

# NC

## COMMUNITY COLLEGES

---

CREATING SUCCESS

**2020** PERFORMANCE  
MEASURES **for**  
STUDENT SUCCESS



**2020 PERFORMANCE MEASURES for STUDENT SUCCESS**

July 2020

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

*Peter Hans,  
President*

*Jennifer Haygood,  
Chief of Staff*

**RESEARCH & PERFORMANCE MANAGEMENT**

*Bill Schneider,  
Associate Vice President*

*Dr. Katie Bao,  
Research Specialist*

*Dr. Ashley Sieman,  
Director of Analytics and Reporting*

*Josh Douglas,  
Business and Technology Applications Analyst*

*Bob Hemond,  
Business and Technology Applications Analyst*

*Elizabeth Stoddard,  
Business Intelligence Analyst*

7/03/20

<b>CONTENTS</b>	
<b>Introduction</b>	<b>2</b>
<b>Performance Summary</b>	<b>3</b>
<b>1. Basic Skills Student Progress</b> Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG).	<b>4</b>
TABLE 1. BASIC SKILLS STUDENT PROGRESS, 2018-19	5
<b>2. Student Success Rate in College-Level English Courses</b> Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term of enrollment.	<b>6</b>
<b>3. Student Success Rate in College-Level Math Courses</b> Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment.	<b>7</b>
TABLE 2. STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, FALL 2016 COHORT	8
TABLE 3. STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, FALL 2016 COHORT	9
<b>4. First Year Progression</b> Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.	<b>10</b>
TABLE 4. FIRST YEAR PROGRESSION, FALL 2018 COHORT	11
<b>5. Curriculum Student Completion</b> Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.	<b>12</b>
TABLE 5. CURRICULUM STUDENT COMPLETION, FALL 2015 COHORT	13
<b>6. Licensure and Certification Passing Rate</b> Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.	<b>14</b>
TABLE 6. LICENSURE AND CERTIFICATION PASSING RATE, 2018-2019	15
<b>7. College Transfer Performance</b> Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.	<b>16</b>
TABLE 7. COLLEGE TRANSFER PERFORMANCE, 2017-2018 COMMUNITY COLLEGE STUDENTS	17
<b>Appendix: First-Time Fall Cohort Definition</b>	<b>19</b>

**More detailed analysis for each of these measures can be accessed at:**  
<https://www.nccommunitycolleges.edu/analytics/dashboards/state-performance-measures-pm>



# Performance Summary

- Met or Exceeded Excellence Level
- Above College Avg, Below Excellence
- Above Baseline Level, Below Average
- Below Baseline Level

	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance				
<b>System Excellence Level</b>	<b>50.6%</b>	<b>66.6%</b>	<b>46.2%</b>	<b>71.9%</b>	<b>52.7%</b>	<b>1.07</b>	<b>89.4%</b>	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average, Above Baseline Level	Below Baseline Level
<b>System Baseline</b>	<b>24.2%</b>	<b>40.1%</b>	<b>19.5%</b>	<b>56.6%</b>	<b>34.1%</b>	<b>0.79</b>	<b>74.4%</b>				
<b>Average College Percentage</b>	<b>45.1%</b>	<b>60.6%</b>	<b>42.7%</b>	<b>70.3%</b>	<b>53.4%</b>	<b>0.98</b>	<b>85.4%</b>				
<b>System Totals (All Students)</b>	<b>43.6%</b>	<b>61.7%</b>	<b>43.1%</b>	<b>69.3%</b>	<b>52.1%</b>	<b>1.00</b>	<b>86.4%</b>				
Alamance CC	50.3%	70.1%	53.3%	62.5%	50.7%	0.98	88.7%	2	3	2	0
Asheville-Buncombe TCC	41.0%	53.8%	39.1%	62.2%	48.2%	0.99	87.9%	0	2	5	0
Beaufort County CC	41.7%	58.3%	53.1%	73.3%	59.2%	0.94	87.1%	3	1	3	0
Bladen CC	42.4%	51.1%	22.6%	63.5%	39.0%	0.96	87.4%	0	1	6	0
Blue Ridge CC	47.6%	56.9%	42.8%	65.0%	44.8%	1.03	89.0%	0	4	3	0
Brunswick CC	53.4%	67.6%	57.0%	72.1%	54.4%	0.99	81.6%	5	1	1	0
Caldwell CC & TI	45.0%	56.8%	50.5%	69.0%	47.9%	1.08	86.9%	2	1	4	0
Cape Fear CC	41.1%	65.0%	49.7%	70.1%	49.4%	1.10	85.9%	2	2	3	0
Carteret CC	47.1%	56.4%	36.8%	72.8%	60.2%	1.03	86.7%	2	3	2	0
Catawba Valley CC	45.3%	72.1%	55.5%	71.3%	58.5%	0.99	87.2%	3	4	0	0
Central Carolina CC	51.0%	53.7%	46.1%	71.0%	58.4%	0.95	90.0%	3	2	2	0
Central Piedmont CC	39.1%	68.4%	46.7%	67.8%	49.5%	1.07	87.9%	2	2	3	0
Cleveland CC	69.6%	57.0%	52.3%	69.1%	59.0%	0.90	84.7%	3	0	4	0
Coastal Carolina CC	46.0%	69.2%	44.6%	67.4%	53.6%	1.10	86.1%	3	3	1	0
College of the Albemarle	49.2%	62.3%	38.2%	78.9%	57.9%	1.11	86.7%	3	3	1	0
Craven CC	42.7%	67.5%	39.8%	66.2%	51.6%	0.86	86.3%	1	1	5	0
Davidson County CC	55.6%	65.3%	50.9%	74.1%	62.9%	1.07	84.1%	4	2	1	0
Durham TCC	38.4%	61.4%	41.8%	67.2%	46.7%	1.03	86.2%	0	3	4	0
Edgecombe CC	44.1%	58.6%	31.6%	67.7%	51.6%	0.93	83.3%	0	0	7	0
Fayetteville TCC	42.3%	50.2%	32.2%	65.2%	50.5%	0.93	79.9%	0	0	7	0
Forsyth TCC	35.8%	66.7%	46.9%	67.0%	45.3%	1.10	85.3%	3	0	4	0
Gaston College	43.6%	62.3%	38.8%	70.1%	49.8%	1.02	85.6%	0	3	4	0
Guilford TCC	30.5%	56.7%	33.4%	65.0%	42.4%	1.01	86.5%	0	2	5	0
Halifax CC	38.9%	63.3%	23.5%	71.7%	55.5%	0.81	95.7%	2	2	3	0
Haywood CC	63.8%	65.4%	45.8%	75.0%	52.5%	0.95	88.9%	2	3	2	0
Isothermal CC	38.0%	66.8%	36.4%	72.9%	57.9%	0.96	79.9%	3	0	4	0
James Sprunt CC	31.8%	65.8%	53.2%	81.5%	64.9%	0.95	75.7%	3	1	3	0
Johnston CC	59.2%	57.2%	44.8%	67.6%	61.7%	1.10	87.1%	3	2	2	0
Lenoir CC	47.8%	58.9%	43.5%	68.5%	54.4%	0.98	85.7%	1	4	2	0
Martin CC	42.6%	54.0%	44.5%	76.3%	53.7%	0.81	79.2%	2	1	4	0
Mayland CC	51.0%	40.5%	40.5%	63.4%	46.1%	1.04	78.0%	1	1	5	0
McDowell TCC	44.5%	78.3%	65.6%	66.6%	55.0%	1.00	89.8%	4	1	2	0
Mitchell CC	38.2%	61.5%	37.1%	71.7%	51.8%	0.97	86.1%	0	3	4	0
Montgomery CC	17.1%	61.2%	41.2%	77.0%	66.9%	0.99	88.5%	2	3	1	1
Nash CC	51.1%	46.7%	47.4%	66.6%	48.8%	0.94	89.5%	3	0	4	0
Pamlico CC	65.7%	51.1%	40.4%	69.2%	59.6%	0.70	71.4%	2	0	3	2
Piedmont CC	44.5%	68.2%	24.1%	70.6%	54.0%	0.99	79.1%	2	2	3	0
Pitt CC	47.4%	55.7%	31.8%	70.7%	50.9%	1.00	86.7%	0	4	3	0
Randolph CC	50.3%	60.0%	41.8%	66.2%	51.8%	1.03	88.4%	0	3	4	0
Richmond CC	41.3%	67.0%	60.3%	73.0%	54.9%	1.04	82.8%	4	1	2	0
Roanoke-Chowan CC	45.0%	52.7%	26.4%	77.5%	45.4%	0.99	74.1%	1	1	4	1
Robeson CC	41.3%	48.4%	37.8%	61.3%	48.0%	0.91	75.5%	0	0	7	0
Rockingham CC	48.8%	63.8%	42.0%	69.8%	49.5%	0.97	85.4%	0	3	4	0
Rowan-Cabarrus CC	55.9%	62.0%	35.6%	71.2%	53.3%	0.91	84.5%	2	2	4	0
Sampson CC	55.9%	55.9%	41.3%	75.3%	56.8%	0.87	87.4%	3	1	3	0
Sandhills CC	40.5%	56.7%	41.2%	76.0%	58.3%	0.96	85.6%	2	1	4	0
South Piedmont CC	42.4%	54.6%	36.5%	67.6%	53.2%	0.96	90.6%	2	0	6	0
Southeastern CC	43.4%	61.0%	41.0%	77.5%	46.8%	1.01	86.8%	1	3	3	0
Southwestern CC	33.5%	72.5%	58.2%	65.7%	58.2%	1.00	86.2%	3	2	2	0
Stanly CC	31.1%	51.9%	41.6%	73.8%	55.6%	0.87	88.3%	2	1	4	0
Surry CC	46.2%	54.3%	37.8%	69.3%	55.5%	1.10	89.3%	2	2	3	0
Tri-County CC	49.5%	71.0%	36.2%	78.0%	58.4%	0.93	85.8%	3	2	2	0
Vance-Granville CC	42.6%	64.3%	31.9%	69.6%	51.1%	0.90	82.6%	0	1	6	0
Wake TCC	43.8%	62.2%	44.0%	69.8%	51.0%	1.09	89.6%	2	2	3	0
Wayne CC	45.4%	70.6%	45.7%	73.7%	60.6%	0.98	89.2%	3	3	1	0
Western Piedmont CC	42.4%	74.5%	56.4%	74.0%	55.0%	1.10	86.9%	5	1	1	0
Wilkes CC	53.9%	64.6%	62.2%	72.3%	53.8%	1.00	86.7%	4	3	0	0
Wilson CC	36.6%	46.7%	37.1%	68.2%	56.2%	0.93	85.3%	1	0	6	0

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

# 1. Basic Skills Student Progress

## Purpose

To ensure individuals with low literacy skills are progressing academically toward credential or employment

## Description

Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG)

## Calculation

Denominator: Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30).

A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

Numerator: Based on the denominator, number of periods of participation in which at least one measurable skill gain was achieved. Participants can demonstrate MSG in five ways:

- **Pre and Post testing:** The student scores high enough on an NRS approved posttest to place into a higher educational functioning level than indicated by the student's pretest.
- **Adult High School Credits:** The student enters an Adult High School (AHS) program with less than 75% of the required AHS credits and obtained enough AHS credits to exceed the 75% threshold prior to the end of the program year (June 30)
- **Post-Secondary Enrollment:** The student exits the program and subsequently enrolls in post-secondary education prior to the end of the program year (June 30). Post-secondary enrollment is verified by data matching to the National Student Clearinghouse and the NCCCS Data Warehouse.
- **High School Equivalency Test Graduate:** The student achieves a passing score on State-approved high school equivalency tests (GED, HiSet, or TASC) prior to the end of the program year (June 30). Credit is given based on matching student records to a passers database populated by the test vendors. Matching occurs based on an exact match of first name, last name and date of birth and/or the HSEID.
- **Adult High School Graduate:** The student completes the requirements of the Adult High School program and is issued an adult high school diploma prior to the end of the program year (June 30).

## Data Sources

LEIS annual data file

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

Continuing Education data file

## Additional Details

Baseline and excellence levels were calculated based on one year of institutional outcomes (2017-18 program year).

**Excellence level: 50.6%**

**Baseline level: 24.2%**

**TABLE 1. BASIC SKILLS STUDENT PROGRESS, 2018-2019**

Percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG).

Excellence: 50.6%

Baseline: 24.2%

	ADULT BASIC AND SECONDARY EDUCATION				ENGLISH AS A SECOND LANGUAGE		TOTAL POP	TOTAL MSG	
	Levels 1-4		Levels 5-6		Levels 1-6			18-19	17-18
	POPs	MSG	POPs	MSG	POPs	MSG			
<b>System Totals</b>	<b>25861</b>	<b>44%</b>	<b>9603</b>	<b>47%</b>	<b>17137</b>	<b>42%</b>	<b>52601</b>	<b>43.6%</b>	<b>40%</b>
Alamance CC	621	51%	197	62%	472	45%	1290	50.3%	41%
Asheville-Buncombe T	643	38%	213	61%	505	37%	1361	41.0%	37%
Beaufort County CC	257	45%	56	61%	71	15%	384	41.7%	39%
Bladen CC	133	40%	79	52%	38	32%	250	42.4%	31%
Blue Ridge CC	368	57%	113	34%	128	34%	609	47.6%	40%
Brunswick CC	207	57%	106	41%	37	73%	350	53.4%	49%
Caldwell CC & TI	331	49%	180	49%	84	23%	595	45.0%	36%
Cape Fear CC	387	48%	446	41%	340	34%	1173	41.1%	40%
Carteret CC	176	45-50%	136	40-45%	19	*	331	47.1%	36%
Catawba Valley CC	431	42%	162	59%	305	43%	898	45.3%	46%
Central Carolina CC	615	53%	350	56%	558	46%	1523	51.0%	45%
Central Piedmont CC	1518	33%	318	39%	2749	43%	4585	39.1%	34%
Cleveland CC	63	75-80%	35	70-75%	17	*	115	69.6%	57%
Coastal Carolina CC	539	49%	314	48%	156	32%	1009	46.0%	48%
Coll of the Albemarle	270	53%	126	54%	49	16%	445	49.2%	31%
Craven CC	252	42%	37	49%	69	43%	358	42.7%	43%
Davidson County CC	803	60%	286	58%	148	28%	1237	55.6%	59%
Durham TCC	650	29%	169	49%	1061	43%	1880	38.4%	36%
Edgecombe CC	282	40-45%	69	50-55%	14	*	365	44.1%	52%
Fayetteville TCC	1576	45%	1334	43%	528	34%	3438	42.3%	38%
Forsyth TCC	649	43%	223	47%	694	25%	1566	35.8%	30%
Gaston College	504	40%	425	44%	172	55%	1101	43.6%	38%
Guilford TCC	1072	34%	233	34%	1595	28%	2900	30.5%	25%
Halifax CC	181	35-40%	45	35-40%	18	*	244	38.9%	43%
Haywood CC	143	60-65%	86	65-70%	11	*	240	63.8%	50%
Isothermal CC	155	28%	131	54%	40	23%	326	38.0%	31%
James Sprunt CC	136	25-30%	56	40-45%	19	*	211	31.8%	34%
Johnston CC	373	63%	57	54%	258	54%	688	59.2%	53%
Lenoir CC	676	52%	209	43%	112	30%	997	47.8%	49%
Martin CC	237	40-45%	38	45-50%	7	*	282	42.6%	53%
Mayland CC	420	50%	126	57%	38	39%	584	51.0%	54%
McDowell TCC	245	44%	65	51%	34	38%	344	44.5%	45%
Mitchell CC	320	41%	66	45%	190	31%	576	38.2%	39%
Montgomery CC	93	10-15%	12	*	24	5-10%	129	17.1%	42%
Nash CC	292	44%	40	78%	134	58%	466	51.1%	47%
Pamlico CC	88	60-65%	14	*	0	*	102	65.7%	59%
Piedmont CC	305	40-45%	60	50-55%	8	*	373	44.5%	43%
Pitt CC	571	43%	91	59%	248	54%	910	47.4%	39%
Randolph CC	371	46%	126	32%	238	66%	735	50.3%	43%
Richmond CC	398	45%	254	29%	122	54%	774	41.3%	36%
Roanoke-Chowan CC	120	45-50%	28	40-45%	3	*	151	45.0%	13%
Robeson CC	479	43%	71	42%	227	37%	777	41.3%	44%
Rockingham CC	306	48%	63	65%	51	31%	420	48.8%	51%
Rowan-Cabarrus CC	571	42%	138	54%	509	72%	1218	55.9%	47%
Sampson CC	494	61%	63	68%	193	39%	750	55.9%	60%
Sandhills CC	364	36%	52	54%	147	48%	563	40.5%	38%
South Piedmont CC	413	39%	67	52%	601	43%	1081	42.4%	45%
Southeastern CC	442	47%	329	40%	26	27%	797	43.4%	45%
Southwestern CC	262	36%	53	42%	106	24%	421	33.5%	39%
Stanly CC	488	37%	223	23%	47	11%	758	31.1%	31%
Surry CC	281	42%	111	57%	101	48%	493	46.2%	44%
Tri-County CC	139	48%	32	69%	39	38%	210	49.5%	49%
Vance-Granville CC	623	37%	288	54%	106	42%	1017	42.6%	40%
Wake TCC	1517	35%	578	38%	2739	50%	4834	43.8%	41%
Wayne CC	877	45%	168	52%	467	44%	1512	45.4%	49%
Western Piedmont CC	350	39%	100	65%	142	35%	592	42.4%	36%
Wilkes CC	453	52%	78	78%	226	49%	757	53.9%	55%
Wilson CC	331	35%	78	35%	97	43%	506	36.6%	30%

\*Less than 20

## 2. Student Success Rate in College-Level English Courses

### Purpose

To ensure students are successfully completing a credit-bearing English course within their first three academic years

### Description

Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term of enrollment

### Calculation

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number  $\geq 100$ ) English course within three years (by the end of the third summer term).

*Note: See appendix for new first-time fall cohort definition*

### Data Sources

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

### Additional Details

Students were followed for 10 consecutive terms (including the summer terms and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2013, 2014, and 2015 cohorts).

**Excellence level: 66.6%**

**Baseline level: 40.1%**



### 3. Student Success Rate in College-Level Math Courses

#### Purpose

To ensure students are successfully completing credit-bearing Math courses within their first three academic years

#### Description

Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment

#### Calculation

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number  $\geq 100$ ) Math course within three years (by the end of the third summer term).

*Note: See appendix for new first-time fall cohort definition*

#### Data Sources

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

#### Additional Details

Students were followed for 10 consecutive terms (including the summer terms and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2013, 2014, and 2015 cohorts).

**Excellence level: 46.2%**

**Baseline level: 19.5%**

**TABLE 2. STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, FALL 2016 COHORT**

Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years.

Excellence: 66.6%

Baseline: 40.1%

	FALL COHORT	COLLEGE-LEVEL ENG ENROLLMENT	ENROLLED AND SUCCESSFUL			
			2016	2015	2014	2013
<b>System Totals</b>	<b>40,622</b>	<b>76%</b>	<b>61.7%</b>	62%	58%	55%
Alamance CC	814	80%	70.1%	67%	63%	60%
Asheville-Buncombe T	1045	65%	53.8%	53%	48%	43%
Beaufort County CC	228	70%	58.3%	57%	46%	45%
Bladen CC	137	66%	51.1%	57%	63%	44%
Blue Ridge CC	369	76%	56.9%	54%	56%	48%
Brunswick CC	207	85%	67.6%	73%	69%	67%
Caldwell CC & TI	767	69%	56.8%	56%	67%	66%
Cape Fear CC	1610	82%	65.0%	67%	64%	62%
Carteret CC	250	66%	56.4%	61%	61%	60%
Catawba Valley CC	1065	81%	72.1%	70%	68%	68%
Central Carolina CC	698	68%	53.7%	49%	47%	40%
Central Piedmont CC	4358	82%	68.4%	69%	62%	58%
Cleveland CC	474	66%	57.0%	51%	53%	46%
Coastal Carolina CC	856	82%	69.2%	73%	67%	67%
Coll of the Albemarle	608	72%	62.3%	60%	59%	50%
Craven CC	603	78%	67.5%	69%	65%	61%
Davidson County CC	778	78%	65.3%	67%	67%	68%
Durham TCC	845	76%	61.4%	59%	59%	52%
Edgecombe CC	174	69%	58.6%	65%	50%	47%
Fayetteville TCC	1904	69%	50.2%	47%	41%	39%
Forsyth TCC	1433	82%	66.7%	68%	66%	63%
Gaston College	1139	72%	62.3%	59%	63%	62%
Guilford TCC	1963	76%	56.7%	55%	52%	48%
Halifax CC	281	75%	63.3%	67%	52%	48%
Haywood CC	260	78%	65.4%	58%	59%	55%
Isothermal CC	253	77%	66.8%	65%	65%	62%
James Sprunt CC	222	74%	65.8%	66%	69%	45%
Johnston CC	895	66%	57.2%	64%	59%	56%
Lenoir CC	416	74%	58.9%	68%	51%	39%
Martin CC	137	64%	54.0%	51%	54%	42%
Mayland CC	158	50%	40.5%	41%	43%	50%
McDowell TCC	189	87%	78.3%	70%	75%	63%
Mitchell CC	649	78%	61.5%	61%	64%	57%
Montgomery CC	85	72%	61.2%	62%	65%	54%
Nash CC	523	61%	46.7%	47%	43%	48%
Pamlico CC	47	74%	51.1%	48%	47%	44%
Piedmont CC	170	78%	68.2%	66%	65%	57%
Pitt CC	1096	71%	55.7%	57%	50%	47%
Randolph CC	603	71%	60.0%	66%	65%	63%
Richmond CC	443	80%	67.0%	65%	65%	51%
Roanoke-Chowan CC	129	65%	52.7%	54%	46%	41%
Robeson CC	444	70%	48.4%	50%	41%	36%
Rockingham CC	398	82%	63.8%	62%	57%	61%
Rowan-Cabarrus CC	1284	74%	62.0%	64%	59%	60%
Sampson CC	288	67%	55.9%	57%	54%	50%
Sandhills CC	704	69%	56.7%	65%	54%	52%
South Piedmont CC	597	68%	54.6%	55%	62%	49%
Southeastern CC	310	71%	61.0%	57%	47%	44%
Southwestern CC	371	82%	72.5%	71%	63%	56%
Stanly CC	322	67%	51.9%	57%	59%	55%
Surry CC	304	61%	54.3%	55%	55%	62%
Tri-County CC	207	78%	71.0%	77%	78%	71%
Vance-Granville CC	686	80%	64.3%	67%	66%	53%
Wake TCC	3940	81%	62.2%	60%	58%	55%
Wayne CC	705	84%	70.6%	69%	64%	61%
Western Piedmont CC	404	88%	74.5%	70%	66%	63%
Wilkes CC	497	78%	64.6%	65%	58%	63%
Wilson CC	302	64%	46.7%	56%	51%	51%

**TABLE 3. STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, FALL 2016 COHORT**

Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years.

Excellence: 46.2%

Baseline: 19.5%

	FALL COHORT	COLLEGE-LEVEL MATH ENROLLMENT	ENROLLED AND SUCCESSFUL			
			2016	2015	2014	2013
<b>System Totals</b>	<b>40,622</b>	<b>55%</b>	<b>43.1%</b>	<b>41%</b>	<b>37%</b>	<b>34%</b>
Alamance CC	814	65%	53.3%	47%	41%	36%
Asheville-Buncombe T	1045	53%	39.1%	40%	39%	36%
Beaufort County CC	228	61%	53.1%	50%	38%	37%
Bladen CC	137	34%	22.6%	36%	47%	32%
Blue Ridge CC	369	59%	42.8%	33%	41%	32%
Brunswick CC	207	71%	57.0%	59%	51%	49%
Caldwell CC & TI	767	56%	50.5%	47%	53%	49%
Cape Fear CC	1610	66%	49.7%	47%	42%	43%
Carteret CC	250	54%	36.8%	40%	35%	36%
Catawba Valley CC	1065	67%	55.5%	47%	44%	44%
Central Carolina CC	698	56%	46.1%	44%	36%	32%
Central Piedmont CC	4358	59%	46.7%	47%	42%	39%
Cleveland CC	474	60%	52.3%	46%	44%	36%
Coastal Carolina CC	856	54%	44.6%	44%	37%	41%
Coll of the Albemarle	608	53%	38.2%	37%	31%	29%
Craven CC	603	50%	39.8%	40%	34%	31%
Davidson County CC	778	68%	50.9%	53%	46%	40%
Durham TCC	845	53%	41.8%	40%	36%	31%
Edgecombe CC	174	40%	31.6%	31%	20%	20%
Fayetteville TCC	1904	43%	32.2%	26%	23%	22%
Forsyth TCC	1433	56%	46.9%	40%	35%	34%
Gaston College	1139	49%	38.8%	35%	32%	29%
Guilford TCC	1963	48%	33.4%	32%	32%	24%
Halifax CC	281	40%	23.5%	29%	24%	14%
Haywood CC	260	58%	45.8%	34%	34%	30%
Isothermal CC	253	49%	36.4%	35%	34%	32%
James Sprunt CC	222	68%	53.2%	51%	49%	31%
Johnston CC	895	53%	44.8%	52%	43%	41%
Lenoir CC	416	54%	43.5%	41%	34%	23%
Martin CC	137	54%	44.5%	42%	35%	33%
Mayland CC	158	47%	40.5%	35%	27%	32%
McDowell TCC	189	72%	65.6%	55%	67%	48%
Mitchell CC	649	51%	37.1%	35%	40%	37%
Montgomery CC	85	48%	41.2%	29%	33%	32%
Nash CC	523	54%	47.4%	48%	42%	39%
Pamlico CC	47	60%	40.4%	52%	45%	37%
Piedmont CC	170	38%	24.1%	44%	35%	36%
Pitt CC	1096	43%	31.8%	32%	25%	25%
Randolph CC	603	52%	41.8%	43%	41%	38%
Richmond CC	443	77%	60.3%	58%	50%	40%
Roanoke-Chowan CC	129	30%	26.4%	27%	20%	14%
Robeson CC	444	51%	37.8%	43%	29%	23%
Rockingham CC	398	59%	42.0%	38%	38%	35%
Rowan-Cabarrus CC	1284	52%	35.6%	34%	30%	30%
Sampson CC	288	55%	41.3%	36%	33%	34%
Sandhills CC	704	52%	41.2%	38%	28%	29%
South Piedmont CC	597	50%	36.5%	39%	31%	24%
Southeastern CC	310	55%	41.0%	34%	29%	24%
Southwestern CC	371	66%	58.2%	49%	40%	40%
Stanly CC	322	52%	41.6%	48%	44%	43%
Surry CC	304	43%	37.8%	33%	38%	41%
Tri-County CC	207	43%	36.2%	34%	23%	24%
Vance-Granville CC	686	41%	31.9%	32%	28%	17%
Wake TCC	3940	59%	44.0%	43%	38%	36%
Wayne CC	705	58%	45.7%	48%	39%	38%
Western Piedmont CC	404	68%	56.4%	51%	42%	40%
Wilkes CC	497	76%	62.2%	54%	46%	49%
Wilson CC	302	51%	37.1%	50%	36%	36%

## 4. First Year Progression

### Purpose

To ensure first-year students are making progress toward credential completion

### Description

Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term

### Calculation

Denominator: First-time fall credential-seeking curriculum students.

Numerator: Of those in the denominator, the number who graduate with a postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

*Note: See appendix for new first-time fall cohort definition*

### Data Sources

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

Graduation Extract data file

National Student Clearinghouse

### Additional Details

Students were followed for 4 consecutive terms (including the summer term and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2015, 2016, and 2017 cohorts).

**Excellence level: 71.9%**

**Baseline level: 56.5%**

**TABLE 4. FIRST YEAR PROGRESSION, FALL 2018 COHORT**

Percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester.

Excellence: 71.9%

Baseline: 56.6%

	FALL COHORT	GRADUATED	ENROLLED NCCCS (NON GRADUATE)	ENROLLED OTHER (NON GRADUATE)	% GRADUATED OR STILL ENROLLED			
					2018	2017	2016	2015
<b>System Totals</b>	<b>52,800</b>	<b>4%</b>	<b>54%</b>	<b>11%</b>	<b>69.3%</b>	<b>67%</b>	<b>66%</b>	<b>66%</b>
Alamance CC	1,046	≤ 5%	54%	5-10%	62.5%	59%	65%	57%
Asheville-Buncombe T	1,392	≤ 5%	48%	10-15%	62.2%	55%	59%	59%
Beaufort County CC	333	≤ 5%	70%	≤ 5%	73.3%	71%	73%	69%
Bladen CC	277	5-10%	53%	≤ 5%	63.5%	69%	48%	57%
Blue Ridge CC	629	≤ 5%	49%	10-15%	65.0%	62%	59%	57%
Brunswick CC	456	≤ 5%	61%	5-10%	72.1%	77%	71%	70%
Caldwell CC & TI	799	≤ 5%	57%	10-15%	69.0%	65%	65%	59%
Cape Fear CC	1,878	≤ 5%	57%	10-15%	70.1%	69%	69%	68%
Carteret CC	489	≤ 5%	55%	10-15%	72.8%	71%	66%	73%
Catawba Valley CC	1,310	≤ 5%	65%	5-10%	71.3%	70%	75%	72%
Central Carolina CC	1,572	≤ 5%	55%	10-15%	71.0%	68%	69%	67%
Central Piedmont CC	4,727	≤ 5%	50%	15-20%	67.8%	65%	67%	66%
Cleveland CC	682	13%	46%	10%	69.1%	66%	69%	68%
Coastal Carolina CC	917	≤ 5%	51%	10-15%	67.4%	64%	64%	63%
Coll of the Albemarle	667	6%	63%	11%	78.9%	70%	70%	69%
Craven CC	692	≤ 5%	55%	5-10%	66.2%	67%	65%	67%
Davidson County CC	991	13%	52%	9%	74.1%	71%	71%	74%
Durham TCC	1,079	≤ 5%	55%	10-15%	67.2%	65%	64%	64%
Edgecombe CC	310	15%	45%	8%	67.7%	71%	62%	62%
Fayetteville TCC	2,183	9%	45%	11%	65.2%	64%	60%	57%
Forsyth TCC	1,732	≤ 5%	56%	5-10%	67.0%	67%	67%	65%
Gaston College	1,488	≤ 5%	53%	10-15%	70.1%	67%	68%	64%
Guilford TCC	2,125	≤ 5%	49%	10-15%	65.0%	63%	58%	58%
Halifax CC	297	5-10%	59%	≤ 5%	71.7%	65%	62%	63%
Haywood CC	388	14%	50%	11%	75.0%	70%	69%	68%
Isothermal CC	461	11%	55%	7%	72.9%	69%	67%	66%
James Sprunt CC	292	≤ 5%	73%	5-10%	81.5%	77%	76%	78%
Johnston CC	1,015	≤ 5%	53%	10-15%	67.6%	70%	71%	70%
Lenoir CC	631	≤ 5%	60%	≤ 5%	68.5%	68%	70%	66%
Martin CC	249	5-10%	64%	≤ 5%	76.3%	76%	59%	71%
Mayland CC	273	5%	49%	9%	63.4%	66%	57%	62%
McDowell TCC	299	5-10%	56%	≤ 5%	66.6%	71%	68%	67%
Mitchell CC	1,016	10%	46%	16%	71.7%	70%	65%	67%
Montgomery CC	178	5-10%	67%	≤ 5%	77.0%	78%	67%	73%
Nash CC	712	≤ 5%	53%	5-10%	66.6%	64%	62%	58%
Pamlico CC	120	25-30%	35%	≤ 5%	69.2%	75%	62%	67%
Piedmont CC	384	6%	53%	12%	70.6%	68%	67%	62%
Pitt CC	1,476	≤ 5%	57%	10-15%	70.7%	65%	64%	64%
Randolph CC	925	≤ 5%	54%	5-10%	66.2%	65%	63%	64%
Richmond CC	615	≤ 5%	66%	≤ 5%	73.0%	73%	68%	66%
Roanoke-Chowan CC	173	13%	55%	8%	77.5%	79%	65%	60%
Robeson CC	375	5%	50%	7%	61.3%	53%	55%	58%
Rockingham CC	451	≤ 5%	61%	5-10%	69.8%	68%	76%	69%
Rowan-Cabarrus CC	1,874	≤ 5%	54%	10-15%	71.2%	69%	69%	65%
Sampson CC	506	≤ 5%	61%	10-15%	75.3%	74%	70%	71%
Sandhills CC	939	≤ 5%	67%	5-10%	76.0%	72%	73%	66%
South Piedmont CC	914	≤ 5%	35%	25-30%	67.6%	70%	67%	69%
Southeastern CC	382	≤ 5%	66%	5-10%	77.5%	68%	67%	63%
Southwestern CC	519	≤ 5%	52%	10-15%	65.7%	64%	65%	71%
Stanly CC	576	≤ 5%	58%	10-15%	73.8%	72%	61%	65%
Surry CC	900	≤ 5%	62%	≤ 5%	69.3%	66%	67%	78%
Tri-County CC	286	≤ 5%	69%	5-10%	78.0%	67%	67%	71%
Vance-Granville CC	717	≤ 5%	58%	5-10%	69.6%	68%	73%	72%
Wake TCC	4,611	≤ 5%	55%	10-15%	69.8%	71%	69%	70%
Wayne CC	749	8%	57%	8%	73.7%	70%	68%	70%
Western Piedmont CC	519	≤ 5%	66%	5-10%	74.0%	67%	70%	66%
Wilkes CC	827	10%	57%	6%	72.3%	67%	68%	64%
Wilson CC	428	≤ 5%	56%	5-10%	68.2%	67%	66%	67%

## 5. Curriculum Completion

### Purpose

To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.

### Description

Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

### Calculation

Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, the number of students who have graduated, transferred, or are still enrolled during the fourth academic year (fall, spring, or summer) with at least 42 successfully completed non-developmental hours.

To be successful, students must complete one or more of the following:

- **Graduation:** Graduated from a North Carolina Community College credential program (A, D, or C) before the end of the 4<sup>th</sup> summer term following the first fall semester.
- **Transfer:** Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4<sup>th</sup> summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the 4<sup>th</sup> academic year (fall, spring or summer) and has successfully completed at least 42 non-developmental credit hours by the end of the summer term. Successful completion is defined as achieving a course standard letter grade of A, B, C, or P.

*Note: See appendix for new first-time fall cohort definition*

### Data Sources

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

### Additional Details

Students were followed for 13 consecutive terms (including the summer terms and the preceding summer, if applicable).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2012, 2013, and 2014 cohorts).

**Excellence level: 52.7%**

**Baseline level: 34.1%**



## 6. Licensure and Certification Passing Rate

### Purpose

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

### Description

Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

### Calculation

License Index Score (LIS): First time pass rate on an exam divided by the statewide first-time pass rate on same exam

License Weighted Denominator (LWD): Number of first-time test-takers for an exam multiplied by the exam tier weight (Tier 1A = 1.30, Tier 1B = 1.15, Tier 2/3 = 1.00)

Total Weighted Denominator (TWD): Sum of License Weighted Denominators across all exams (LWD<sub>1</sub>+LWD<sub>2</sub>+LWD<sub>3</sub>+...)

Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS<sub>1</sub> × LWD<sub>1</sub>) + (LIS<sub>2</sub> × LWD<sub>2</sub>) + (LIS<sub>3</sub> × LWD<sub>3</sub>) + ...]

Total Weighted Index Score: Total Weighted Numerator (TWN) divided by Total Weighted Denominator (TWD)

### Data Sources

<u>Tier 1A</u>	<u>Tier 1B</u>	<u>Tier2</u>	<u>Tier2</u>	<u>Tier 3</u>
<b>Council of Interstate Testing</b> <i>Dental Hygiene</i>	<b>Federation of State</b> <b>Massage Therapy Boards</b> <i>Massage &amp; Body Work</i> <i>Therapist</i>	<b>NC Department of Justice,</b> <b>Criminal Justice Standards</b> <b>Division</b> <i>Basic Law Enforcement</i> <i>Training</i>	<b>NC Department of Health</b> <b>and Human Services</b> <i>Nurse Aide I</i>	<b>NC Department of</b> <b>Insurance, Office of</b> <b>State Fire Marshall -</b> <b>Code Officials</b> <b>Qualification Board</b> <i>Building Inspector</i> <i>Electrical Inspector</i> <i>Fire Inspector</i> <i>Mechanical Inspector</i> <i>Plumbing Inspector</i>
<b>NC Board of Occupational</b> <b>Therapy</b> <i>Occupational Therapist Assistant</i>	<b>NC Veterinary Medical</b> <b>Board</b> <i>Veterinary Medicine</i> <i>Technlogy</i>	<b>NC Department of Justice,</b> <b>Sheriff's Training &amp;</b> <b>Standards Division</b> <i>Detention Officer</i>	<b>NC Board of Barber</b> <b>Examiners</b> <i>Barber</i>	
<b>NC Board of Nursing</b> <i>Practical Nursing</i> <i>Registered Nursing</i>		<b>NC Office of Emergency</b> <b>Medical Services</b> <i>AEMT</i> <i>EMR</i> <i>EMT</i> <i>EMT-P</i>	<b>DL Roope Administrations</b> <b>Inc.</b> <i>Apprentice</i> <i>Cosmetology</i> <i>Esthetician</i> <i>Manicurist</i>	
<b>NC Board of Physical Therapy</b> <b>Examiners</b> <i>Physical Therapist Assistant</i>			<b>NC Real Estate Commission</b> <i>Provisional Real Estate</i> <i>Broker</i>	
<b>American Registry of Radiologic</b> <b>Technologists</b> <i>Radiography</i>				

### Additional 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. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above *in italics*. Selection of exams based on:

- Requirement to pass in order to practice in NC
- Strong association with an occupation (not part of a job)
- At least 50 test-takers statewide in 2017-18
- At least 5 colleges with test-takers in 2017-18

Baseline and excellence levels were calculated based on one year of institutional outcomes (2017-18).

**Excellence level: 1.07**

**Baseline level: 0.79**



**TABLE 6. LICENSURE AND CERTIFICATION PASSING RATE, 2018-2019**

Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

Excellence: 1.07

Baseline: 0.79

	TEST TAKERS	DENTAL HYGIENE	OTA	PRACTICAL NURSING REGISTERED	NURSING PHYSICAL THER. ASST.	RADIOGRAPHY	MASSAGE & BODY WORK	VET. MED. TECH.	BLET	DEFINITION OFFICER	EMR	EMT-Basic	EMT-Advanced	EMT-Paramedic	Nurse Aide	BARBERING	APPRENTICE	COSMETOLOGY	ESTHETICIAN	MANICURIST	REAL ESTATE SALES	BUILDING INSP	ELECT INSP	FIRE INSP	MECH INSP	PLUMB INSP	WEIGHTED INDEX SCORE	
<b>System Totals</b>	<b>22,023</b>																										<b>1.00</b>	
Alamance CC	377	*	*		1.05	*	*	*	0.84	0.88	*	1.06	*	*	1.04	*	*	*	*	*	*	*	*	*	*	*	*	0.98
Asheville-Buncombe T	897	1.12	*	*	1.00	*	*	*	1.01	1.00	0.95	*	0.91	1.14	1.27	0.95	*	*	*	*	*	1.02	*	0.97	*	*	0.99	
Beaufort County CC	179	*	*	*	1.04	*	*	*	*	*	*	*	0.92	*	*	0.81	*	*	*	*	*	*	*	*	*	*	0.94	
Bladen CC	185	*	*	1.01	0.93	*	*	*	*	*	*	0.79	*	*	1.14	*	*	*	*	*	*	*	*	*	*	*	0.96	
Blue Ridge CC	285	*	*	*	1.02	*	*	*	*	1.03	*	*	0.97	*	*	0.99	*	*	*	*	*	*	*	*	*	*	1.03	
Brunswick CC	285	*	*	*	1.00	*	*	*	0.78	*	*	0.96	*	*	1.01	*	*	*	*	*	*	*	*	*	*	*	0.99	
Caldwell CC & TI	464	*	*	*	1.10	1.01	*	*	1.07	*	*	1.22	*	0.86	1.06	*	*	*	*	*	*	*	*	0.89	*	*	1.08	
Cape Fear CC	665	*	*	*	1.10	*	*	*	1.02	1.06	*	1.22	1.41	*	1.09	*	*	0.92	*	*	0.92	*	*	*	*	*	1.10	
Carteret CC	251	*	*	*	0.99	*	*	*	*	*	*	0.82	*	*	1.14	*	*	*	*	*	*	1.02	*	0.77	*	*	1.03	
Catawba Valley CC	319	*	*	*	0.97	*	*	*	*	1.01	*	1.08	*	*	0.85	*	*	*	*	*	*	*	*	*	*	*	0.99	
Central Carolina CC	683	*	*	0.92	1.00	*	*	0.98	1.07	0.93	*	0.82	*	0.96	0.99	*	1.03	1.01	0.81	*	*	*	*	*	*	0.95		
Central Piedmont CC	830	1.04	0.97	*	1.10	0.98	*	*	1.07	*	*	1.25	*	1.40	0.82	*	*	*	*	*	0.99	1.21	*	*	*	*	1.07	
Cleveland CC	330	*	*	*	1.00	*	0.79	*	*	1.04	*	0.79	*	*	0.92	*	*	*	*	*	*	*	*	*	*	*	0.90	
Coastal Carolina CC	449	*	*	0.99	0.95	*	*	*	1.07	1.08	*	1.26	*	*	1.20	*	*	*	*	*	*	0.93	*	*	*	*	1.10	
Coll of the Albemarle	354	*	*	1.05	1.10	*	*	*	*	*	*	1.27	1.21	*	1.01	*	*	*	*	*	*	*	*	*	*	*	1.11	
Craven CC	392	*	*	*	0.88	*	*	*	0.98	1.08	*	0.68	*	*	0.81	*	*	*	*	*	*	*	*	*	*	*	0.86	
Davidson County CC	688	*	*	1.05	0.87	*	*	*	1.02	*	*	1.02	*	*	1.22	*	*	*	*	*	*	1.04	0.86	1.09	*	*	1.07	
Durham TCC	433	*	*	1.02	0.95	*	*	*	1.04	*	*	1.29	*	*	0.84	*	*	*	*	*	*	*	*	*	*	*	1.03	
Edgecombe CC	203	*	*	0.98	*	*	*	*	*	*	*	*	*	0.79	0.95	*	*	*	*	*	*	*	*	*	*	*	0.93	
Fayetteville TCC	778	0.81	*	0.85	1.02	*	*	*	0.97	1.08	*	0.86	*	0.93	0.95	0.98	0.88	0.68	1.14	*	*	*	*	*	*	0.93		
Forsyth TCC	684	*	*	1.00	1.08	*	*	*	1.07	*	*	1.25	*	*	1.07	*	*	*	*	*	*	*	*	*	*	*	1.10	
Gaston College	440	*	*	1.05	1.04	*	*	1.01	1.07	*	*	1.21	*	1.19	0.82	*	*	*	*	*	0.81	*	*	*	*	*	1.02	
Guilford TCC	898	1.08	*	*	0.95	*	*	*	1.03	0.96	*	1.06	*	*	0.99	*	*	*	*	*	*	*	*	*	1.02	1.01		
Halifax CC	139	*	*	*	*	*	*	*	0.85	0.97	0.46	0.61	*	*	*	*	*	*	*	*	*	*	*	*	*	0.81		
Haywood CC	203	*	*	*	0.73	*	*	*	*	*	*	1.03	*	*	1.07	*	*	*	*	*	*	*	*	*	*	*	0.95	
Isothermal CC	258	*	*	1.05	*	*	*	*	0.98	*	0.60	*	*	*	1.06	*	*	*	*	*	*	*	*	*	*	*	0.96	
James Sprunt CC	128	*	*	*	*	*	*	*	*	*	*	*	*	*	0.95	*	*	*	*	*	*	*	*	*	*	*	0.95	
Johnston CC	510	*	*	*	1.10	0.97	*	*	1.07	*	*	1.04	*	1.18	1.15	*	0.99	*	*	*	*	*	*	*	*	1.10		
Lenoir CC	827	*	*	0.97	*	*	*	*	*	*	0.96	1.23	0.97	0.95	*	0.77	*	0.85	*	*	*	*	*	*	*	0.98		
Martin CC	63	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.81	
Mayland CC	233	*	*	*	*	*	*	*	*	*	*	1.00	*	*	1.04	*	*	*	*	*	*	*	*	1.17	*	*	1.04	
McDowell TCC	187	*	*	1.02	1.05	*	*	*	*	*	*	1.11	*	*	0.84	*	*	*	*	*	*	*	*	*	*	*	1.00	
Mitchell CC	386	*	*	*	1.07	*	*	*	1.07	1.05	*	0.92	*	*	1.02	*	*	*	*	*	0.79	*	*	*	*	*	0.97	
Montgomery CC	95	*	*	1.05	*	*	*	*	*	*	*	*	*	*	1.03	*	*	*	*	*	*	*	*	*	*	*	0.99	
Nash CC	307	*	*	*	0.96	*	*	*	1.07	*	*	0.63	*	1.05	1.12	*	*	*	*	*	*	*	*	*	*	*	0.94	
Pamlico CC	27	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.70	
Piedmont CC	153	*	*	0.93	*	*	*	*	*	*	*	*	*	*	1.07	*	*	*	*	*	*	*	*	*	*	*	0.99	
Pitt CC	548	*	*	1.00	*	0.95	*	*	1.07	*	*	1.08	*	*	0.94	0.53	*	*	*	*	1.27	*	*	*	*	*	1.00	
Randolph CC	316	*	*	*	*	*	*	*	1.04	0.96	*	1.08	*	*	1.06	*	*	*	*	*	*	*	*	*	*	*	1.03	
Richmond CC	227	*	*	*	1.07	*	*	*	*	*	*	0.87	*	*	1.11	*	*	*	*	*	*	*	*	*	*	*	1.04	
Roanoke-Chowan CC	116	*	*	*	*	*	*	*	*	*	*	*	*	*	1.02	*	*	*	*	*	*	*	*	*	*	*	0.99	
Robeson CC	357	*	*	0.89	*	*	*	*	1.07	1.03	*	0.60	*	1.04	0.99	*	*	*	*	*	*	*	*	*	*	*	0.91	
Rockingham CC	240	*	*	1.02	*	*	*	*	1.07	*	*	0.79	*	*	1.03	*	*	*	*	*	*	*	*	*	*	*	0.97	
Rowan-Cabarrus CC	1,059	*	*	1.05	1.03	*	*	*	1.04	1.08	*	0.89	*	0.68	0.84	*	1.01	1.14	*	0.94	0.87	1.20	*	*	1.01	0.91		
Sampson CC	186	*	*	1.02	*	*	*	*	*	*	*	0.67	*	*	0.75	*	*	*	*	*	*	*	*	*	*	*	0.87	
Sandhills CC	305	*	*	1.02	*	*	*	*	1.03	*	*	0.85	*	*	0.87	*	*	*	*	*	*	*	*	*	*	*	0.96	
South Piedmont CC	312	*	*	0.98	*	*	*	*	1.00	1.08	*	0.72	*	*	1.01	*	*	*	*	*	*	*	*	*	*	*	0.96	
Southeastern CC	210	*	*	0.90	*	*	*	*	0.97	*	*	0.97	*	*	1.05	*	*	*	*	*	*	*	*	*	*	*	1.01	
Southwestern CC	240	*	*	0.75	*	*	*	*	1.01	0.97	*	1.11	*	*	0.98	*	*	*	*	*	*	*	*	*	*	*	1.00	
Stanly CC	270	*	*	1.07	*	*	*	*	1.07	*	*	0.81	*	*	0.76	*	*	0.74	*	*	*	*	*	*	*	*	0.87	
Surry CC	397	*	*	1.07	*	*	*	*	1.07	*	*	1.08	*	*	1.11	*	*	*	*	*	*	*	*	*	*	*	1.10	
Tri-County CC	124	*	*	*	*	*	*	*	*	*	*	0.78	*	*	1.20	*	*	*	*	*	*	*	*	*	*	*	0.93	
Vance-Granville CC	360	*	*	0.94	0.86	0.95	*	*	0.95	*	*	1.31	*	*	0.72	*	*	*	*	*	*	*	*	*	*	*	0.90	
Wake TCC	1,032	*	*	1.07	*	1.02	1.06	*	1.04	0.95	*	1.12	*	*	1.15	*	*	*	*	*	1.15	*	*	0.82	*	*	1.09	
Wayne CC	301	0.95	*	1.10	*	*	*	*	0.68	*	*	1.22	*	*	0.88	*	*	*	*	*	*	*	*	1.10	*	*	0.98	
Western Piedmont CC	210	*	*	1.10	*	*	*	*	1.07	*	*	1.22	*	*	1.16	*	*	*	*	*	*	*	*	*	*	*	1.10	
Wilkes CC	432	*	*	0.93	*	*	*	*	1.04	0.95	0.85	0.94	*	*	1.03	*	*	*	*	*	1.18	*	1.03	*	1.07	1.09	1.00	
Wilson CC	196	*	*	0.88	*	*	*	*	0.98	*	*	1.17	*	*	0.86	*	*	*	*	*	*	*	*	*	*	*	0.93	

\*Less than 20

## 7. 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 articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.

### Calculation

Denominator: Students who earned an Associate Degree during the fall, spring, and/or summer of the academic year and/or accumulated least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year, who enrolled the subsequent fall in any 4-year college or university that participates in the National Student Clearinghouse Student Tracker program.

Numerator: Of those in the denominator, the number who graduate with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year college or university during the subsequent fall semester.

### Data Sources

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

### Additional Details

Students were followed for 7 consecutive terms (three terms in the NCCCS system (fall, spring, and summer), fall enrollment in a 4 year and degree progress in fall, spring, and summer of that year, and fall enrollment in the subsequent year).

Baseline and excellence levels were calculated based on three years of institutional outcomes (2014-15, 2015-16, and 2016-17 transfers).

**Excellence level: 89.4%**

**Baseline level: 74.4%**

**TABLE 7. COLLEGE TRANSFER PERFORMANCE, 2017-2018 COMMUNITY COLLEGE STUDENTS**

Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who are enrolled at any four-year university or college the subsequent fall semester or graduated prior to.

Excellence: 89.4%

Baseline: 74.4%

	30 OR MORE HOURS		ASSOC DEGREE RECIPIENT		2017-2018 TOTAL		% PERSISTING		
	Students	% Persist	Students	% Persist	Students	% Persist	16-17	15-16	14-15
<b>System Totals</b>	<b>8,848</b>	<b>86%</b>	<b>9,387</b>	<b>87%</b>	<b>18,235</b>	<b>86.4%</b>	<b>86%</b>	<b>85%</b>	<b>85%</b>
Alamance CC	139	87%	162	90%	301	88.7%	84%	84%	89%
Asheville-Buncombe T	260	88%	269	88%	529	87.9%	86%	85%	87%
Beaufort County CC	69	> 95%	70	75-80%	139	87.1%	86%	86%	75%
Bladen CC	53	87%	58	88%	111	87.4%	88%	80%	75%
Blue Ridge CC	59	88%	96	90%	155	89.0%	91%	82%	87%
Brunswick CC	58	81%	100	82%	158	81.6%	91%	85%	87%
Caldwell CC & TI	150	83%	178	90%	328	86.9%	84%	85%	85%
Cape Fear CC	386	87%	466	85%	852	85.9%	85%	88%	85%
Carteret CC	34	88%	49	86%	83	86.7%	81%	88%	88%
Catawba Valley CC	314	86%	318	88%	632	87.2%	84%	88%	86%
Central Carolina CC	180	93%	189	87%	369	90.0%	86%	88%	84%
Central Piedmont CC	1,118	86%	864	91%	1,982	87.9%	87%	87%	87%
Cleveland CC	218	87%	121	81%	339	84.7%	85%	84%	82%
Coastal Carolina CC	154	88%	243	85%	397	86.1%	84%	88%	83%
Coll of the Albemarle	89	80%	92	93%	181	86.7%	90%	85%	87%
Craven CC	143	89%	172	84%	315	86.3%	86%	81%	84%
Davidson County CC	116	83%	167	85%	283	84.1%	86%	83%	84%
Durham TCC	215	83%	177	90%	392	86.2%	88%	88%	88%
Edgecombe CC	67	81%	59	86%	126	83.3%	84%	80%	81%
Fayetteville TCC	332	77%	466	82%	798	79.9%	82%	78%	79%
Forsyth TCC	336	82%	360	88%	696	85.3%	84%	86%	85%
Gaston College	188	86%	209	85%	397	85.6%	82%	85%	77%
Guilford TCC	381	88%	347	85%	728	86.5%	82%	83%	83%
Halifax CC	31	> 95%	39	90-95%	70	95.7%	84%	82%	78%
Haywood CC	38	89%	61	89%	99	88.9%	84%	85%	76%
Isothermal CC	97	76%	87	84%	184	79.9%	78%	83%	83%
James Sprunt CC	32	75%	38	76%	70	75.7%	76%	68%	84%
Johnston CC	170	89%	172	85%	342	87.1%	91%	85%	79%
Lenoir CC	206	88%	157	83%	363	85.7%	85%	86%	83%
Martin CC	36	83%	41	76%	77	79.2%	91%	85%	71%
Mayland CC	13	*	37	75-80%	50	78.0%	81%	85%	93%
McDowell TCC	42	90%	56	89%	98	89.8%	87%	76%	93%
Mitchell CC	128	81%	202	89%	330	86.1%	86%	88%	90%
Montgomery CC	19	*	7	*	26	88.5%	90%	75%	83%
Nash CC	128	91%	109	88%	237	89.5%	83%	86%	86%
Pamlico CC	7	*	14	*	21	71.4%	69%	59%	100%
Piedmont CC	27	75-80%	16	*	43	79.1%	88%	92%	80%
Pitt CC	554	86%	287	87%	841	86.7%	88%	82%	83%
Randolph CC	68	82%	130	92%	198	88.4%	85%	79%	83%
Richmond CC	84	81%	143	84%	227	82.8%	79%	81%	74%
Roanoke-Chowan CC	22	82%	36	69%	58	74.1%	85%	85%	78%
Robeson CC	43	84%	55	69%	98	75.5%	82%	75%	78%
Rockingham CC	47	85%	97	86%	144	85.4%	88%	84%	89%
Rowan-Cabarrus CC	183	84%	242	85%	425	84.5%	83%	85%	79%
Sampson CC	59	88%	68	87%	127	87.4%	85%	78%	85%
Sandhills CC	152	81%	167	90%	319	85.6%	89%	83%	83%
South Piedmont CC	77	94%	115	89%	192	90.6%	88%	93%	91%
Southeastern CC	58	91%	63	83%	121	86.8%	86%	89%	81%
Southwestern CC	89	81%	150	89%	239	86.2%	87%	90%	82%
Stanly CC	87	87%	101	89%	188	88.3%	84%	88%	83%
Surry CC	109	86%	144	92%	253	89.3%	93%	87%	93%
Tri-County CC	73	88%	54	83%	127	85.8%	79%	88%	81%
Vance-Granville CC	96	74%	123	89%	219	82.6%	88%	90%	85%
Wake TCC	1,102	88%	991	91%	2,093	89.6%	90%	90%	88%
Wayne CC	124	88%	163	90%	287	89.2%	89%	84%	88%
Western Piedmont CC	116	84%	121	89%	237	86.9%	85%	83%	87%
Wilkes CC	124	83%	124	90%	248	86.7%	83%	84%	87%
Wilson CC	40	78%	62	90%	102	85.3%	80%	87%	87%

\*Less than 20

PAGE INTENTIONALLY LEFT BLANK

## Appendix: First-Time Fall Cohort Definition

The first-time fall cohort includes fall credential seeking and dual enrollment (Career and College Promise) students enrolled in curriculum courses at a college for the first-time in the fall or preceding summer.

Fall first-time students are identified as follows:

The student has a primary CURRICULUM CODE that begins with an A, C, D, or P during their first fall term. Students with curriculum codes that begin with T (Basic Skills Plus (T90950), Special Credit (T90990), and NC Rural Innovative Schools (T90900)) are excluded. The first alphabetical curriculum is chosen for students with multiple curriculums.

The student is enrolled in at least one curriculum course during their first fall term excluding courses where the COLLEGE LETTER GRADE equals AU, CE, NA, or NS and/or the STANDARD LETTER GRADE equals AU or CE.

The fall semester, or preceding summer, is the student's first curriculum enrollment term in any post-secondary institution. First curriculum enrollment term is determined as follows:

All enrolled students who meet the course enrollment and curriculum requirements stated above are sent to the National Student Clearinghouse for a Prior Attendance (PA) search for enrollment and graduation records (excluding DEGREE TITLES equal to HIGH SCHOOL DIPLOMA, ADULT HIGH SCHOOL DIPLOMA, GED, and GED CERTIFICATE) prior to August 15<sup>th</sup> of the fall term. These records are evaluated for enrollment prior to and during the preceding summer. Students with no enrollment or graduation record prior to the fall semester and those who only have an enrollment record in the preceding summer are flagged as potential first-time students.

All potential first-time students are then matched to the NCCCS Data Warehouse to search for course enrollment prior to the fall term in one or more courses where the College Letter Grade does not equal AU, CE, NA, or NS and the Standard Letter Grade does not equal AU and CE. Students with no course enrollment prior to the fall semester and those who enrolled for the first time during the preceding summer are included in the fall cohort. NCCCS Data Warehouse matching is based on an exact match to the STUDENTID and/or an exact match to a standardized and concatenated variable comprised of the LAST NAME, FIRST NAME, MIDDLE INITIAL, and DATE OF BIRTH submitted via the CRPFA during the fall term.

The following measures are impacted based on the First-Time Fall Cohort:

- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Completion

### Data Sources

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