

PERFORMANCE MEASURES **for** STUDENT SUCCESS

NORTH CAROLINA
COMMUNITY
COLLEGES

C R E A T I N G S U C C E S S

SBC
08/16/2013

2013

**2013
PERFORMANCE
MEASURES for
STUDENT SUCCESS**

July 2013

**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 VP*

*Dr. Kristen Corbell,
Research Projects
Coordinator*

*Joann Ingoglia,
Compliance Coordinator*

*Dr. Kinge Mbella,
Education Research Analyst*

CONTENTS	
Introduction	2
July 2013 Performance Summary	3
A. Basic Skills Student Progress	5
B. GED Diploma Passing Rate	6
TABLE A. BASIC SKILLS STUDENT PROGRESS, 2011-2012 TABLE B. GED DIPLOMA PASSING RATE, 2011-2012	7
C. Developmental Student Success Rate in College-Level English Courses	9
D. Developmental Student Success Rate in College-Level Math Courses	10
TABLE C. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, 2011-2012 TABLE D. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, 2011-2012	11
E. First Year Progression	12
TABLE E. FIRST YEAR PROGRESSION, FALL 2011 COHORT	13
F. Curriculum Student Completion	14
TABLE F. CURRICULUM STUDENT COMPLETION, FALL 2006 COHORT	15
G. Licensure and Certification Passing Rate	16
TABLE G. LICENSURE AND CERTIFICATION PASSING RATE, 2011-2012	17
H. College Transfer Performance	18
TABLE H. COLLEGE TRANSFER PERFORMANCE, 2010-11 COMMUNITY COLLEGE STUDENTS	19
Appendix – Additional Performance Measure Tables	21
TABLE A1-A2. BASIC SKILLS STUDENT PROGRESS, 2011-2012 - BY PLACEMENT LEVEL	22
TABLE B1. GED DIPLOMA PASSING RATE, 2011-2012 - BY PLACEMENT LEVEL	25
TABLE C1. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, 2011-2012 - GRADE DISTRIBUTION	26
TABLE C2. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, 2011-2012 - BY AGE	27
TABLE D1. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, 2011-2012 - GRADE DISTRIBUTION	28
TABLE D2. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, 2011-2012 - BY CREDIT MATH COURSE	29
TABLE E1. FIRST YEAR PROGRESSION, FALL 2011 COHORT - BY ETHNICITY AND GENDER	31
TABLE F1-F2. CURRICULUM STUDENT COMPLETION, FALL 2006 COHORT - BY PROGRAM AREA	32
TABLE G1. LICENSURE AND CERTIFICATION PASSING RATE, 2011-2012 - BY EXAM (BLET, DENTAL HYGIENE, MASSAGE & BODY WORK, NUC. MED. TECH.)	34
TABLE G2. LICENSURE AND CERTIFICATION PASSING RATE, 2011-2012 - BY EXAM (OPTICIANRY, RADIATION THERAPY, RADIOGRAPHY, REAL ESTATE SALES)	35
TABLE G3. LICENSURE AND CERTIFICATION PASSING RATE, 2012 - BY EXAM (COSMETIC ARTS – APPRENTICE, COSMETOLOGY, ESTHETICIAN, INSTRUCTOR, MANICURIST)	36
TABLE G4. LICENSURE AND CERTIFICATION PASSING RATE, 2012 - BY EXAM (EMD, EMT, EMT-I, EMT-P)	37
TABLE G5. LICENSURE AND CERTIFICATION PASSING RATE, 2012 - BY EXAM (OCC THERAPIST ASST., PHYSICAL THERAPIST ASST., PRACTICAL NURSING, REGISTERED NURSING, VET. MED. TECH.)	38

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.

This 2013 edition is the inaugural report utilizing the new measures, goals, and baselines.

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

*Basic Skills Student Progress and GED Diploma Pass Rates are not performance funding components this year

July 2013 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					
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	41.0%	71.1%	63.7%	64.8%	67.8%	41.6%	85.2%	87.6%					
System Totals (All Students)	41.5%	69.6%	64.5%	64.1%	67.7%	41.1%	86.4%	88.0%	Met or Exceeded Goal	Below Goal, Above College Average	Above College Average, Above Baseline	Above Baseline	Below Baseline
Alamance CC	30.8%	72.9%	66.9%	62.9%	69.0%	39.6%	80.5%	90.8%	0	4	4	0	0
Asheville-Buncombe TCC	39.6%	53.7%	61.3%	65.4%	71.6%	40.3%	89.7%	94.9%	1	3	4	0	0
Beaufort County CC	38.2%	82.5%	65.4%	51.3%	60.3%	48.0%	77.3%	93.3%	2	2	4	0	0
Bladen CC	45.1%	63.4%	52.1%	61.0%	53.8%	38.1%	72.0%	79.7%	0	1	7	0	0
Blue Ridge CC	36.0%	65.6%	70.6%	77.9%	75.2%	32.7%	91.8%	98.6%	4	1	3	0	0
Brunswick CC	46.6%	36.9%	73.8%	59.6%	72.1%	40.2%	85.5%	87.8%	0	5	2	1	1
Caldwell CC & TI	41.7%	65.5%	65.3%	71.8%	68.2%	46.2%	82.7%	87.9%	1	5	2	0	0
Cape Fear CC	30.6%	79.2%	63.5%	59.3%	72.0%	49.0%	90.2%	85.7%	1	3	4	0	0
Carteret CC	27.4%	91.9%	71.9%	68.1%	68.7%	40.6%	78.1%	84.8%	1	3	4	0	0
Catawba Valley CC	36.9%	67.6%	75.0%	56.3%	69.7%	40.0%	84.9%	93.7%	1	2	5	0	0
Central Carolina CC	55.2%	69.1%	60.6%	70.8%	65.3%	37.5%	84.5%	91.2%	1	2	5	0	0
Central Piedmont CC	49.8%	75.1%	77.8%	71.5%	70.4%	36.7%	92.3%	87.1%	2	4	2	0	0
Cleveland CC	59.8%	73.9%	73.4%	68.9%	64.4%	32.6%	87.6%	84.2%	1	4	3	0	0
Coastal Carolina CC	37.9%	64.4%	70.0%	62.7%	72.4%	45.1%	94.3%	90.1%	1	4	3	0	0
College of The Albemarle	48.4%	58.2%	61.0%	75.4%	71.1%	47.2%	82.5%	87.0%	1	3	4	0	0
Craven CC	31.9%	50.0%	49.6%	72.1%	66.5%	42.5%	86.0%	90.8%	0	4	4	0	0
Davidson County CC	56.4%	73.3%	61.2%	64.1%	74.2%	49.6%	92.4%	88.6%	3	3	2	0	0
Durham TCC	36.6%	65.0%	56.0%	68.5%	60.7%	38.2%	91.1%	94.1%	1	2	5	0	0
Edgecombe CC	51.3%	75.2%	51.0%	42.9%	53.3%	30.7%	85.9%	94.3%	2	2	3	1	1
Fayetteville TCC	32.6%	82.6%	64.8%	60.4%	58.7%	38.3%	91.3%	87.9%	1	3	4	0	0
Forsyth TCC	48.8%	75.9%	63.7%	53.6%	68.6%	42.2%	92.9%	88.6%	1	5	2	0	0
Gaston College	37.3%	76.9%	74.4%	69.8%	76.5%	36.5%	93.4%	85.1%	2	3	3	0	0
Guilford TCC	26.5%	70.3%	52.8%	66.6%	64.8%	43.2%	88.4%	85.3%	0	3	5	0	0
Halifax CC	48.4%	55.1%	66.5%	65.3%	58.7%	38.9%	86.1%	69.6%	0	4	3	1	1
Haywood CC	40.9%	48.9%	70.8%	69.5%	69.2%	38.0%	77.2%	97.1%	1	3	3	1	1
Isothermal CC	28.9%	69.0%	66.9%	75.5%	68.5%	39.3%	76.2%	89.7%	1	3	4	0	0
James Sprunt CC	57.8%	70.0%	62.2%	57.1%	75.8%	47.9%	80.9%	94.6%	4	0	4	0	0
Johnston CC	45.7%	81.8%	80.5%	58.0%	71.3%	44.1%	83.5%	83.2%	1	4	3	0	0
Lenoir CC	44.8%	67.7%	50.5%	43.1%	66.2%	42.9%	80.2%	88.7%	0	3	4	1	1
Martin CC	38.2%	67.1%	60.9%	78.6%	72.4%	43.5%	69.4%	100.0%	2	2	3	1	1
Mayland CC	40.8%	78.7%	64.3%	68.6%	74.5%	49.1%	81.3%	87.5%	1	4	3	0	0
McDowell TCC	38.3%	70.9%	81.4%	86.7%	70.3%	36.4%	90.2%	83.3%	2	2	4	0	0
Mitchell CC	41.1%	90.3%	65.1%	60.2%	68.8%	32.7%	90.3%	88.0%	1	5	2	0	0
Montgomery CC	42.6%	72.7%	79.3%	31.7%	75.6%	50.0%	94.1%	93.3%	4	3	0	1	1
Nash CC	33.6%	70.1%	52.6%	72.4%	62.7%	29.5%	75.0%	85.1%	0	1	7	0	0
Pamlico CC	28.1%	53.3%	50.0%	91.3%	60.5%	61.3%	100.0%	80.0%	3	0	5	0	0
Piedmont CC	40.3%	71.7%	62.4%	71.1%	73.8%	46.5%	74.6%	73.8%	1	3	4	0	0
Pitt CC	44.1%	68.1%	70.8%	44.1%	66.0%	46.0%	91.4%	88.9%	1	4	2	1	1
Randolph CC	34.6%	75.8%	76.3%	66.0%	70.1%	42.0%	86.2%	82.2%	1	5	2	0	0
Richmond CC	46.8%	63.2%	65.8%	64.3%	73.5%	34.7%	83.3%	94.5%	1	3	4	0	0
Roanoke-Chowan CC	13.1%	72.2%	60.2%	90.0%	66.7%	47.5%	74.5%	*	2	1	3	1	1
Robeson CC	35.1%	80.6%	52.9%	56.3%	49.0%	37.8%	77.9%	71.0%	0	1	5	2	2
Rockingham CC	56.0%	76.7%	56.4%	70.6%	69.0%	47.6%	79.5%	96.1%	3	3	2	0	0
Rowan-Cabarrus CC	37.2%	63.9%	69.4%	67.0%	61.9%	35.0%	79.2%	84.4%	0	2	6	0	0
Sampson CC	49.0%	82.1%	50.0%	66.3%	68.8%	38.8%	80.5%	75.7%	1	3	4	0	0
Sandhills CC	26.0%	60.6%	61.6%	54.6%	65.8%	39.5%	92.6%	87.8%	1	1	6	0	0
South Piedmont CC	48.1%	74.9%	62.5%	51.4%	60.8%	47.4%	82.8%	88.0%	1	3	4	0	0
Southeastern CC	45.0%	84.2%	55.4%	75.3%	60.2%	42.2%	75.2%	84.4%	1	3	4	0	0
Southwestern CC	50.8%	81.5%	63.0%	66.8%	74.1%	46.8%	92.4%	93.6%	2	5	1	0	0
Stanly CC	42.8%	71.8%	67.5%	72.4%	68.4%	46.3%	87.2%	89.9%	1	7	0	0	0
Surry CC	37.1%	94.5%	65.2%	64.8%	71.2%	44.2%	97.0%	85.1%	2	3	3	0	0
Tri-County CC	27.3%	79.1%	76.4%	38.6%	77.5%	32.8%	87.7%	77.8%	2	2	3	1	1
Vance-Granville CC	40.2%	73.6%	58.6%	54.4%	63.8%	34.4%	92.0%	90.1%	1	2	5	0	0
Wake TCC	38.5%	60.1%	54.7%	63.9%	67.3%	39.1%	91.6%	91.9%	0	2	6	0	0
Wayne CC	66.5%	71.9%	63.3%	66.4%	73.3%	48.8%	79.6%	83.2%	2	3	3	0	0
Western Piedmont CC	20.8%	67.0%	66.3%	69.8%	71.8%	45.7%	95.4%	85.4%	2	3	3	0	0
Wilkes CC	44.6%	91.3%	56.1%	75.7%	73.6%	43.9%	81.4%	90.2%	2	4	2	0	0
Wilson CC	58.2%	74.5%	46.2%	72.2%	65.8%	39.5%	81.7%	90.2%	1	3	4	0	0

Note: Basic Skills Student Progress and GED Diploma Pass Rates are not performance funding components this year

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

* Less than 5 students

THIS PAGE INTENTIONALLY LEFT "BLANK"

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 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.

Source

LEIS annual data file

Details

To be included in this measure, students have to be 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 the end 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%

Note: This measure is not a performance funding component this year

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 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.

Source

LEIS Annual Data file
Oklahoma Scoring GED test files

Details

Denominator: Students must meet one of 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 (July 1 – June 30)
- + 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%

Note: This measure is not a performance funding component this year

TABLE A. BASIC SKILLS STUDENT PROGRESS, 2011-2012

Goal: 51.2%
 Baseline: 20.6%

	STUDENTS	COMPLETING LEVEL	% COMPLETING 11-12
System Totals	51,825	21,486	41.5%
Alamance CC	994	306	30.8%
Asheville-Buncombe T	808	320	39.6%
Beaufort County CC	364	139	38.2%
Bladen CC	182	82	45.1%
Blue Ridge CC	480	173	36.0%
Brunswick CC	337	157	46.6%
Caldwell CC & TI	756	315	41.7%
Cape Fear CC	1,230	376	30.6%
Carteret CC	208	57	27.4%
Catawba Valley CC	699	258	36.9%
Central Carolina CC	2,010	1,109	55.2%
Central Piedmont CC	4,730	2,356	49.8%
Cleveland CC	373	223	59.8%
Coastal Carolina CC	570	216	37.9%
College of The Albema	595	288	48.4%
Craven CC	407	130	31.9%
Davidson County CC	1,350	761	56.4%
Durham TCC	1,395	511	36.6%
Edgecombe CC	686	352	51.3%
Fayetteville TCC	2,586	843	32.6%
Forsyth TCC	1,982	967	48.8%
Gaston College	897	335	37.3%
Guilford TCC	3,163	839	26.5%
Halifax CC	318	154	48.4%
Haywood CC	193	79	40.9%
Isothermal CC	384	111	28.9%
James Sprunt CC	225	130	57.8%
Johnston CC	665	304	45.7%
Lenoir CC	990	444	44.8%
Martin CC	330	126	38.2%
Mayland CC	564	230	40.8%
McDowell TCC	266	102	38.3%
Mitchell CC	492	202	41.1%
Montgomery CC	272	116	42.6%
Nash CC	265	89	33.6%
Pamlico CC	135	38	28.1%
Piedmont CC	447	180	40.3%
Pitt CC	1,088	480	44.1%
Randolph CC	817	283	34.6%
Richmond CC	921	431	46.8%
Roanoke-Chowan CC	222	29	13.1%
Robeson CC	1,471	516	35.1%
Rockingham CC	350	196	56.0%
Rowan-Cabarrus CC	1,053	392	37.2%
Sampson CC	645	316	49.0%
Sandhills CC	654	170	26.0%
South Piedmont CC	909	437	48.1%
Southeastern CC	813	366	45.0%
Southwestern CC	423	215	50.8%
Stanly CC	568	243	42.8%
Surry CC	499	185	37.1%
Tri-County CC	128	35	27.3%
Vance-Granville CC	1,302	524	40.2%
Wake TCC	4,308	1,658	38.5%
Wayne CC	1,221	812	66.5%
Western Piedmont CC	903	188	20.8%
Wilkes CC	708	316	44.6%
Wilson CC	474	276	58.2%

TABLE B. GED DIPLOMA PASSING RATE, 2011-2012

Goal: 82.0%
 Baseline: 49.3%

	STUDENTS	PASSING	% PASSING 11-12
System Totals	8,504	5,921	69.6%
Alamance CC	181	132	72.9%
Asheville-Buncombe T	430	231	53.7%
Beaufort County CC	40	33	82.5%
Bladen CC	71	45	63.4%
Blue Ridge CC	154	101	65.6%
Brunswick CC	84	31	36.9%
Caldwell CC & TI	220	144	65.5%
Cape Fear CC	173	137	79.2%
Carteret CC	62	57	91.9%
Catawba Valley CC	296	200	67.6%
Central Carolina CC	298	206	69.1%
Central Piedmont CC	385	289	75.1%
Cleveland CC	23	17	73.9%
Coastal Carolina CC	87	56	64.4%
College of The Albema	134	78	58.2%
Craven CC	40	20	50.0%
Davidson County CC	161	118	73.3%
Durham TCC	117	76	65.0%
Edgecombe CC	145	109	75.2%
Fayetteville TCC	201	166	82.6%
Forsyth TCC	228	173	75.9%
Gaston College	186	143	76.9%
Guilford TCC	182	128	70.3%
Halifax CC	98	54	55.1%
Haywood CC	45	22	48.9%
Isothermal CC	155	107	69.0%
James Sprunt CC	40	28	70.0%
Johnston CC	88	72	81.8%
Lenoir CC	158	107	67.7%
Martin CC	70	47	67.1%
Mayland CC	108	85	78.7%
McDowell TCC	55	39	70.9%
Mitchell CC	103	93	90.3%
Montgomery CC	44	32	72.7%
Nash CC	87	61	70.1%
Pamlico CC	15	8	53.3%
Piedmont CC	99	71	71.7%
Pitt CC	160	109	68.1%
Randolph CC	66	50	75.8%
Richmond CC	258	163	63.2%
Roanoke-Chowan CC	18	13	72.2%
Robeson CC	36	29	80.6%
Rockingham CC	150	115	76.7%
Rowan-Cabarrus CC	368	235	63.9%
Sampson CC	56	46	82.1%
Sandhills CC	137	83	60.6%
South Piedmont CC	191	143	74.9%
Southeastern CC	120	101	84.2%
Southwestern CC	135	110	81.5%
Stanly CC	78	56	71.8%
Surry CC	110	104	94.5%
Tri-County CC	43	34	79.1%
Vance-Granville CC	212	156	73.6%
Wake TCC	707	425	60.1%
Wayne CC	196	141	71.9%
Western Piedmont CC	233	156	67.0%
Wilkes CC	69	63	91.3%
Wilson CC	98	73	74.5%

Note: Basic Skills Student Progress and GED Diploma Pass Rates are not performance funding components this year

THIS PAGE INTENTIONALLY LEFT "BLANK"

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 “P”, “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 “P”, “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 “P”, “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 “P”, “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 “P”, “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, 2011-2012

Goal: 74.9%
Baseline: 45.2%

	STUDENTS	SUCCESSES	% SUCCESSFUL			
			11-12	10-11	09-10	08-09
System Totals	18,511	11,942	64.5%	65%	66%	66%
Alamance CC	411	275	66.9%	69%	71%	72%
Asheville-Buncombe T	395	242	61.3%	66%	43%	56%
Beaufort County CC	107	70	65.4%	79%	61%	61%
Bladen CC	121	63	52.1%	46%	60%	68%
Blue Ridge CC	153	108	70.6%	77%	82%	76%
Brunswick CC	80	59	73.8%	76%	71%	59%
Caldwell CC & TI	320	209	65.3%	64%	63%	67%
Cape Fear CC	816	518	63.5%	64%	67%	62%
Carteret CC	89	64	71.9%	68%	60%	61%
Catawba Valley CC	444	333	75.0%	69%	78%	74%
Central Carolina CC	203	123	60.6%	61%	70%	67%
Central Piedmont CC	1,872	1,457	77.8%	79%	76%	77%
Cleveland CC	192	141	73.4%	66%	76%	75%
Coastal Carolina CC	367	257	70.0%	83%	70%	74%
College of The Albema	164	100	61.0%	68%	63%	63%
Craven CC	137	68	49.6%	62%	73%	61%
Davidson County CC	361	221	61.2%	58%	62%	75%
Durham TCC	411	230	56.0%	56%	60%	63%
Edgecombe CC	261	133	51.0%	51%	66%	71%
Fayetteville TCC	969	628	64.8%	63%	60%	57%
Forsyth TCC	848	540	63.7%	66%	62%	61%
Gaston College	497	370	74.4%	71%	75%	69%
Guilford TCC	1,391	735	52.8%	60%	67%	65%
Halifax CC	158	105	66.5%	66%	64%	64%
Haywood CC	106	75	70.8%	65%	71%	59%
Isothermal CC	163	109	66.9%	69%	70%	65%
James Sprunt CC	164	102	62.2%	71%	77%	78%
Johnston CC	338	272	80.5%	75%	72%	84%
Lenoir CC	210	106	50.5%	55%	66%	72%
Martin CC	69	42	60.9%	56%	31%	35%
Mayland CC	28	18	64.3%	63%	70%	51%
McDowell TCC	59	48	81.4%	75%	84%	87%
Mitchell CC	381	248	65.1%	63%	63%	55%
Montgomery CC	58	46	79.3%	75%	86%	87%
Nash CC	190	100	52.6%	54%	51%	48%
Pamlico CC	14	7	50.0%	73%	64%	67%
Piedmont CC	157	98	62.4%	63%	69%	73%
Pitt CC	627	444	70.8%	63%	61%	62%
Randolph CC	207	158	76.3%	75%	80%	74%
Richmond CC	325	214	65.8%	71%	66%	69%
Roanoke-Chowan CC	108	65	60.2%	50%	55%	29%
Robeson CC	293	155	52.9%	54%	62%	71%
Rockingham CC	156	88	56.4%	59%	60%	64%
Rowan-Cabarrus CC	581	403	69.4%	64%	71%	65%
Sampson CC	146	73	50.0%	51%	59%	60%
Sandhills CC	430	265	61.6%	57%	62%	65%
South Piedmont CC	168	105	62.5%	61%	67%	61%
Southeastern CC	101	56	55.4%	38%	46%	69%
Southwestern CC	173	109	63.0%	63%	67%	67%
Stanly CC	212	143	67.5%	75%	68%	65%
Surry CC	204	133	65.2%	66%	75%	73%
Tri-County CC	72	55	76.4%	75%	71%	76%
Vance-Granville CC	261	153	58.6%	54%	59%	61%
Wake TCC	795	435	54.7%	55%	54%	50%
Wayne CC	316	200	63.3%	67%	63%	63%
Western Piedmont CC	258	171	66.3%	67%	70%	79%
Wilkes CC	244	137	56.1%	65%	61%	65%
Wilson CC	130	60	46.2%	41%	54%	49%

TABLE D. DEVELOPMENTAL STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, 2011-2012

Goal: 75.4%
Baseline: 47.5%

	STUDENTS	SUCCESSES	% SUCCESSFUL			
			11-12	10-11	09-10	08-09
System Totals	16,974	10,888	64.1%	66%	66%	65%
Alamance CC	480	302	62.9%	63%	66%	69%
Asheville-Buncombe T	463	303	65.4%	62%	59%	56%
Beaufort County CC	117	60	51.3%	63%	67%	66%
Bladen CC	146	89	61.0%	68%	62%	71%
Blue Ridge CC	136	106	77.9%	82%	71%	71%
Brunswick CC	109	65	59.6%	68%	64%	68%
Caldwell CC & TI	337	242	71.8%	71%	75%	72%
Cape Fear CC	675	400	59.3%	63%	64%	63%
Carteret CC	141	96	68.1%	73%	69%	53%
Catawba Valley CC	458	258	56.3%	61%	60%	63%
Central Carolina CC	168	119	70.8%	81%	76%	70%
Central Piedmont CC	1,388	993	71.5%	71%	69%	67%
Cleveland CC	228	157	68.9%	69%	73%	72%
Coastal Carolina CC	533	334	62.7%	81%	71%	70%
College of The Albema	191	144	75.4%	79%	76%	83%
Craven CC	290	209	72.1%	74%	73%	78%
Davidson County CC	304	195	64.1%	64%	67%	69%
Durham TCC	311	213	68.5%	66%	68%	65%
Edgecombe CC	184	79	42.9%	44%	50%	59%
Fayetteville TCC	565	341	60.4%	65%	58%	60%
Forsyth TCC	700	375	53.6%	52%	50%	49%
Gaston College	411	287	69.8%	66%	73%	72%
Guilford TCC	1,180	786	66.6%	69%	59%	58%
Halifax CC	121	79	65.3%	68%	59%	60%
Haywood CC	118	82	69.5%	59%	62%	65%
Isothermal CC	188	142	75.5%	68%	79%	72%
James Sprunt CC	98	56	57.1%	50%	66%	74%
Johnston CC	264	153	58.0%	65%	77%	74%
Lenoir CC	130	56	43.1%	48%	40%	51%
Martin CC	42	33	78.6%	69%	72%	52%
Mayland CC	35	24	68.6%	76%	64%	79%
McDowell TCC	75	65	86.7%	89%	86%	79%
Mitchell CC	246	148	60.2%	55%	63%	60%
Montgomery CC	63	20	31.7%	36%	43%	52%
Nash CC	297	215	72.4%	76%	76%	74%
Pamlico CC	23	21	91.3%	75%	58%	63%
Piedmont CC	180	128	71.1%	64%	73%	77%
Pitt CC	558	246	44.1%	53%	60%	57%
Randolph CC	244	161	66.0%	77%	62%	81%
Richmond CC	207	133	64.3%	68%	58%	69%
Roanoke-Chowan CC	70	63	90.0%	74%	86%	87%
Robeson CC	190	107	56.3%	61%	65%	69%
Rockingham CC	235	166	70.6%	74%	75%	73%
Rowan-Cabarrus CC	460	308	67.0%	67%	73%	66%
Sampson CC	95	63	66.3%	55%	51%	60%
Sandhills CC	262	143	54.6%	59%	59%	52%
South Piedmont CC	144	74	51.4%	62%	56%	58%
Southeastern CC	93	70	75.3%	69%	79%	71%
Southwestern CC	187	125	66.8%	59%	64%	59%
Stanly CC	210	152	72.4%	72%	73%	68%
Surry CC	196	127	64.8%	66%	62%	69%
Tri-County CC	70	27	38.6%	53%	68%	67%
Vance-Granville CC	147	80	54.4%	60%	58%	58%
Wake TCC	1,335	853	63.9%	57%	62%	64%
Wayne CC	277	184	66.4%	65%	57%	53%
Western Piedmont CC	258	180	69.8%	80%	76%	75%
Wilkes CC	136	103	75.7%	66%	78%	69%
Wilson CC	205	148	72.2%	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”, and “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”, and “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 2011 COHORT

Goal: 74.6%

Baseline: 53.2%

	COHORT	12 HOURS ATTEMPTED	12 HOURS SUCCESSFULLY COMPLETED	% SUCCESSFUL			
				11-12	10-11	09-10	08-09
System Totals	40,003	34,174	23,143	67.7%	67%	67%	68%
Alamance CC	806	680	469	69.0%	71%	52%	68%
Asheville-Buncombe T	1,013	845	605	71.6%	68%	61%	60%
Beaufort County CC	318	277	167	60.3%	57%	58%	67%
Bladen CC	219	210	113	53.8%	55%	64%	56%
Blue Ridge CC	426	307	231	75.2%	83%	83%	85%
Brunswick CC	282	240	173	72.1%	68%	75%	62%
Caldwell CC & TI	738	655	447	68.2%	67%	72%	72%
Cape Fear CC	1,589	1,402	1,009	72.0%	72%	71%	70%
Carteret CC	303	252	173	68.7%	64%	63%	65%
Catawba Valley CC	927	823	574	69.7%	70%	73%	66%
Central Carolina CC	640	536	350	65.3%	68%	68%	71%
Central Piedmont CC	2,777	2,138	1,506	70.4%	69%	67%	69%
Cleveland CC	562	483	311	64.4%	63%	69%	71%
Coastal Carolina CC	788	664	481	72.4%	83%	57%	79%
College of The Albema	571	485	345	71.1%	66%	69%	72%
Craven CC	516	406	270	66.5%	69%	71%	72%
Davidson County CC	732	621	461	74.2%	71%	79%	57%
Durham TCC	628	499	303	60.7%	59%	60%	60%
Edgecombe CC	426	362	193	53.3%	54%	65%	59%
Fayetteville TCC	1,782	1,550	910	58.7%	64%	60%	41%
Forsyth TCC	1,857	1,567	1,075	68.6%	67%	72%	73%
Gaston College	1,192	1,014	776	76.5%	74%	77%	74%
Guilford TCC	2,271	2,015	1,305	64.8%	67%	62%	64%
Halifax CC	296	259	152	58.7%	60%	60%	62%
Haywood CC	360	315	218	69.2%	57%	67%	67%
Isothermal CC	398	349	239	68.5%	65%	71%	70%
James Sprunt CC	209	190	144	75.8%	73%	58%	68%
Johnston CC	792	721	514	71.3%	75%	73%	75%
Lenoir CC	514	476	315	66.2%	64%	70%	74%
Martin CC	138	127	92	72.4%	50%	61%	65%
Mayland CC	234	184	137	74.5%	72%	79%	78%
McDowell TCC	204	175	123	70.3%	72%	67%	71%
Mitchell CC	689	622	428	68.8%	67%	70%	71%
Montgomery CC	104	90	68	75.6%	63%	85%	66%
Nash CC	571	515	323	62.7%	65%	47%	59%
Pamlico CC	45	38	23	60.5%	77%	75%	81%
Piedmont CC	334	279	206	73.8%	68%	71%	67%
Pitt CC	1,273	1,165	769	66.0%	64%	67%	68%
Randolph CC	592	505	354	70.1%	69%	70%	72%
Richmond CC	409	339	249	73.5%	74%	73%	77%
Roanoke-Chowan CC	138	120	80	66.7%	70%	58%	70%
Robeson CC	478	416	204	49.0%	54%	60%	63%
Rockingham CC	489	419	289	69.0%	65%	64%	67%
Rowan-Cabarrus CC	1,210	1,052	651	61.9%	60%	65%	66%
Sampson CC	244	221	152	68.8%	74%	76%	78%
Sandhills CC	741	632	416	65.8%	70%	64%	65%
South Piedmont CC	374	240	146	60.8%	65%	74%	69%
Southeastern CC	357	314	189	60.2%	56%	61%	68%
Southwestern CC	316	278	206	74.1%	67%	61%	63%
Stanly CC	509	450	308	68.4%	64%	69%	68%
Surry CC	454	403	287	71.2%	73%	73%	76%
Tri-County CC	229	204	158	77.5%	65%	68%	76%
Vance-Granville CC	795	699	446	63.8%	62%	67%	67%
Wake TCC	3,191	2,565	1,727	67.3%	67%	50%	64%
Wayne CC	706	626	459	73.3%	72%	71%	69%
Western Piedmont CC	457	415	298	71.8%	76%	76%	78%
Wilkes CC	522	497	366	73.6%	72%	69%	67%
Wilson CC	268	243	160	65.8%	67%	55%	73%

F. Curriculum Outcome: 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%

Baseline: 28.6%

TABLE F. CURRICULUM COMPLETION, FACILITY - Vu#OMPLETION, FACILITY

Goal: 45.6%
 Baseline: 28.6%

	COHORT	% GRADUATE				% TRANSFER, NOT GRADUATE				% RETAINED, NOT GRADUATE OR TRANSFER				GRAD TRAN RET	% GRADUATE, TRANSFER, OR RETAINED			
		2006	2005	2004	2003	2006	2005	2004	2003	2006	2005	2004	2003		2006	2005	2004	2003
System Totals	27,131	25%	27%	27%	27%	14%	10%	12%	11%	2%	2%	2%	2%	11,162	41.1%	39%	40%	39%
Alamance CC	727	29%	27%	26%	29%	9%	7%	13%	11%	2%	3%	3%	4%	288	39.6%	37%	41%	44%
Asheville-Buncombe TC	593	29%	29%	28%	24%	8%	8%	11%	10%	3%	2%	1%	2%	239	40.3%	39%	39%	36%
Beaufort County CC	100	35%	28%	28%	31%	10%	12%	11%	6%	3%	1%	4%	6%	48	48.0%	42%	43%	43%
Bladen CC	189	18%	21%	17%	25%	19%	7%	13%	9%	1%	2%	4%	3%	72	38.1%	31%	34%	37%
Blue Ridge CC	355	20%	23%	18%	19%	12%	12%	12%	11%	1%	2%	3%	2%	116	32.7%	37%	33%	31%
Brunswick CC	169	27%	24%	25%	32%	13%	7%	14%	8%	1%	2%	1%	1%	68	40.2%	33%	41%	41%
Caldwell CC & TI	598	30%	30%	26%	18%	14%	9%	11%	12%	3%	4%	3%	3%	276	46.2%	43%	40%	34%
Cape Fear CC	1,020	30%	24%	27%	26%	17%	14%	14%	11%	3%	2%	2%	2%	500	49.0%	40%	43%	40%
Carteret CC	234	25%	23%	27%	30%	13%	9%	12%	13%	3%	3%	3%	3%	95	40.6%	35%	41%	45%
Catawba Valley CC	802	25%	27%	22%	25%	12%	11%	14%	10%	3%	3%	2%	3%	321	40.0%	41%	37%	37%
Central Carolina CC	795	28%	28%	31%	26%	8%	8%	12%	8%	2%	2%	2%	3%	298	37.5%	39%	45%	36%
Central Piedmont CC	1,824	16%	15%	15%	12%	18%	19%	19%	17%	3%	2%	2%	2%	670	36.7%	36%	35%	31%
Cleveland CC	386	20%	23%	21%	22%	10%	7%	8%	9%	2%	3%	3%	5%	126	32.6%	34%	33%	37%
Coastal Carolina CC	819	26%	26%	26%	27%	18%	19%	21%	20%	1%	2%	2%	1%	369	45.1%	48%	48%	48%
College of The Albemarle	352	26%	28%	26%	25%	20%	15%	15%	14%	2%	1%	1%	2%	166	47.2%	44%	43%	41%
Craven CC	487	20%	17%	17%	19%	21%	17%	23%	22%	2%	5%	3%	2%	207	42.5%	39%	42%	44%
Davidson County CC	339	35%	36%	32%	38%	11%	5%	8%	10%	3%	3%	2%	2%	168	49.6%	44%	42%	49%
Durham TCC	414	15%	21%	17%	14%	21%	16%	18%	20%	2%	2%	2%	2%	158	38.2%	39%	37%	36%
Edgecombe CC	114	16%	15%	19%	19%	12%	13%	13%	9%	3%	2%	3%	2%	35	30.7%	31%	34%	29%
Fayetteville TCC	1,078	18%	19%	17%	19%	19%	14%	18%	17%	2%	3%	2%	2%	413	38.3%	37%	37%	38%
Forsyth TCC	652	25%	24%	20%	19%	15%	14%	14%	14%	2%	2%	3%	2%	275	42.2%	41%	37%	35%
Gaston College	717	22%	21%	25%	23%	13%	10%	9%	11%	2%	3%	2%	3%	262	36.5%	35%	37%	37%
Guilford TCC	1,672	24%	21%	20%	18%	16%	12%	16%	17%	3%	2%	2%	3%	722	43.2%	35%	38%	37%
Halifax CC	221	21%	20%	21%	22%	15%	9%	10%	10%	3%	2%	3%	1%	86	38.9%	32%	33%	33%
Haywood CC	255	29%	36%	28%	31%	8%	6%	8%	5%	2%	2%	1%	2%	97	38.0%	43%	39%	37%
Isothermal CC	285	27%	27%	24%	32%	11%	8%	10%	6%	1%	2%	1%	2%	112	39.3%	37%	35%	41%
James Sprunt CC	117	37%	44%	42%	45%	8%	5%	10%	7%	3%	1%	2%	1%	56	47.9%	49%	53%	53%
Johnston CC	227	33%	38%	42%	42%	8%	8%	10%	8%	3%	2%	2%	2%	100	44.1%	48%	54%	52%
Lenoir CC	294	27%	28%	27%	33%	13%	13%	14%	13%	3%	3%	4%	3%	126	42.9%	42%	45%	49%
Martin CC	108	21%	19%	23%	24%	18%	10%	10%	6%	5%	4%	3%	6%	47	43.5%	31%	36%	37%
Mayland CC	212	42%	31%	34%	31%	6%	6%	5%	7%	1%	1%	2%	0%	104	49.1%	37%	41%	39%
McDowell TCC	217	26%	31%	38%	23%	7%	4%	6%	4%	3%	4%	1%	2%	79	36.4%	39%	45%	29%
Mitchell CC	446	17%	22%	27%	20%	14%	11%	16%	12%	2%	3%	3%	3%	146	32.7%	37%	46%	36%
Montgomery CC	166	44%	40%	32%	34%	5%	5%	4%	7%	1%	2%	3%	2%	83	50.0%	46%	40%	42%
Nash CC	112	18%	20%	21%	21%	9%	12%	16%	10%	3%	4%	1%	3%	33	29.5%	37%	37%	33%
Pamlico CC	75	57%	55%	64%	42%	4%	7%	1%	0%	0%	0%	0%	3%	46	61.3%	62%	65%	44%
Piedmont CC	258	36%	40%	41%	28%	7%	5%	7%	6%	4%	2%	2%	2%	120	46.5%	46%	50%	37%
Pitt CC	798	25%	28%	26%	25%	17%	15%	15%	15%	4%	5%	3%	3%	367	46.0%	48%	44%	44%
Randolph CC	352	31%	26%	25%	27%	9%	5%	15%	14%	2%	3%	2%	2%	148	42.0%	34%	41%	43%
Richmond CC	245	20%	22%	22%	25%	13%	11%	13%	10%	2%	4%	1%	4%	85	34.7%	37%	37%	38%
Roanoke-Chowan CC	181	34%	25%	20%	21%	12%	12%	13%	16%	2%	2%	1%	2%	86	47.5%	39%	35%	40%
Robeson CC	402	23%	22%	25%	29%	12%	10%	11%	8%	3%	2%	3%	3%	152	37.8%	34%	39%	40%
Rockingham CC	410	33%	23%	32%	28%	12%	11%	9%	9%	3%	2%	5%	4%	195	47.6%	36%	46%	41%
Rowan-Cabarrus CC	866	21%	20%	20%	24%	11%	11%	11%	10%	2%	3%	3%	3%	303	35.0%	34%	34%	37%
Sampson CC	134	23%	29%	27%	28%	13%	13%	8%	10%	3%	4%	3%	3%	52	38.8%	45%	38%	40%
Sandhills CC	509	23%	22%	24%	27%	15%	14%	13%	10%	1%	5%	4%	3%	201	39.5%	39%	41%	40%
South Piedmont CC	388	32%	24%	20%	29%	12%	7%	12%	6%	3%	3%	3%	3%	184	47.4%	32%	36%	38%
Southeastern CC	289	28%	26%	26%	29%	11%	7%	13%	8%	3%	2%	4%	1%	122	42.2%	35%	43%	38%
Southwestern CC	310	35%	36%	35%	33%	9%	8%	8%	7%	3%	1%	1%	2%	145	46.8%	46%	44%	42%
Stanly CC	365	36%	38%	39%	42%	8%	8%	7%	7%	2%	2%	1%	2%	169	46.3%	47%	46%	50%
Surry CC	491	31%	26%	27%	29%	11%	10%	12%	13%	2%	2%	3%	2%	217	44.2%	39%	42%	44%
Tri-County CC	134	22%	27%	24%	30%	7%	9%	13%	9%	3%	1%	1%	3%	44	32.8%	36%	38%	43%
Vance-Granville CC	720	22%	21%	21%	22%	11%	11%	8%	9%	2%	2%	2%	2%	248	34.4%	34%	32%	33%
Wake TCC	1,564	16%	18%	18%	20%	20%	16%	19%	19%	3%	2%	3%	2%	612	39.1%	38%	40%	41%
Wayne CC	592	27%	26%	26%	26%	19%	18%	16%	19%	3%	2%	1%	2%	289	48.8%	46%	44%	46%
Western Piedmont CC	385	34%	32%	32%	33%	9%	6%	9%	11%	3%	3%	2%	3%	176	45.7%	41%	43%	47%
Wilkes CC	362	30%	29%	32%	35%	12%	6%	11%	7%	2%	2%	2%	2%	159	43.9%	37%	44%	44%
Wilson CC	205	27%	25%	24%	22%	10%	10%	11%	11%	3%	2%	2%	3%	81	39.5%	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.

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

Source

American Board of Occupational Therapy Association, Inc.

- Occupational Therapist Assistant

American Registry of Radiologic Technologists

- Nuclear Medicine Technology Exam
- Radiation Therapy Exam
- Radiography Exam

Council of Interstate Testing

- Dental Hygiene Exam

DL Roope Administrators

- Apprentice Exam
- Cosmetology Exam
- Cosmetology Instructor Exam
- Esthetician Exam
- Manicurist Exam

Federal Aviation Administration

- Airframe Exam (Starting in 2014)
- General Exam (Starting in 2014)
- Power Plant Exam (Starting in 2014)

Federation of State Massage Therapy Boards

- Massage & Body Work Therapist

NC Board of Opticians

- Opticianry Exam

NC Board of Physical Therapy Examiners

- Physical Therapist Assistant Exam

NC Board of Nursing

- Practical Nursing Exam
- Registered Nursing Exam

NC Dept of Justice, Criminal Justice Standards Division

- Basic Law Enforcement Training (BLET) Exam

NC Dept of Justice Sheriff's Standards Division

- Detention Officer (Starting in 2014)

NC Office of Emergency Medical Services

- EMD Exam
- EMT Exam
- EMT-I Exam
- EMT-P 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, , Cosmetic Arts-Apprentice, Cosmetic Arts-Instructor, Cosmetology, Dental Hygiene, Detention Officer, EMD, EMT, EMT-I, EMT-P, Esthetician, Manicurist, Massage & Body Work Therapist, Nuclear Medical Technician, Occupational Therapist Assistant, Opticianry, Physical Therapist Assistant, Practical Nursing, Radiation Therapy, Radiography, Real Estate Broker, Registered Nursing, and Veterinary Medical Technician.

Goal: 91.7%

Baseline: 71.0%

TABLE G. LICENSURE AND CERTIFICATION PASSING RATE, 2011-2012

Goal: 91.7%

Baseline: 71.0%

	NUMBER OF TEST TAKERS	NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE			
			11-12	10-11	09-10	08-09
System Totals	10,815	9,349	86.4%	87%	86%	86%
Alamance CC	215	173	80.5%	76%	88%	86%
Asheville-Buncombe T	427	383	89.7%	95%	89%	93%
Beaufort County CC	128	99	77.3%	71%	86%	85%
Bladen CC	93	67	72.0%	76%	81%	83%
Blue Ridge CC	122	112	91.8%	91%	81%	82%
Brunswick CC	131	112	85.5%	83%	91%	85%
Caldwell CC & TI	220	182	82.7%	82%	85%	84%
Cape Fear CC	408	368	90.2%	91%	96%	95%
Carteret CC	151	118	78.1%	80%	83%	79%
Catawba Valley CC	225	191	84.9%	83%	77%	71%
Central Carolina CC	284	240	84.5%	85%	83%	86%
Central Piedmont CC	428	395	92.3%	84%	92%	91%
Cleveland CC	177	155	87.6%	87%	80%	78%
Coastal Carolina CC	245	231	94.3%	92%	94%	88%
College of The Albema	160	132	82.5%	89%	74%	84%
Craven CC	221	190	86.0%	90%	88%	83%
Davidson County CC	225	208	92.4%	88%	92%	88%
Durham TCC	348	317	91.1%	96%	89%	85%
Edgecombe CC	85	73	85.9%	90%	86%	88%
Fayetteville TCC	400	365	91.3%	92%	96%	94%
Forsyth TCC	308	286	92.9%	94%	92%	89%
Gaston College	319	298	93.4%	93%	88%	89%
Guilford TCC	404	357	88.4%	92%	94%	89%
Halifax CC	72	62	86.1%	78%	76%	70%
Haywood CC	92	71	77.2%	86%	79%	86%
Isothermal CC	147	112	76.2%	77%	77%	79%
James Sprunt CC	68	55	80.9%	79%	88%	88%
Johnston CC	273	228	83.5%	88%	81%	92%
Lenoir CC	439	352	80.2%	78%	84%	87%
Martin CC	49	34	69.4%	74%	71%	87%
Mayland CC	107	87	81.3%	83%	85%	84%
McDowell TCC	123	111	90.2%	88%	92%	88%
Mitchell CC	165	149	90.3%	85%	84%	84%
Montgomery CC	34	32	94.1%	85%	83%	84%
Nash CC	184	138	75.0%	83%	77%	86%
Pamlico CC	5	5	100.0%	90%	46%	75%
Piedmont CC	67	50	74.6%	78%	76%	89%
Pitt CC	245	224	91.4%	90%	85%	86%
Randolph CC	123	106	86.2%	83%	87%	88%
Richmond CC	78	65	83.3%	91%	97%	86%
Roanoke-Chowan CC	55	41	74.5%	86%	72%	83%
Robeson CC	136	106	77.9%	78%	72%	77%
Rockingham CC	112	89	79.5%	82%	84%	92%
Rowan-Cabarrus CC	366	290	79.2%	82%	85%	81%
Sampson CC	82	66	80.5%	79%	85%	87%
Sandhills CC	189	175	92.6%	84%	89%	87%
South Piedmont CC	151	125	82.8%	86%	86%	69%
Southeastern CC	157	118	75.2%	80%	82%	78%
Southwestern CC	145	134	92.4%	95%	95%	88%
Stanly CC	179	156	87.2%	86%	89%	79%
Surry CC	165	160	97.0%	92%	93%	92%
Tri-County CC	57	50	87.7%	87%	70%	72%
Vance-Granville CC	188	173	92.0%	90%	87%	84%
Wake TCC	403	369	91.6%	94%	91%	92%
Wayne CC	142	113	79.6%	80%	74%	90%
Western Piedmont CC	87	83	95.4%	92%	84%	91%
Wilkes CC	102	83	81.4%	86%	85%	82%
Wilson CC	104	85	81.7%	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: The 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 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, Campbell University, Catawba College, Chowan University, Gardner-Webb University, Mars Hill College, Meredith College, Methodist University, and Mount Olive College

Note: This list will expand in the 2014 report

Details

Lists of community college students enrolled during the academic year who received an associate degree during that 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. UNC-GA uses this data to generate detailed reports by community college, which can be accessed at <http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>. The *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* were used for this measure. 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: 93.8%

Baseline: 71.2%

TABLE H. COLLEGE TRANSFER PERFORMANCE, 2010-11 COMMUNITY COLLEGE STUDENTS

Goal: 93.8%

Baseline: 71.2%

	30 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		2010-2011 TOTAL			% ≥ 2.00	
	Students	% ≥ 2.00	Students	% ≥ 2.00	Students	# ≥ 2.00	% ≥ 2.00	09-10	08-09
System Totals	5,469	87%	3,284	89%	8,753	7,705	88.0%	87%	87%
Alamance CC	106	92%	68	90%	174	158	90.8%	93%	85%
Asheville-Buncombe T	140	94%	96	96%	236	224	94.9%	92%	95%
Beaufort County CC	28	89%	17	100%	45	42	93.3%	98%	92%
Bladen CC	50	80%	24	79%	74	59	79.7%	78%	66%
Blue Ridge CC	45	98%	28	100%	73	72	98.6%	93%	95%
Brunswick CC	47	87%	35	89%	82	72	87.8%	92%	82%
Caldwell CC & TI	139	88%	92	88%	231	203	87.9%	89%	92%
Cape Fear CC	411	84%	258	88%	669	573	85.7%	89%	85%
Carteret CC	51	86%	28	82%	79	67	84.8%	87%	92%
Catawba Valley CC	165	94%	105	93%	270	253	93.7%	88%	94%
Central Carolina CC	54	89%	37	95%	91	83	91.2%	95%	86%
Central Piedmont CC	590	86%	319	89%	909	792	87.1%	86%	89%
Cleveland CC	65	83%	36	86%	101	85	84.2%	77%	86%
Coastal Carolina CC	156	90%	76	91%	232	209	90.1%	87%	90%
College of The Albema	62	87%	30	87%	92	80	87.0%	90%	93%
Craven CC	84	92%	35	89%	119	108	90.8%	80%	91%
Davidson County CC	70	87%	44	91%	114	101	88.6%	84%	92%
Durham TCC	125	93%	63	97%	188	177	94.1%	96%	89%
Edgecombe CC	18	94%	17	94%	35	33	94.3%	76%	71%
Fayetteville TCC	163	88%	126	88%	289	254	87.9%	90%	86%
Forsyth TCC	170	86%	110	93%	280	248	88.6%	85%	90%
Gaston College	128	83%	60	90%	188	160	85.1%	76%	83%
Guilford TCC	341	84%	198	88%	539	460	85.3%	92%	85%
Halifax CC	25	68%	21	71%	46	32	69.6%	76%	83%
Haywood CC	21	100%	14	93%	35	34	97.1%	88%	92%
Isothermal CC	49	90%	29	90%	78	70	89.7%	82%	82%
James Sprunt CC	22	91%	15	100%	37	35	94.6%	84%	89%
Johnston CC	115	83%	52	83%	167	139	83.2%	83%	84%
Lenoir CC	70	87%	45	91%	115	102	88.7%	85%	82%
Martin CC	3	*	4	*	7	7	100.0%	*	80%
Mayland CC	8	88%	8	88%	16	14	87.5%	100%	82%
McDowell TCC	17	82%	13	85%	30	25	83.3%	82%	89%
Mitchell CC	80	85%	62	92%	142	125	88.0%	82%	86%
Montgomery CC	8	88%	7	100%	15	14	93.3%	71%	80%
Nash CC	70	86%	31	84%	101	86	85.1%	86%	91%
Pamlico CC	4	*	1	*	5	4	80.0%	*	*
Piedmont CC	26	77%	16	69%	42	31	73.8%	91%	65%
Pitt CC	247	88%	167	90%	414	368	88.9%	89%	84%
Randolph CC	31	77%	14	93%	45	37	82.2%	93%	91%
Richmond CC	25	96%	30	93%	55	52	94.5%	74%	95%
Roanoke-Chowan CC	2	*	1	*	3	*	*	60%	100%
Robeson CC	37	73%	25	68%	62	44	71.0%	90%	82%
Rockingham CC	32	94%	19	100%	51	49	96.1%	90%	87%
Rowan-Cabarrus CC	122	82%	96	88%	218	184	84.4%	62%	79%
Sampson CC	42	79%	28	71%	70	53	75.7%	80%	95%
Sandhills CC	107	88%	73	88%	180	158	87.8%	89%	86%
South Piedmont CC	13	85%	12	92%	25	22	88.0%	85%	92%
Southeastern CC	65	82%	31	90%	96	81	84.4%	78%	70%
Southwestern CC	63	94%	46	93%	109	102	93.6%	96%	93%
Stanly CC	35	86%	34	94%	69	62	89.9%	96%	93%
Surry CC	66	85%	48	85%	114	97	85.1%	92%	91%
Tri-County CC	17	76%	10	80%	27	21	77.8%	82%	86%
Vance-Granville CC	48	92%	33	88%	81	73	90.1%	95%	88%
Wake TCC	530	92%	235	93%	765	703	91.9%	92%	91%
Wayne CC	71	83%	42	83%	113	94	83.2%	88%	87%
Western Piedmont CC	83	86%	54	85%	137	117	85.4%	84%	85%
Wilkes CC	85	87%	47	96%	132	119	90.2%	86%	90%
Wilson CC	22	91%	19	89%	41	37	90.2%	79%	89%

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