



# PERFORMANCE MEASURES SUMMARY AND PEER COLLEGE COMPARISON

*November 21, 2018*

PREPARED BY THE OFFICE OF TECHNOLOGY &  
INSTITUTIONAL EFFECTIVENESS

# 1. Basic Skills Student Progress

## Purpose

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

## Description

Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

## Calculation

Denominator: Basic Skills students (excluding those with an entering Educational Functioning Level of Adult Secondary Education High) who have completed a pre-test and post-test and accumulated 12 or more contact hours during the program year (July 1, 2016 – June 30, 2017).

Numerator: Of those in the denominator, the number who achieve an Educational Functioning Level that is higher than their entering Educational Functioning Level by the end of the program year.

## Data Sources

Literacy Education Information System (LEIS) annual data file.

## Additional Details

To be included, students must have been enrolled in a class during the Basic Skills program year (July 1 – June 30), have accumulated 12 or more contact hours across all classes enrolled, have an initial placement based on a pre-test, and have a completed post-test. Students with an initial placement of Adult Secondary Education High (ASE High) are excluded because this is the highest Educational Functioning Level and a gain is not possible.

A student's Entering Educational Functioning Level is determined based on the student's performance on the first NRS approved test(s) taken during the program year. Per National Reporting System (NRS) guidelines, initial placement is based on the lowest Educational Functioning Level of the tests given within 3 days of the first test of the program year. A pre-test is considered if it occurs up to 90 days prior to the program year and the test code and component match the test code and component of the test having the lowest Educational Functioning Level of the first test(s) in the program year.

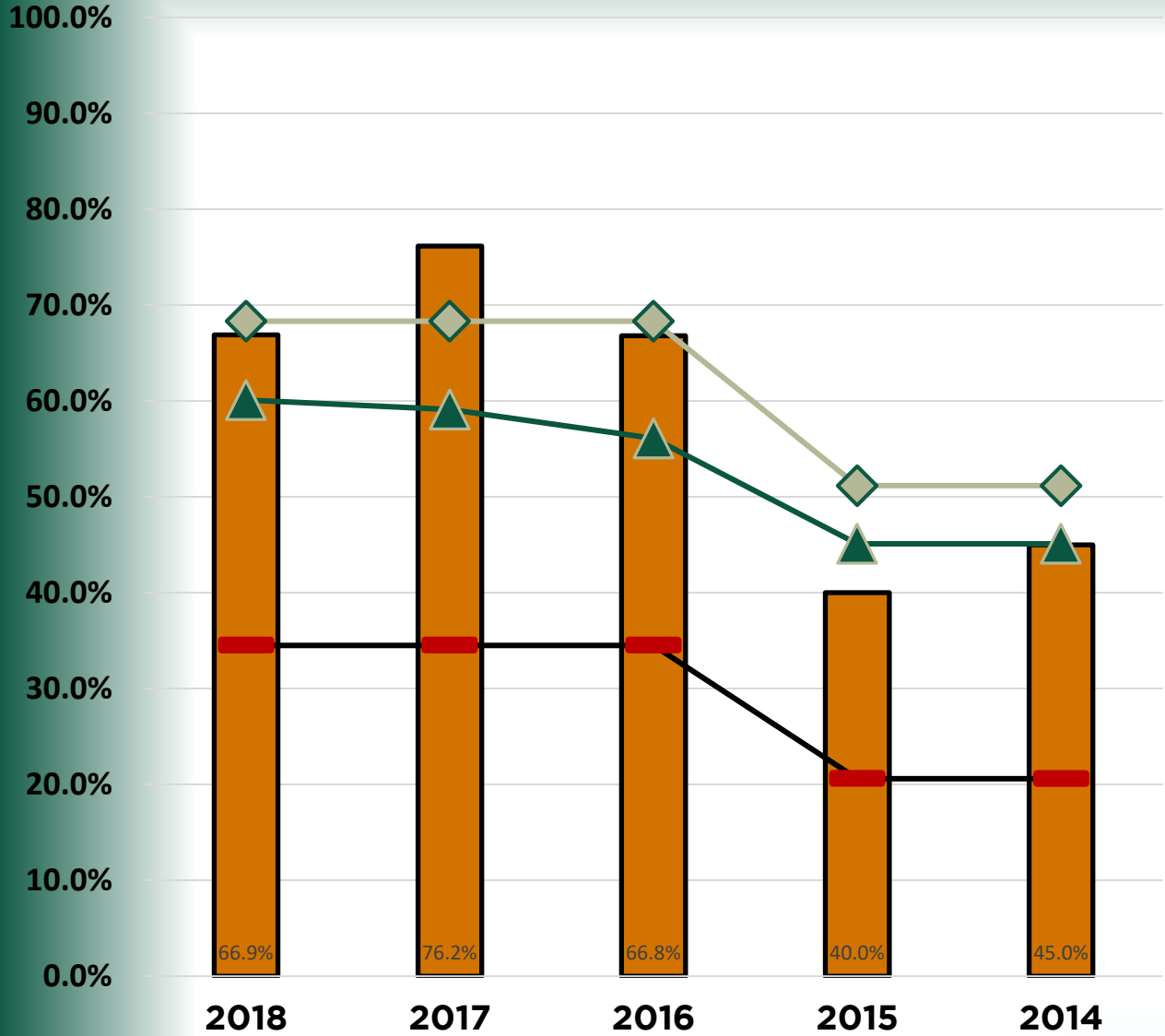
Colleges receive credit for all students who test at a higher Educational Functioning Level than their entering Educational Functioning Level at any point during the Basic Skills program year.

**Excellence level: 68.3%**

**Baseline level: 34.5%**

# Basic Skills Progress

Performance Measures 2013-2018



■ Rockingham CC      ◆ System Excellence Level  
■ System Baseline      ▲ Average College Percentage

Basic Skills Progress					
	2018	2017	2016	2015	2014
Rockingham CC	66.9%	76.2%	66.8%	40.0%	45.0%
System Excellence Level	68.3%	68.3%	68.3%	51.2%	51.2%
System Baseline	34.5%	34.5%	34.5%	20.6%	20.6%
Average College Percentage	60.1%	59.1%	56.1%	45.1%	45.1%

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

### **Purpose**

To ensure students are successfully completing credit-bearing English courses within their first two 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 two years of their first term of enrollment.

### **Calculation**

Denominator: First-time fall 2015 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2015.

Numerator: Of those in the denominator, the number of students earning a grade of “C” or better in at least one credit-bearing English course during their first two academic years (through the end of the summer 2017 term).

Note: See appendix for first-time fall cohort definition.

### **Data Sources**

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

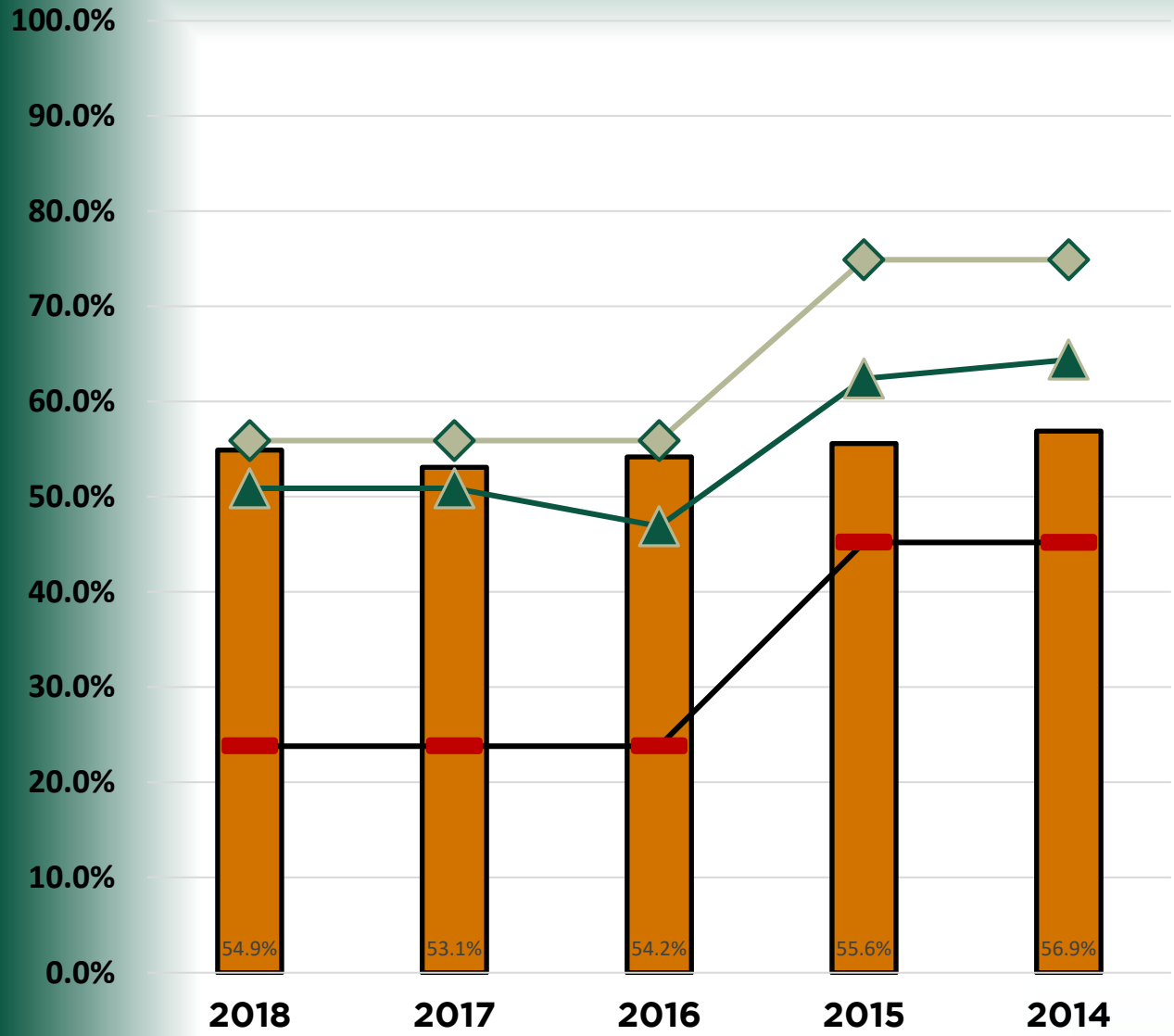
National Student Clearinghouse (NSC)

**Excellence level: 55.9%**

**Baseline level: 23.8%**

# Credit English Success

Performance Measures 2013-2018



Rockingham CC  
System Baseline

System Excellence Level  
Average College Percentage

## Credit English Success

	2018	2017	2016	2015	2014
Rockingham CC	54.9%	53.1%	54.2%	55.6%	56.9%
System Excellence Level	55.9%	55.9%	55.9%	74.9%	74.9%
System Baseline	23.8%	23.8%	23.8%	45.2%	45.2%
Average College Percentage	50.9%	50.9%	46.9%	62.4%	64.4%

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

#### **Purpose**

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

#### **Description**

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment.

#### **Calculation**

Denominator: First-time fall 2015 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2015.

Numerator: Of those in the denominator, the number earning a grade of “C” or better in at least one credit-bearing Math course (not including the lab record) within their first two academic years (through the end of the summer 2017 term).

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

#### **Data Sources**

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

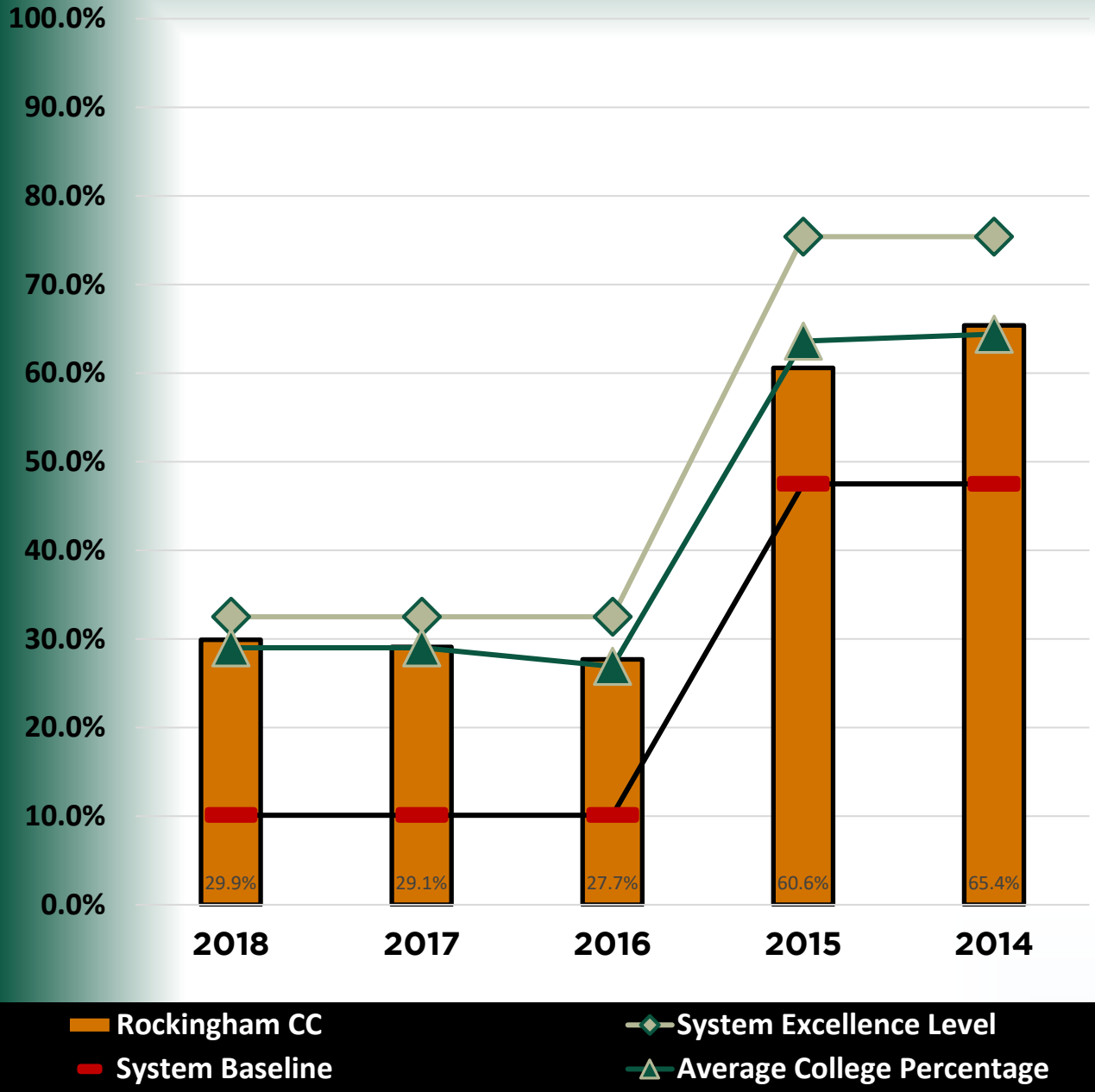
National Student Clearinghouse (NSC)

**Excellence level: 32.5%**

**Baseline level: 10.1%**

# Credit Math Success

Performance Measures 2013-2018



Credit Math Success					
	2018	2017	2016	2015	2014
Rockingham CC	29.9%	29.1%	27.7%	60.6%	65.4%
System Excellence Level	32.5%	32.5%	32.5%	75.4%	75.4%
System Baseline	10.1%	10.1%	10.1%	47.5%	47.5%
Average College Percentage	29.0%	29.0%	26.9%	63.6%	64.4%

## **4. First-Year Progression**

### **Purpose**

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

### **Description**

Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).

### **Calculation**

Denominator: First-time fall 2016 curriculum students attempting at least 12 hours during the 2017 academic year (fall 2016, spring 2017, summer 2017). Hours attempted are calculated for all courses (including developmental and course withdraws) in which the student earned a standard letter grade of A, B, C, D, F, P or W. Hours attempted do not include courses in which the student earned a standard letter grade of AU (Audit), CE (Credit by Exam), I or IP (Incomplete), O (Other), or U (Unknown).

Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental courses) with a standard letter grade of A, B, C, or P, within their first academic year.

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

### **Data Sources**

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

National Student Clearinghouse (NSC)

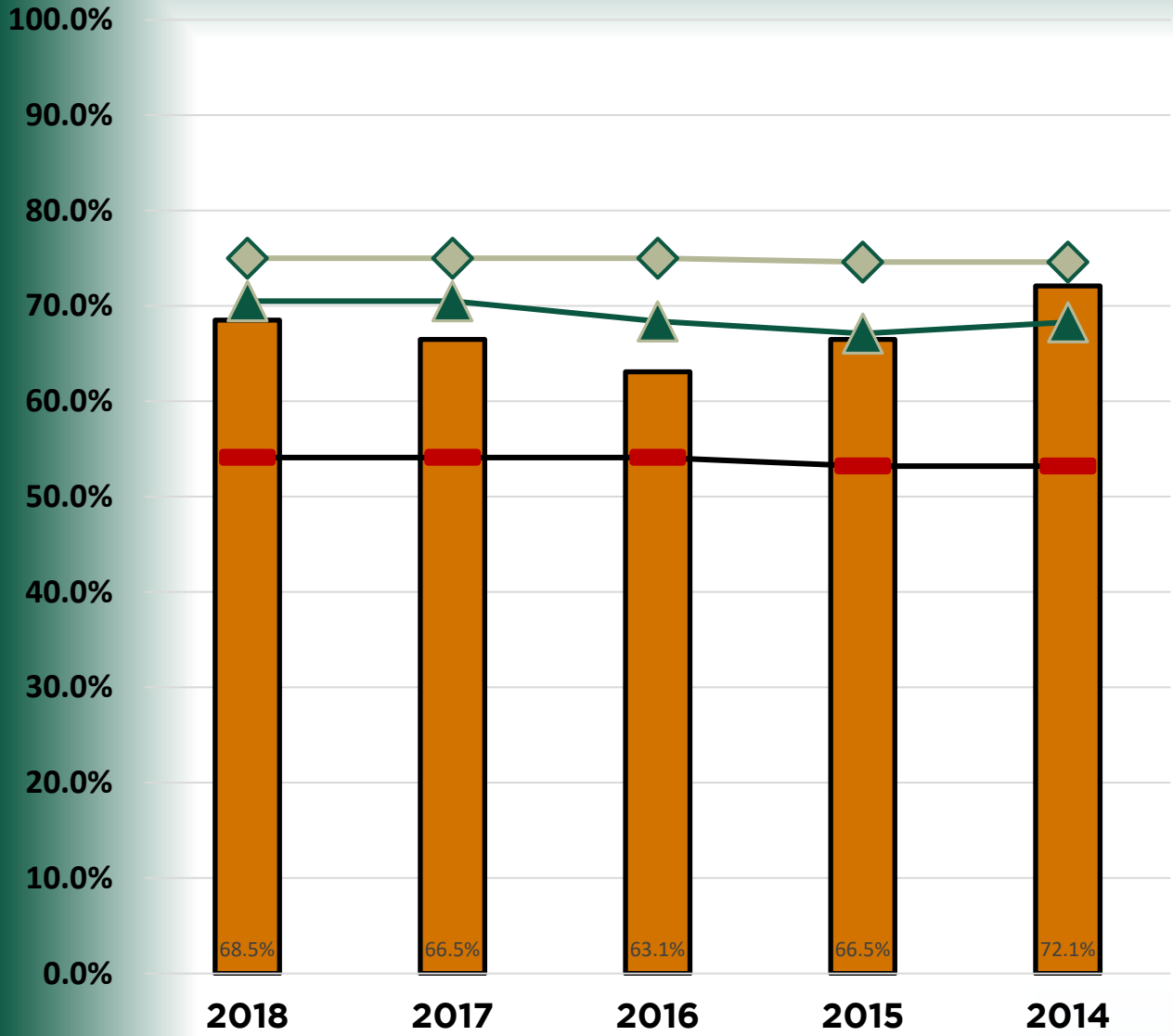
**Excellence level: 75.0%**

**Baseline level: 54.1%**



# First Year Progression

Performance Measures 2013-2018



Rockingham CC  
System Baseline

System Excellence Level  
Average College Percentage

## First Year Progression

	2018	2017	2016	2015	2014
Rockingham CC	68.5%	66.5%	63.1%	66.5%	72.1%
System Excellence Level	75.0%	75.0%	75.0%	74.6%	74.6%
System Baseline	54.1%	54.1%	54.1%	53.2%	53.2%
Average College Percentage	70.5%	70.5%	68.4%	67.1%	68.3%

## 5. Curriculum Completion

### Purpose

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

### Description

Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.

### Calculation

Denominator: First-time fall 2011 curriculum students.

Numerator: Of those in the denominator, the number who graduate, transfer to a four-year institution, or are still enrolled but have completed 36 non-developmental credit hours before the end of the 6<sup>th</sup> fall term (Fall 2017) following their first term of enrollment.

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

### Data Sources

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

National Student Clearinghouse (NSC)

### Additional Details

Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, number of students who achieve at least one of the following:

*Graduation:* Has earned an Associates degree, diploma, or certificate from a North Carolina Community College before the end of the 6<sup>th</sup> fall term following their first term of enrollment.

*Transfer:* Has an enrollment record at a four-year college in the National Student Clearinghouse's database at any point through the end of the 6<sup>th</sup> fall term following their first term of enrollment.

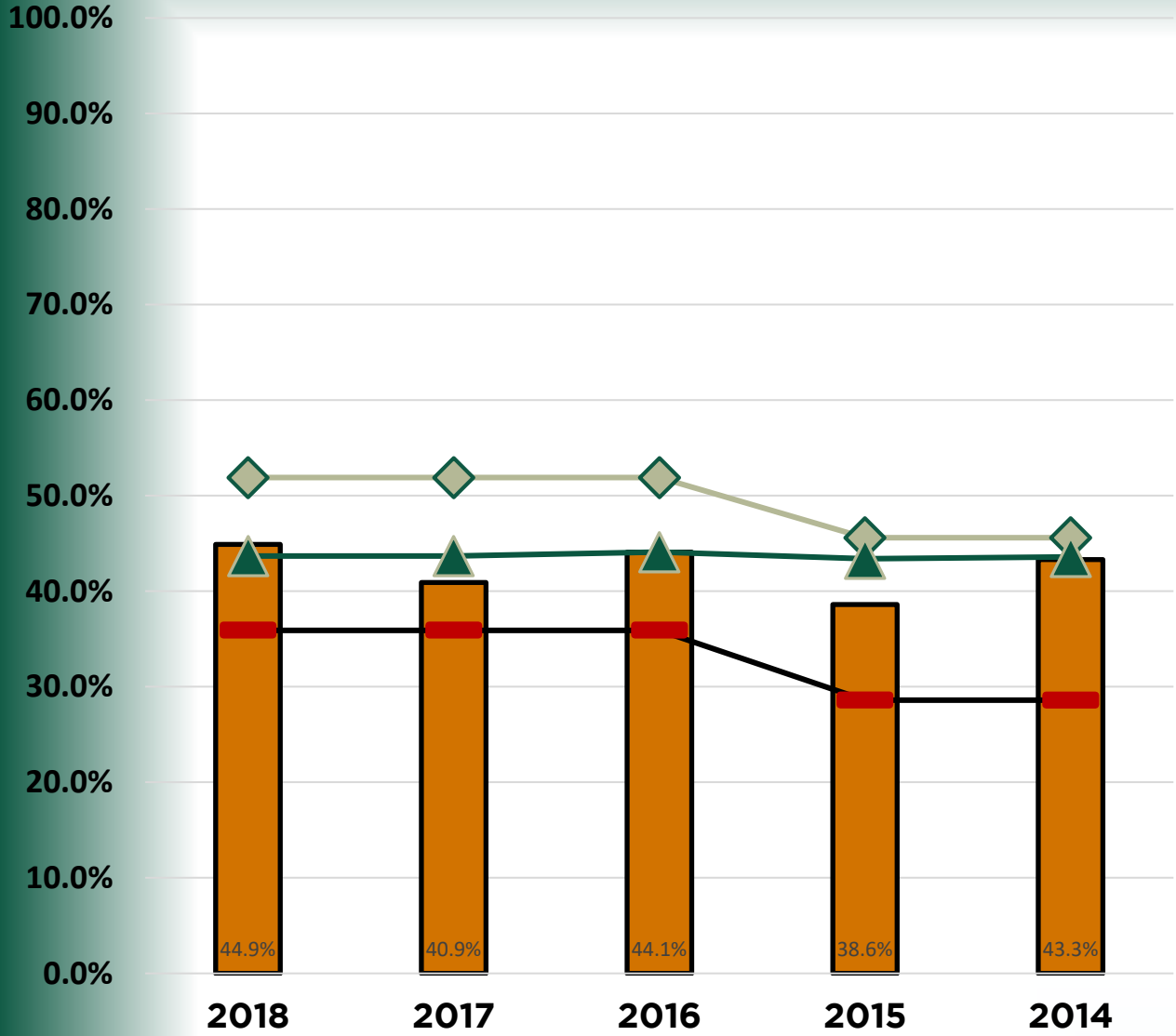
*Persistence:* Has an enrollment record at any North Carolina Community College during the 6<sup>th</sup> fall term following their first term of enrollment and has successfully completed at least 36 non-developmental credits prior to that semester. Successful credit completion is counted for any course in which the student has earned a standard letter grade of A, B, C or P.

**Excellence level: 51.9%**

**Baseline level: 35.9%**

# Curriculum Completion

Performance Measures 2013-2018



Rockingham CC  
System Baseline

System Excellence Level  
Average College Percentage

Curriculum Completion Rate

	2018	2017	2016	2015	2014
Rockingham CC	44.9%	40.9%	44.1%	38.6%	43.3%
System Excellence Level	51.9%	51.9%	51.9%	45.6%	45.6%
System Baseline	35.9%	35.9%	35.9%	28.6%	28.6%
Average College Percentage	43.7%	43.7%	44.1%	43.4%	43.6%

## 6. 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.

### Calculation

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: Of those in the denominator, the number passing the exam on their first attempt during the licensure agency's most recent reporting year.

### Data Sources

#### JULY – JUNE RESULTS

**American Registry of Radiologic Technologists**

*Nuclear Medicine Technology Exam  
Radiation Therapy Exam  
Radiography Exam*

**Federal Aviation Administration**

*Airframe Exam  
General Exam  
Power Plant Exam*

**NC Board of Massage & Bodywork Therapy**

*Massage & Body Work Therapist*

**NC Real Estate Commission**

*Provisional Real Estate Broker*

#### JANUARY – DECEMBER RESULTS

**Council of Interstate Testing**

*Dental Hygiene Exam*

**NC Board of Cosmetic Art Examiners**

*Apprentice Exam  
Cosmetology Exam  
Cosmetology Instructor Exam  
Esthetician Exam  
Manicurist Exam*

**NC Board of Nursing**

*Practical Nursing Exam  
Registered Nursing Exam*

**NC Board of Physical Therapy Examiners**

*Physical Therapist Assistant Exam*

#### JANUARY – DECEMBER RESULTS

**NC Department of Justice, Criminal Justice Standards Division**

*Basic Law Enforcement Training (BLET) Exam*

**NC Department of Justice Sheriff's Standards Division**

*Detention Officer*

**NC Office of Emergency Medical Services**

*EMT Exam  
EMTI-I Exam  
EMT-P Exam*

**NC Veterinary Medical Board**

*Veterinary Medicine Technology Exam*

### Additional Details

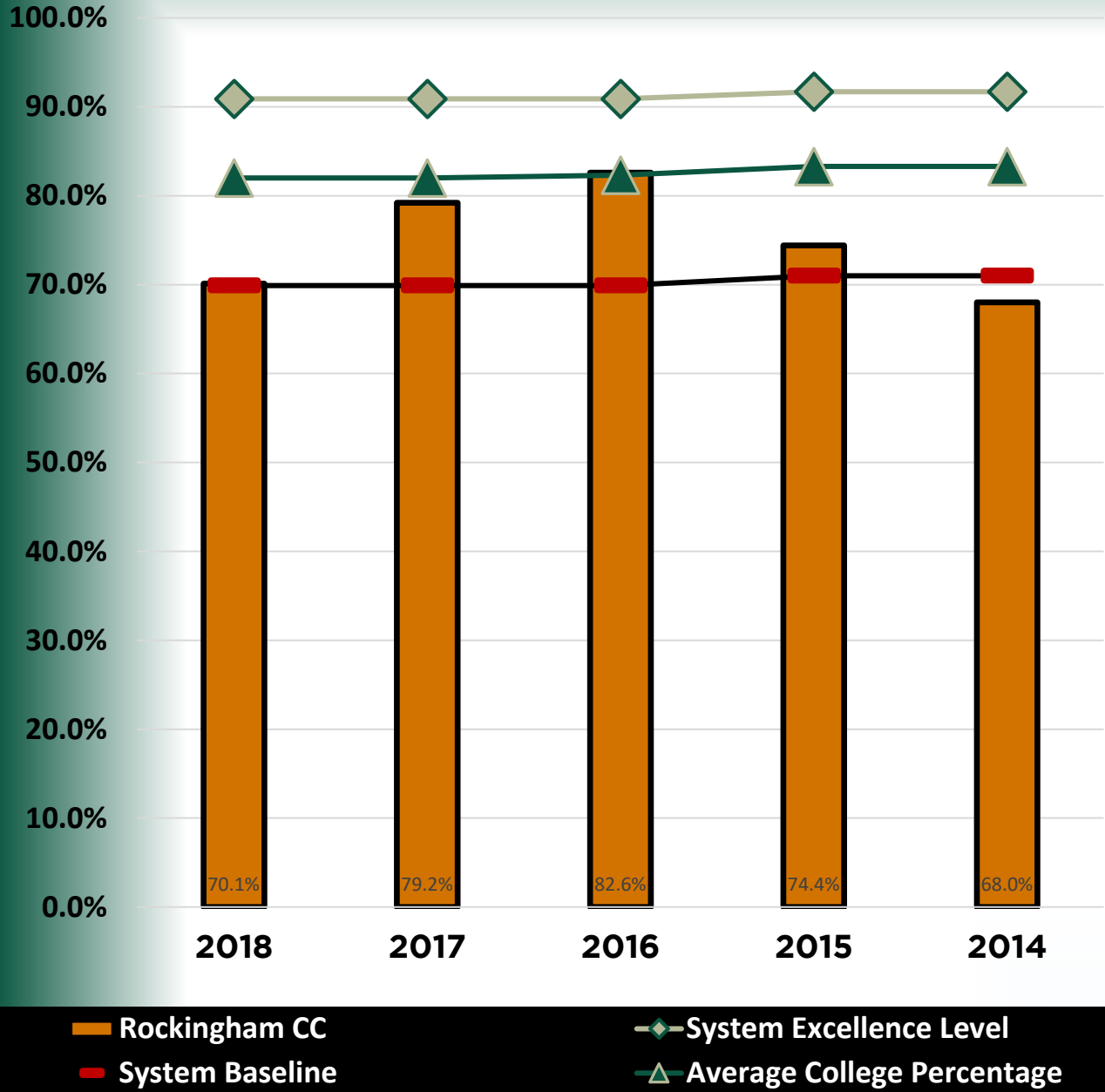
The number of first-time test-takers and passers were provided to the System Office by agencies issuing the license or certification and were validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in *italics*.

**Excellence level: 90.9%**

**Baseline level: 69.9%**

# Licensure Passing Rate

Performance Measures 2013-2018



Licensure Passing Rate					
	2018	2017	2016	2015	2014
Rockingham CC	70.1%	79.2%	82.6%	74.4%	68.0%
System Excellence Level	90.9%	90.9%	90.9%	91.7%	91.7%
System Baseline	69.9%	69.9%	69.9%	71.0%	71.0%
Average College Percentage	82.0%	82.0%	82.3%	83.3%	83.3%

## 7. College Transfer Performance

### Purpose

To ensure the academic success of community college students who transfer to a four-year college or university.

### Description

The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

### Calculation

Denominator: Students who exited the NCCCS system during the 2015-2016 academic year (Fall 15, Spring 16, or Summer 16) with an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently enrolled in a North Carolina four-year college or university during the fall of 2016 and spring of 2017.

Numerator: Of those in the denominator, the number earning a GPA of 2.25 or better aggregated over the fall and spring semesters at the transfer institution.

### Data Sources

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

National Student Clearinghouse (NSC)

UNC-General Administration (UNC-GA)

Participating NC independent colleges and universities: Barton College; Belmont Abbey College; Brevard College; Cabarrus College of Health Sciences; Campbell University; Catawba College; Chowan University; Elon University; Gardner-Webb University; Greensboro College; Guilford College; High Point University; Lenoir-Rhyne University; Livingstone College; Mars Hill University; Methodist University; Montreat College; N.C. Wesleyan College; Pfeiffer University; Queens University of Charlotte; Salem College; Shaw University; University of Mount Olive; William Peace University

### Additional Details

UNC-GA matched the records of NCCCS students who exited NCCCS in 2015-2016 with an Associate Degree and/or at least 30 cumulative hours of articulated college transfer credits against subsequent fall 2016 and spring 2017 UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. UNC-GA provided aggregate totals of transfer students who did or did not attain a GPA greater than or equal to 2.25 in their first academic year.

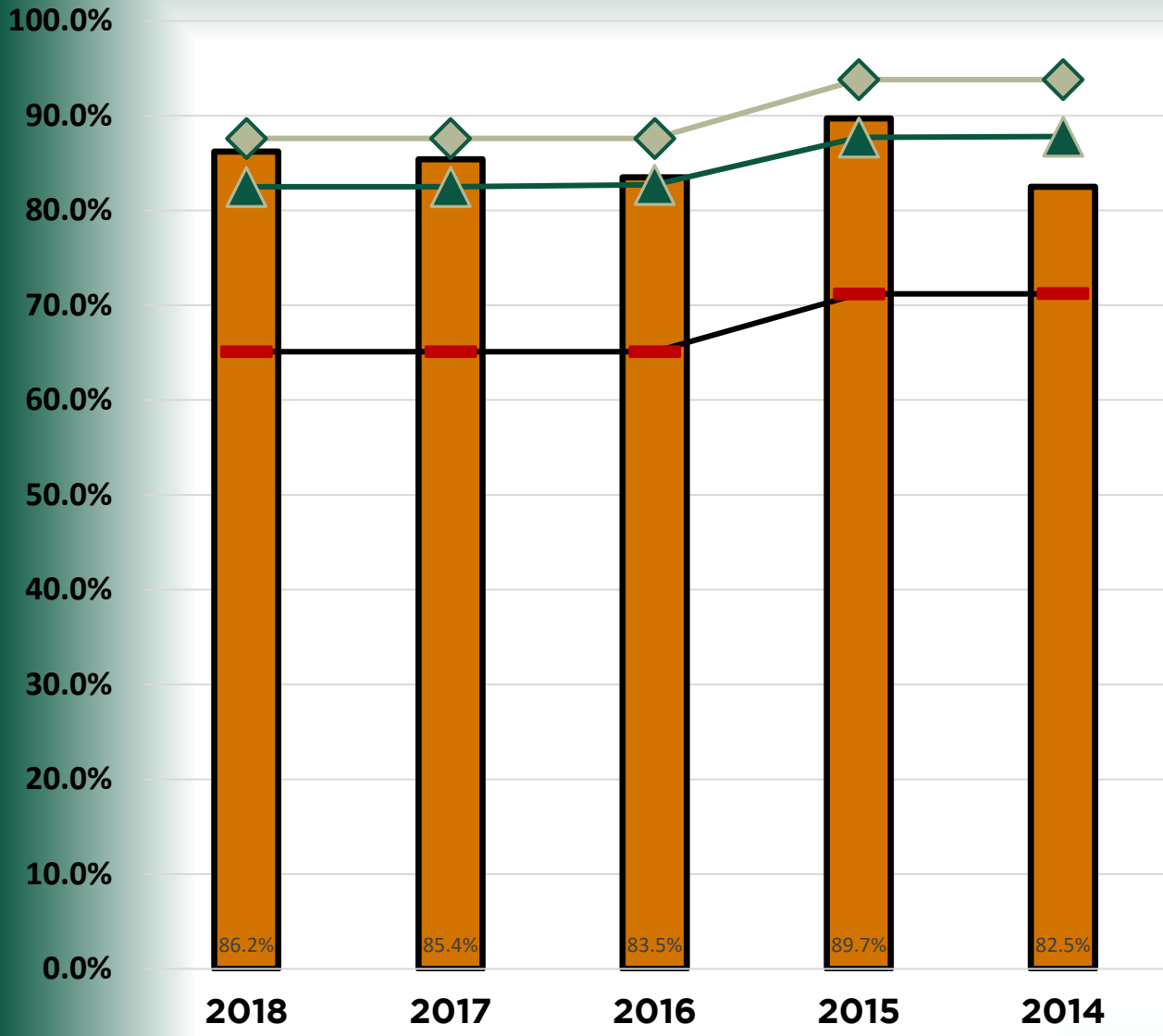
Additional lists of students based on NSC data matches were sent to participating independent colleges and universities. These colleges and universities matched and returned files identifying whether students on their list attained a GPA greater than or equal to 2.25 in their first academic year at that college or university. Data from these sources were combined to determine the overall percentage of college transfers with a GPA exceeding the success threshold after two semesters.

**Excellence level: 87.6%**

**Baseline level: 65.1%**

# Transfer Performance

Performance Measures 2013-2018



■ Rockingham CC      ◆ System Excellence Level  
— System Baseline      ▲ Average College Percentage

Transfer Performance					
	2018	2017	2016	2015	2014
Rockingham CC	86.2%	85.4%	83.5%	89.7%	82.5%
System Excellence Level	87.6%	87.6%	87.6%	93.8%	93.8%
System Baseline	65.1%	65.1%	65.1%	71.2%	71.2%
Average College Percentage	82.5%	82.5%	82.7%	87.7%	87.8%

# NCCCS Peer College Performance Measures Comparison

## Basic Skills

Year ▲	2013		2014		2015		2016		2017	
Placement ▲	Overall		Overall		Overall		Overall		Overall	
College ▲	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
58 College System Total	48,353	58.6%	45,208	57.8%	39,052	55.7%	36,638	58.3%	34,226	58.4%
Blue Ridge CC	346	58.7%	363	65.0%	307	54.4%	401	49.1%	398	62.6%
Carteret CC	119	61.3%	185	57.3%	88	69.3%	188	67.6%	167	53.9%
Isothermal CC	178	55.1%	422	55.5%	294	39.8%	250	43.2%	170	54.1%
Piedmont CC	403	49.9%	345	46.7%	271	48.7%	254	51.2%	198	55.1%
Richmond CC	1,189	53.2%	1,036	57.1%	801	57.1%	712	47.5%	632	48.4%
Robeson CC	826	62.8%	1,035	56.7%	845	59.9%	643	58.2%	612	52.6%
Rockingham CC	429	61.1%	370	50.5%	238	66.8%	302	76.2%	284	66.9%
Southwestern CC	418	65.3%	429	63.2%	338	63.6%	315	64.8%	370	55.4%
Western Piedmont CC	657	38.1%	629	27.8%	318	58.5%	282	72.7%	228	82.9%
Wilkes CC	556	55.2%	711	48.0%	588	49.5%	543	48.6%	360	65.0%
Wilson CC	279	92.5%	380	76.6%	220	65.0%	228	66.7%	278	51.8%

## Student Success Rate in College-Level English Courses

Cohort ▲	2012		2013		2014		2015	
Category ▲	Overall		Overall		Overall		Overall	
College ▲	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
58 College System Total	37,929	25.7%	39,429	27.6%	38,346	29.8%	37,635	33.8%
Blue Ridge CC	309	24.3%	314	26.1%	268	32.8%	289	28.7%
Carteret CC	269	23.0%	203	27.6%	262	29.4%	259	30.9%
Isothermal CC	355	20.8%	303	18.8%	303	21.8%	243	17.7%
Piedmont CC	157	26.1%	120	26.7%	146	29.5%	138	35.5%
Richmond CC	436	35.3%	451	30.4%	420	40.0%	457	46.4%
Robeson CC	572	9.1%	504	17.3%	398	20.4%	459	40.1%
Rockingham CC	434	27.0%	452	27.7%	405	29.4%	388	29.9%
Southwestern CC	345	28.4%	363	27.5%	331	30.2%	378	40.5%
Western Piedmont CC	455	36.7%	453	36.4%	404	38.4%	417	46.0%
Wilkes CC	495	43.2%	455	44.8%	437	37.5%	460	48.9%
Wilson CC	268	24.6%	262	27.9%	253	28.9%	262	29.8%

Source: NCCCS State and Federal 2018 Performance Measures Report and Dashboard



## Student Success Rate in College-Level Math Courses

Cohort		2012		2013		2014		2015	
Category		Overall		Overall		Overall		Overall	
College Name		Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
58 College System Total		37,929	46.8%	39,429	48.4%	38,346	52.0%	37,635	55.0%
Blue Ridge CC		309	45.6%	314	41.4%	268	50.0%	289	48.4%
Carteret CC		269	56.5%	203	55.2%	262	57.6%	259	53.7%
Isothermal CC		355	57.7%	303	58.4%	303	60.7%	243	63.8%
Piedmont CC		157	42.0%	120	55.8%	146	63.0%	138	63.0%
Richmond CC		436	46.1%	451	44.3%	420	60.0%	457	52.3%
Robeson CC		572	23.1%	504	32.7%	398	35.4%	459	46.6%
Rockingham CC		434	49.8%	452	54.2%	405	53.1%	388	54.9%
Southwestern CC		345	44.9%	363	44.1%	331	52.0%	378	60.3%
Western Piedmont CC		455	61.8%	453	61.6%	404	64.6%	417	65.0%
Wilkes CC		495	49.9%	455	58.0%	437	46.0%	460	52.8%
Wilson CC		268	34.7%	262	39.7%	253	40.7%	262	37.8%

## First Year Progression

Cohort		2012		2013		2014		2015		2016	
Category		Overall		Overall		Overall		Overall		Overall	
Select College		Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
58 College System Total		45,433	68.9%	48,316	67.7%	47,346	67.6%	47,580	69.7%	49,355	69.6%
Blue Ridge CC		458	71.0%	447	69.5%	376	77.3%	466	64.3%	537	66.4%
Carteret CC		319	51.6%	267	66.9%	304	66.0%	311	68.6%	363	67.9%
Isothermal CC		526	69.6%	654	76.2%	658	75.1%	557	74.5%	364	80.6%
Piedmont CC		275	76.8%	302	80.6%	392	72.4%	352	72.6%	354	75.3%
Richmond CC		496	73.6%	531	69.6%	546	62.3%	587	66.8%	594	64.9%
Robeson CC		614	47.8%	535	39.2%	428	52.8%	505	51.9%	533	56.1%
Rockingham CC		497	72.1%	516	67.5%	467	63.0%	467	66.5%	438	68.5%
Southwestern CC		418	70.5%	484	70.6%	492	72.5%	560	74.0%	604	69.6%
Western Piedmont CC		509	77.5%	490	72.5%	430	74.4%	485	78.0%	434	79.2%
Wilkes CC		652	76.7%	699	74.3%	658	71.0%	707	77.8%	735	80.9%
Wilson CC		319	67.8%	374	67.0%	326	65.5%	371	71.9%	516	53.9%

Source: NCCCS State and Federal 2018 Performance Measures Report and Dashboard

# Curriculum Completion

College Name	Cohort	Total Graduated and Transferred	% Graduated and Transferred	Total Graduated and No Transfer	% Graduated and No Transfer	Total Transfer and No Graduation	% Transfer and No Graduation	Total Persist	% Persist
S8 College System Total	2008	3,615	7.5%	6,757	13.9%	11,475	23.7%	1,127	2.3%
	2009	3,844	7.6%	7,523	14.8%	9,893	19.4%	977	1.9%
	2010	3,790	8.2%	6,284	13.6%	9,216	19.9%	1,088	2.3%
	2011	4,320	9.3%	6,037	13.0%	8,989	19.3%	1,107	2.4%
Blue Ridge CC	2008	35	6.7%	79	15.0%	102	19.4%	13	2.5%
	2009	40	6.4%	84	13.5%	86	13.8%	13	2.1%
	2010	38	7.3%	86	16.5%	71	13.6%	8	1.1%
	2011	47	9.1%	66	12.7%	79	15.2%	6	1.2%
Carlelet CC	2008	20	6.0%	51	15.3%	60	18.0%	5	1.5%
	2009	31	6.8%	55	12.0%	72	15.8%	9	2.0%
	2010	19	6.0%	58	18.4%	52	16.5%	4	1.3%
	2011	23	7.3%	34	10.8%	70	22.2%	11	3.5%
Isothermal CC	2008	63	9.9%	93	14.6%	137	21.5%	18	2.5%
	2009	45	8.1%	92	16.6%	87	15.7%	8	1.4%
	2010	51	8.4%	63	10.4%	129	21.3%	11	1.8%
	2011	49	8.9%	66	12.0%	118	21.4%	8	1.4%
Piedmont CC	2008	27	4.5%	136	22.7%	102	17.0%	12	2.0%
	2009	25	3.9%	119	18.5%	121	18.8%	10	1.6%
	2010	35	6.2%	102	18.0%	116	20.5%	17	3.0%
	2011	10	2.3%	46	10.6%	103	23.7%	10	2.3%
Richmond CC	2008	40	9.5%	55	13.0%	85	20.1%	14	3.3%
	2009	46	10.9%	74	17.5%	71	16.8%	16	3.8%
	2010	48	10.3%	75	16.1%	70	15.0%	12	2.6%
	2011	44	10.1%	69	15.8%	86	19.7%	11	2.5%
Robeson CC	2008	21	4.3%	91	18.8%	55	11.3%	15	3.1%
	2009	22	3.7%	92	15.5%	126	21.2%	11	1.9%
	2010	13	2.9%	65	14.4%	47	10.4%	13	2.9%
	2011	20	4.0%	38	7.7%	67	13.6%	18	3.6%
Rockingham CC	2008	44	7.3%	85	14.1%	128	21.2%	15	2.5%
	2009	64	9.0%	129	18.2%	109	15.4%	10	1.4%
	2010	43	8.1%	93	17.4%	69	12.9%	13	2.4%
	2011	58	10.6%	105	19.2%	71	13.0%	11	2.0%
Southwestern CC	2008	55	8.9%	86	14.0%	100	16.3%	14	2.3%
	2009	66	11.8%	88	15.8%	87	15.6%	6	1.1%
	2010	63	12.6%	81	16.2%	64	12.8%	9	1.8%
	2011	61	12.2%	95	19.0%	61	12.2%	10	2.0%
Western Piedmont CC	2008	72	13.3%	122	22.6%	90	16.6%	9	1.7%
	2009	93	13.9%	117	17.5%	67	10.0%	13	1.9%
	2010	79	15.0%	80	15.2%	62	11.8%	17	3.2%
	2011	81	16.6%	66	13.5%	47	9.8%	13	2.7%
Wilkes CC	2008	47	7.7%	87	14.2%	154	25.2%	14	2.3%
	2009	54	7.4%	114	15.6%	144	19.7%	14	1.9%
	2010	62	10.2%	108	17.7%	104	17.0%	13	2.1%
	2011	54	11.6%	97	20.8%	80	17.1%	8	1.7%
Wilson CC	2008	19	6.0%	48	15.1%	93	29.2%	5	1.6%
	2009	31	7.2%	63	14.6%	115	26.6%	8	1.9%
	2010	34	9.1%	55	14.7%	61	16.4%	9	2.4%

Source: NCCCS State and Federal 2018 Performance Measures Report and Dashboard

## Licensure and Certification Passing Rate

Year ▲	2013	2014	2015	2016	2017
Exam ▲	All	All	All	All	All
College ▲	% Successful	% Successful	% Successful	% Successful	% Successful
58 College System Total	85.0%	84.6%	84.4%	84.1%	81.6%
Blue Ridge CC	86.5%	82.7%	80.8%	81.8%	75.3%
Carteret CC	83.9%	79.9%	78.8%	86.9%	79.8%
Isothermal CC	81.3%	86.9%	86.2%	71.6%	76.2%
Piedmont CC	72.7%	66.2%	60.3%	70.5%	69.2%
Richmond CC	67.4%	72.3%	73.8%	83.9%	87.5%
Robeson CC	89.7%	82.1%	74.5%	71.2%	74.7%
Rockingham CC	68.0%	74.4%	82.6%	79.2%	70.1%
Southwestern CC	91.8%	88.7%	89.4%	89.4%	85.0%
Western Piedmont CC	94.4%	86.4%	87.5%	86.1%	81.5%
Wilkes CC	86.4%	85.6%	86.3%	74.7%	66.3%
Wilson CC	72.3%	86.7%	77.7%	80.3%	81.8%

## College Transfer Performance

Year	10-11		11-12		12-13		13-14		14-15		15-16	
College ▲	Total Students	% Success	Total Students	% Success	Total Students	% Success	Total Students	% Success	Total Students	% Success	Total Students	% Success
58 College System Total	7,965	80.6%	8,403	81.7%	8,807	81.5%	10,677	82.4%	11,160	82.8%	11,617	83.4%
Blue Ridge CC	60	91.7%	55	83.6%	72	84.7%	80	91.3%	87	89.7%	92	93.5%
Carteret CC	64	81.3%	45	84.4%	59	83.1%	45	80.0%	41	95.1%	59	83.1%
Isothermal CC	85	78.8%	79	87.3%	75	86.7%	110	84.5%	108	88.9%	100	90.0%
Piedmont CC	47	72.3%	43	65.1%	51	74.5%	45	75.6%	29	72.4%	34	76.5%
Richmond CC	44	79.5%	54	85.2%	63	77.8%	51	66.7%	94	73.4%	123	81.3%
Robeson CC	68	66.2%	58	79.3%	68	83.8%	66	75.8%	67	71.6%	67	86.6%
Rockingham CC	44	86.4%	56	75.0%	60	81.7%	91	83.5%	103	85.4%	87	86.2%
Southwestern CC	103	88.3%	109	89.9%	124	94.4%	114	88.6%	114	88.6%	158	93.7%
Wayne CC	109	78.0%	128	86.7%	126	75.4%	170	80.0%	194	84.0%	191	80.1%
Western Piedmont CC	144	75.0%	120	82.5%	127	81.9%	122	82.8%	162	80.9%	132	84.1%
Wilkes CC	91	87.9%	106	81.1%	104	78.8%	102	85.3%	134	76.1%	128	87.5%

Source: NCCCS State and Federal 2018 Performance Measures Report and Dashboard