1%	1%	2%	1%	2%	127	38.6%	39%	37%	35%	41%
James Sprunt CC	185	39%	37%	44%	42%	45%	9%	8%	5%	10%	7%	3%	3%	1%	2%	1%	93	50.3%	48%	49%	53%	53%
Johnston CC	570	32%	33%	38%	42%	42%	13%	8%	8%	10%	8%	3%	3%	2%	2%	2%	273	47.9%	44%	48%	54%	52%
Lenoir CC	383	30%	27%	28%	27%	33%	12%	13%	13%	14%	13%	3%	3%	3%	4%	3%	176	46.0%	43%	42%	45%	49%
Martin CC	131	27%	21%	19%	23%	24%	16%	18%	10%	10%	6%	3%	5%	4%	3%	6%	61	46.6%	44%	31%	36%	37%
Mayland CC	239	48%	42%	31%	34%	31%	6%	6%	6%	5%	7%	1%	1%	1%	2%	0%	130	54.4%	49%	37%	41%	39%
McDowell TCC	191	27%	26%	31%	38%	23%	7%	7%	4%	6%	4%	1%	3%	4%	1%	2%	68	35.6%	36%	39%	45%	29%
Mitchell CC	519	23%	17%	22%	27%	20%	16%	14%	11%	16%	12%	2%	2%	3%	3%	3%	216	41.6%	33%	37%	46%	36%
Montgomery CC	163	36%	44%	40%	32%	34%	5%	5%	5%	4%	7%	4%	1%	2%	3%	2%	72	44.2%	50%	46%	40%	42%
Nash CC	443	26%	18%	20%	21%	21%	13%	9%	12%	16%	10%	5%	3%	4%	1%	3%	195	44.0%	29%	37%	37%	33%
Pamlico CC	53	43%	57%	55%	64%	42%	8%	4%	7%	1%	0%	4%	0%	0%	0%	3%	29	54.7%	61%	62%	65%	44%
Piedmont CC	268	32%	36%	40%	41%	28%	15%	7%	5%	7%	6%	0%	4%	2%	2%	2%	125	46.6%	47%	46%	50%	37%
Pitt CC	870	26%	25%	28%	26%	25%	15%	17%	15%	15%	15%	5%	4%	5%	3%	3%	397	45.6%	46%	48%	44%	44%
Randolph CC	368	28%	31%	26%	25%	27%	11%	9%	5%	15%	14%	2%	2%	3%	2%	2%	153	41.6%	42%	34%	41%	43%
Richmond CC	300	26%	20%	22%	22%	25%	14%	13%	11%	13%	10%	2%	2%	4%	1%	4%	128	42.7%	35%	37%	37%	38%
Roanoke-Chowan CC	161	25%	34%	25%	20%	21%	16%	12%	12%	13%	16%	1%	2%	2%	1%	2%	68	42.2%	48%	39%	35%	40%
Robeson CC	360	24%	23%	22%	25%	29%	11%	12%	10%	11%	8%	4%	3%	2%	3%	3%	139	38.6%	38%	34%	39%	40%
Rockingham CC	411	29%	33%	23%	32%	28%	11%	12%	11%	9%	9%	3%	3%	2%	5%	4%	178	43.3%	48%	36%	46%	41%
Rowan-Cabarrus CC	1,138	22%	21%	20%	20%	24%	13%	11%	11%	11%	10%	3%	2%	3%	3%	3%	426	37.4%	35%	34%	34%	37%
Sampson CC	168	29%	23%	29%	27%	28%	14%	13%	13%	8%	10%	4%	3%	4%	3%	3%	79	47.0%	39%	45%	38%	40%
Sandhills CC	589	23%	23%	22%	24%	27%	15%	15%	14%	13%	10%	4%	1%	5%	4%	3%	246	41.8%	39%	39%	41%	40%
South Piedmont CC	354	27%	32%	24%	20%	29%	13%	12%	7%	12%	6%	1%	3%	3%	3%	3%	146	41.2%	47%	32%	36%	38%
Southeastern CC	323	24%	28%	26%	26%	29%	19%	11%	7%	13%	8%	2%	3%	2%	4%	1%	141	43.7%	42%	35%	43%	38%
Southwestern CC	280	36%	35%	36%	35%	33%	7%	9%	8%	8%	7%	1%	3%	1%	1%	2%	124	44.3%	47%	46%	44%	42%
Stanly CC	384	28%	36%	38%	39%	42%	9%	8%	8%	7%	7%	1%	2%	2%	1%	2%	149	38.8%	46%	47%	46%	50%
Surry CC	580	31%	31%	26%	27%	29%	14%	11%	10%	12%	13%	2%	2%	2%	3%	2%	272	46.9%	44%	39%	42%	44%
Tri-County CC	148	24%	22%	27%	24%	30%	6%	7%	9%	13%	9%	3%	3%	1%	1%	3%	49	33.1%	33%	36%	38%	43%
Vance-Granville CC	696	23%	22%	21%	21%	22%	12%	11%	11%	8%	9%	2%	2%	2%	2%	2%	258	37.1%	34%	34%	32%	33%
Wake TCC	2,199	18%	16%	18%	18%	20%	21%	20%	16%	19%	19%	3%	3%	2%	3%	2%	929	42.2%	39%	38%	40%	41%
Wayne CC	663	30%	27%	26%	26%	26%	18%	19%	18%	16%	19%	3%	3%	2%	1%	2%	340	51.3%	49%	46%	44%	46%
Western Piedmont CC	400	35%	34%	32%	32%	33%	10%	9%	6%	9%	11%	4%	3%	3%	2%	3%	194	48.5%	46%	41%	43%	47%
Wilkes CC	441	29%	30%	29%	32%	35%	10%	12%	6%	11%	7%	2%	2%	2%	2%	2%	179	40.6%	44%	37%	44%	44%
Wilson CC	231	23%	27%	25%	24%	22%	15%	10%	10%	11%	11%	3%	3%	2%	2%	3%	95	41.1%	40%	37%	37%	36%

G. 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.

Source

American Registry of Radiologic Technologists

Nuclear Medicine Technology Exam
Radiation Therapy Exam
Radiography Exam

Council of Interstate Testing

Dental Hygiene Exam

Federal Aviation Administration

Airframe Exam
General Exam
Power Plant Exam

NC Board of Cosmetic Art Examiners

Apprentice Exam
Cosmetology Exam
Cosmetology Instructor Exam
Esthetician Exam
Manicurist 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

NC Department of Justice, Criminal Justice Standards Division

Basic Law Enforcement Training (BLET) Exam

NC Department of Justice Sheriff's Standards Division

Detention Officer

NC Office of Emergency Medical Services

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

NC Real Estate Commission

Provisional Real Estate Broker

NC Veterinary Medical Board

Veterinary Medicine Technology Exam

* Based on availability, results are not included in this year's report

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%

Baseline: 71.0%

TABLE G. LICENSURE AND CERTIFICATION PASSING RATE, 2012-2013

Goal: 91.7%

Baseline: 71.0%

	NUMBER OF TEST TAKERS	NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE				
			12-13	11-12	10-11	09-10	08-09
System Totals	11,263	9,742	86.5%	86%	87%	86%	86%
Alamance CC	184	153	83.2%	80%	76%	88%	86%
Asheville-Buncombe T	439	389	88.6%	90%	95%	89%	93%
Beaufort County CC	116	100	86.2%	77%	71%	86%	85%
Bladen CC	114	82	71.9%	72%	76%	81%	83%
Blue Ridge CC	127	109	85.8%	92%	91%	81%	82%
Brunswick CC	116	90	77.6%	85%	83%	91%	85%
Caldwell CC & TI	140	116	82.9%	83%	82%	85%	84%
Cape Fear CC	367	356	97.0%	90%	91%	96%	95%
Carteret CC	141	120	85.1%	78%	80%	83%	79%
Catawba Valley CC	194	157	80.9%	85%	83%	77%	71%
Central Carolina CC	306	267	87.3%	85%	85%	83%	86%
Central Piedmont CC	337	312	92.6%	92%	84%	92%	91%
Cleveland CC	200	173	86.5%	88%	87%	80%	78%
Coastal Carolina CC	251	236	94.0%	94%	92%	94%	88%
College of The Albema	184	163	88.6%	83%	89%	74%	84%
Craven CC	229	188	82.1%	86%	90%	88%	83%
Davidson County CC	268	238	88.8%	92%	88%	92%	88%
Durham TCC	290	258	89.0%	91%	96%	89%	85%
Edgecombe CC	108	84	77.8%	86%	90%	86%	88%
Fayetteville TCC	529	469	88.7%	91%	92%	96%	94%
Forsyth TCC	337	317	94.1%	93%	94%	92%	89%
Gaston College	323	299	92.6%	93%	93%	88%	89%
Guilford TCC	485	424	87.4%	88%	92%	94%	89%
Halifax CC	59	55	93.2%	86%	78%	76%	70%
Haywood CC	105	87	82.9%	77%	86%	79%	86%
Isothermal CC	129	109	84.5%	76%	77%	77%	79%
James Sprunt CC	72	64	88.9%	81%	79%	88%	88%
Johnston CC	261	214	82.0%	84%	88%	81%	92%
Lenoir CC	505	395	78.2%	80%	78%	84%	87%
Martin CC	81	56	69.1%	69%	74%	71%	87%
Mayland CC	104	82	78.8%	81%	83%	85%	84%
McDowell TCC	117	105	89.7%	90%	88%	92%	88%
Mitchell CC	159	138	86.8%	90%	85%	84%	84%
Montgomery CC	34	32	94.1%	94%	85%	83%	84%
Nash CC	171	125	73.1%	75%	83%	77%	86%
Pamlico CC	21	17	81.0%	100%	90%	46%	75%
Piedmont CC	55	40	72.7%	75%	78%	76%	89%
Pitt CC	285	255	89.5%	91%	90%	85%	86%
Randolph CC	134	118	88.1%	86%	83%	87%	88%
Richmond CC	88	60	68.2%	83%	91%	97%	86%
Roanoke-Chowan CC	42	31	73.8%	75%	86%	72%	83%
Robeson CC	146	130	89.0%	78%	78%	72%	77%
Rockingham CC	123	85	69.1%	79%	82%	84%	92%
Rowan-Cabarrus CC	403	342	84.9%	79%	82%	85%	81%
Sampson CC	81	75	92.6%	80%	79%	85%	87%
Sandhills CC	222	194	87.4%	93%	84%	89%	87%
South Piedmont CC	149	128	85.9%	83%	86%	86%	69%
Southeastern CC	127	101	79.5%	75%	80%	82%	78%
Southwestern CC	122	112	91.8%	92%	95%	95%	88%
Stanly CC	173	151	87.3%	87%	86%	89%	79%
Surry CC	200	183	91.5%	97%	92%	93%	92%
Tri-County CC	86	70	81.4%	88%	87%	70%	72%
Vance-Granville CC	208	189	90.9%	92%	90%	87%	84%
Wake TCC	461	422	91.5%	92%	94%	91%	92%
Wayne CC	171	143	83.6%	80%	80%	74%	90%
Western Piedmont CC	110	102	92.7%	95%	92%	84%	91%
Wilkes CC	161	146	90.7%	81%	86%	85%	82%
Wilson CC	113	86	76.1%	82%	75%	89%	81%

H. 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: Community colleges are allowed to supplement data with results from out of state institutions which they have articulation agreements.

Source

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

National Student Clearinghouse

UNC-General Administration

Participating NC independent colleges and universities including Barton College, Belmont Abbey College, Brevard College, Campbell University, Catawba College, Chowan University, Davidson College, Elon University, Gardner-Webb University, Guilford College, Mars Hill College, Meredith College, Methodist University, Mount Olive College, Montreat College, N.C. Wesleyan College, Pfeiffer University, Queens University of Charlotte, Salem College, and Shaw University

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. UNCGA provided aggregate totals of transfer students who did or did not attain GPAs equal or greater than 2.00 in their first academic year. Detailed reports containing the data associated with this measure can be accessed at <http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>. The relative reports are *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*. **Note: As of 4/9/14, the publically accessible reports have not been updated with the most recent data.**

Additional lists of students based on National Student Clearinghouse matches were sent to participating independent colleges and universities. These colleges and universities returned files identifying whether or not students attained GPAs equal or greater than 2.00 in their first academic year.

Data from these sources were combined to determine the overall percentage of transfers with a GPA equal or greater than 2.00 after two semesters.

Goal: 93.8%

Baseline: 71.2%

TABLE H. COLLEGE TRANSFER PERFORMANCE, 2011-2012 COMMUNITY COLLEGE STUDENTS

Goal: 93.8%

Baseline: 71.2%

	30 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		2011-2012 TOTAL			% ≥ 2.00		
	Students	% ≥ 2.00	Students	% ≥ 2.00	Students	# ≥ 2.00	% ≥ 2.00	10-11	09-10	08-09
System Totals	4,978	86%	4,329	90%	9,307	8,173	87.8%	88%	87%	87%
Alamance CC	65	85%	79	90%	144	126	87.5%	91%	93%	85%
Asheville-Buncombe T	154	90%	140	95%	294	272	92.5%	95%	92%	95%
Beaufort County CC	21	81%	26	100%	47	43	91.5%	93%	98%	92%
Bladen CC	38	71%	21	76%	59	43	72.9%	80%	78%	66%
Blue Ridge CC	28	93%	37	89%	65	59	90.8%	99%	93%	95%
Brunswick CC	25	88%	56	86%	81	70	86.4%	88%	92%	82%
Caldwell CC & TI	124	81%	123	90%	247	211	85.4%	88%	89%	92%
Cape Fear CC	273	85%	285	89%	558	488	87.5%	86%	89%	85%
Carteret CC	18	94%	29	86%	47	42	89.4%	85%	87%	92%
Catawba Valley CC	158	89%	92	90%	250	224	89.6%	94%	88%	94%
Central Carolina CC	51	88%	67	94%	118	108	91.5%	91%	95%	86%
Central Piedmont CC	557	82%	421	90%	978	834	85.3%	87%	86%	89%
Cleveland CC	77	90%	46	91%	123	111	90.2%	84%	77%	86%
Coastal Carolina CC	118	90%	127	94%	245	226	92.2%	90%	87%	90%
College of The Albema	74	81%	49	88%	123	103	83.7%	87%	90%	93%
Craven CC	61	90%	71	89%	132	118	89.4%	91%	80%	91%
Davidson County CC	73	79%	83	95%	156	137	87.8%	89%	84%	92%
Durham TCC	112	87%	97	94%	209	188	90.0%	94%	96%	89%
Edgecombe CC	19	95%	38	82%	57	49	86.0%	94%	76%	71%
Fayetteville TCC	182	86%	113	92%	295	261	88.5%	88%	90%	86%
Forsyth TCC	200	83%	171	95%	371	329	88.7%	89%	85%	90%
Gaston College	118	84%	87	87%	205	175	85.4%	85%	76%	83%
Guilford TCC	334	84%	233	88%	567	487	85.9%	85%	92%	85%
Halifax CC	17	88%	16	94%	33	30	90.9%	70%	76%	83%
Haywood CC	30	93%	23	78%	53	46	86.8%	97%	88%	92%
Isothermal CC	49	96%	54	93%	103	97	94.2%	90%	82%	82%
James Sprunt CC	18	78%	21	90%	39	33	84.6%	95%	84%	89%
Johnston CC	88	85%	83	89%	171	149	87.1%	83%	83%	84%
Lenoir CC	59	86%	68	88%	127	111	87.4%	89%	85%	82%
Martin CC	4	*	1	*	5	3	60.0%	100%	*	80%
Mayland CC	17	94%	10	100%	27	26	96.3%	88%	100%	82%
McDowell TCC	16	75%	18	83%	34	27	79.4%	83%	82%	89%
Mitchell CC	82	82%	83	94%	165	145	87.9%	88%	82%	86%
Montgomery CC	5	100%	4	*	9	9	100.0%	93%	71%	80%
Nash CC	68	90%	42	90%	110	99	90.0%	85%	86%	91%
Pamlico CC	9	100%	2	*	11	11	100.0%	80%	*	*
Piedmont CC	29	79%	15	67%	44	33	75.0%	74%	91%	65%
Pitt CC	207	85%	158	89%	365	316	86.6%	89%	89%	84%
Randolph CC	50	92%	48	94%	98	91	92.9%	82%	93%	91%
Richmond CC	17	94%	49	90%	66	60	90.9%	95%	74%	95%
Roanoke-Chowan CC	7	100%	9	89%	16	15	93.8%	*	60%	100%
Robeson CC	27	78%	32	94%	59	51	86.4%	71%	90%	82%
Rockingham CC	29	83%	34	82%	63	52	82.5%	96%	90%	87%
Rowan-Cabarrus CC	138	86%	92	88%	230	200	87.0%	84%	62%	79%
Sampson CC	35	66%	34	88%	69	53	76.8%	76%	80%	95%
Sandhills CC	70	83%	77	84%	147	123	83.7%	88%	89%	86%
South Piedmont CC	28	82%	41	100%	69	64	92.8%	88%	85%	92%
Southeastern CC	35	86%	30	90%	65	57	87.7%	84%	78%	70%
Southwestern CC	40	93%	65	91%	105	96	91.4%	94%	96%	93%
Stanly CC	47	85%	61	93%	108	97	89.8%	90%	96%	93%
Surry CC	63	87%	44	91%	107	95	88.8%	85%	92%	91%
Tri-County CC	19	95%	19	89%	38	35	92.1%	78%	82%	86%
Vance-Granville CC	33	82%	37	84%	70	58	82.9%	90%	95%	88%
Wake TCC	566	89%	314	92%	880	793	90.1%	92%	92%	91%
Wayne CC	56	88%	96	92%	152	137	90.1%	83%	88%	87%
Western Piedmont CC	66	88%	79	84%	145	124	85.5%	85%	84%	85%
Wilkes CC	56	84%	63	84%	119	100	84.0%	90%	86%	90%
Wilson CC	18	100%	16	94%	34	33	97.1%	90%	79%	89%

*Less than 5 ('11,'12), Less than 10 ('09,'10)