PERFORMANCE MEASURES SUMMARY AND PEER COLLEGE COMPARISON

August 11, 2020

PREPARED BY THE OFFICE OF TECHNOLOGY & INSTITUTIONAL EFFECTIVENESS

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Introduction

Performance Measures

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 during 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, a review process was established to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. Every three years, a committee that is inclusive of college leaders; subject matter experts; and research and assessment professionals are appointed to review the measures and recommend deletions, revisions, and additions. Recommendations from the most recent review were approved in 2018 and this is the inaugural report representing the updated measures.

The current list of measures includes:

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression

- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

Baselines and Excellence Levels

The outcomes funding model associated with the performance measures was implemented in 2013. A major component of this model is the establishment of system-wide baseline and excellence levels for each measure. These statistically defined levels were developed to provide consistency and promote transparency, simplicity, and objectivity.

Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset with the implementation of a new three-year cycle.

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 excellence level	Above the baseline level, but below the college avg.
Above the college avg., but below the excellence level	Below the baseline level

Color Gradients

To help colleges identify potential areas of strengths and weaknesses, some color gradients are included in this report. Colors are based on differences between colleges within categories for each measure. For the color gradients, green represents higher outcomes while red represents lower outcomes. The color scale is below.

Bottom 10 Percentile   Median   Top 10 Percentile

Additional Analysis and Insights

This report is designed to provide colleges and stakeholders with summary results related to the performance measures. Additional analysis and insights based on student characteristics, including race/ethnicity and gender, can be accessed at: https://www.nccommunitycolleges.edu/analytics/dashboards/state-performance-measures-pm

Performance Summary

	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average, Above Baseline Level	Below Baseline Level
System Excellence Level	50.6%	66.6%	46.2%	71.9%	52.7%	1.07	89.4%				
System Baseline	24.2%	40.1%	19.5%	56.6%	34.1%	0.79	74.4%				
Average College Percentage	45.1%	60.6%	42.7%	70.3%	53.4%	0.98	85.4%				
System Totals (All Students)	43.6%	61.7%	43.1%	69.3%	52.1%	1.00	86.4%				
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 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%

RCC: 48.8%

Peer Group Average: 44.1%

Basic Skills Progress - RCC
Performance Measures 2016-2020

Legend: ■ Rockingham CC ●— System Excellence Level ●— System Baseline ●— Average College Percentage
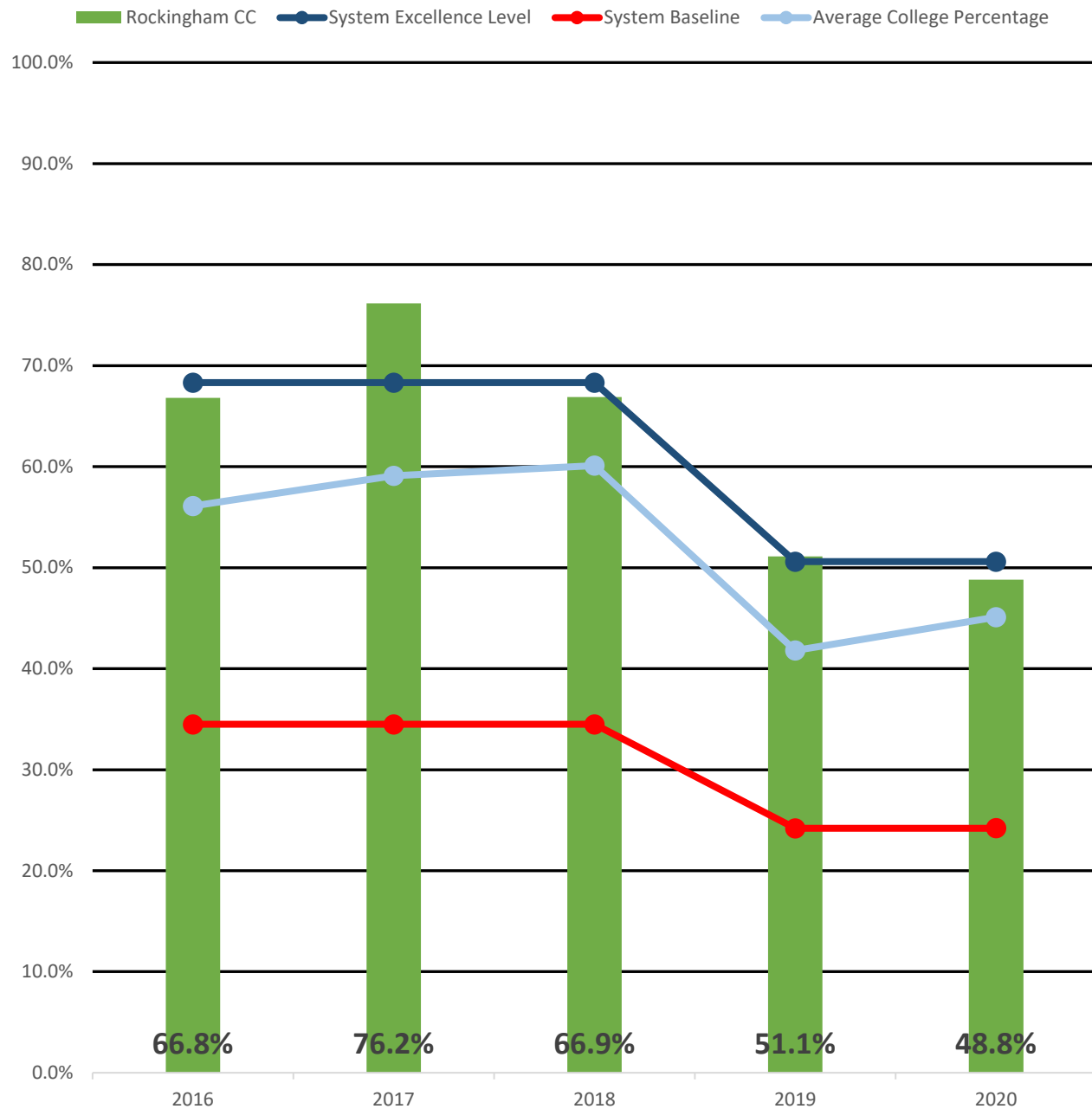
Basic Skills Progress					
	2016	**2017**	**2018**	**2019**	**2020**
Rockingham CC	66.8%	76.2%	66.9%	51.1%	48.8%
System Excellence Level	68.3%	68.3%	68.3%	50.6%	50.6%
System Baseline	34.5%	34.5%	34.5%	24.2%	24.2%
Average College Percentage	56.1%	59.1%	60.1%	41.8%	45.1%

Basic Skills Progress (Peer Group)
Performance Measures 2016-2020
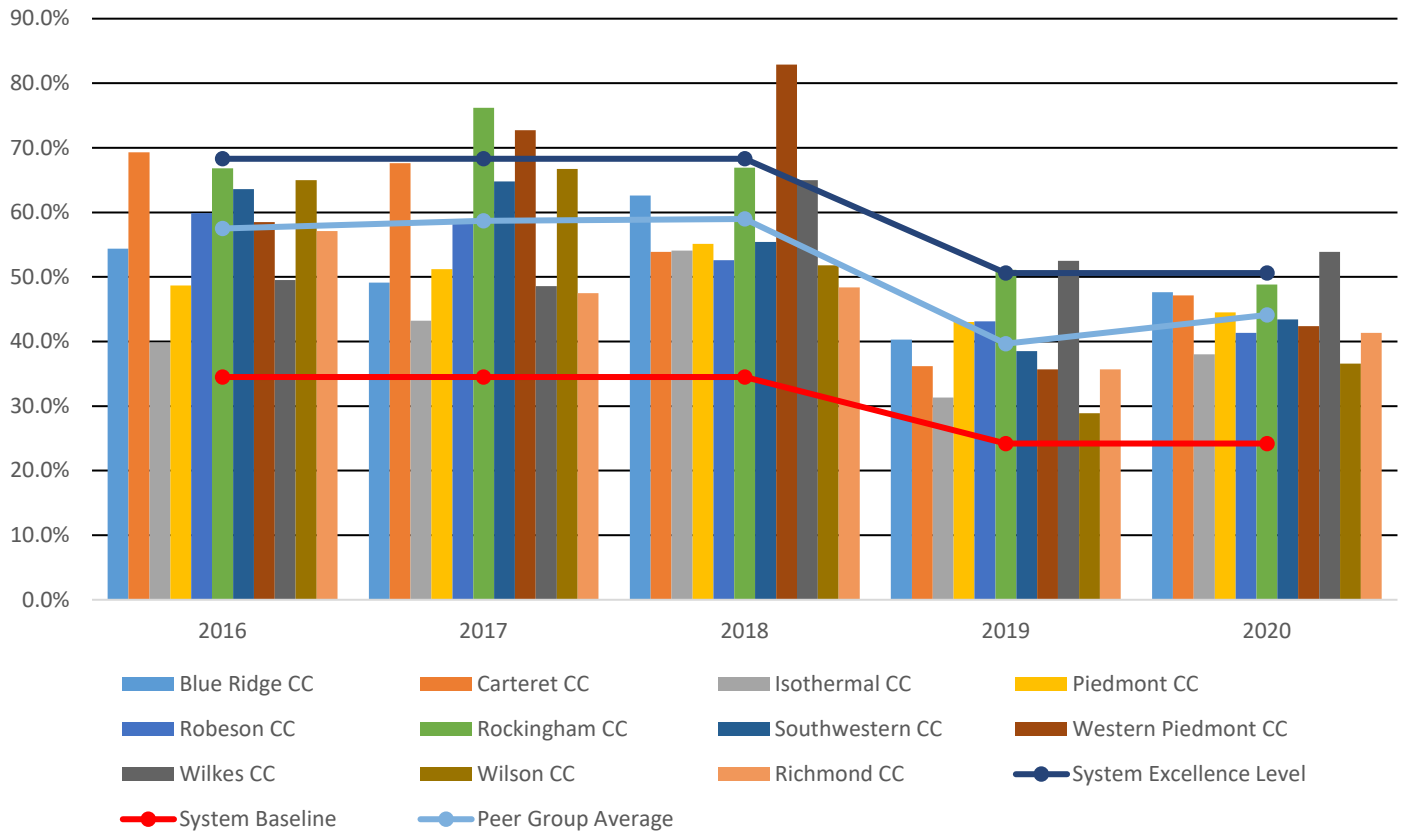
Basic Skills Progress (Peer Group)	2016	2017	2018	2019	2020
System Excellence Level	68.3%	68.3%	68.3%	50.6%	50.6%
System Baseline	34.5%	34.5%	34.5%	24.2%	24.2%
Peer Group Average	57.5%	58.7%	59.0%	39.7%	44.1%
Blue Ridge CC	54.4%	49.1%	62.6%	40.3%	47.6%
Carteret CC	69.3%	67.6%	53.9%	36.2%	47.1%
Isothermal CC	39.8%	43.2%	54.1%	31.3%	38.0%
Piedmont CC	48.7%	51.2%	55.1%	43.0%	44.5%
Richmond CC	57.1%	47.5%	48.4%	35.7%	41.3%
Robeson CC	59.9%	58.2%	52.6%	43.1%	41.3%
Rockingham CC	**66.8%**	**76.2%**	**66.9%**	**51.1%**	**48.8%**
Southwestern CC	63.6%	64.8%	55.4%	38.5%	43.4%
Western Piedmont CC	58.5%	72.7%	82.9%	35.7%	42.4%
Wilkes CC	49.5%	48.6%	65.0%	52.5%	53.9%
Wilson CC	65.0%	66.7%	51.8%	28.9%	36.6%

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 >=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).
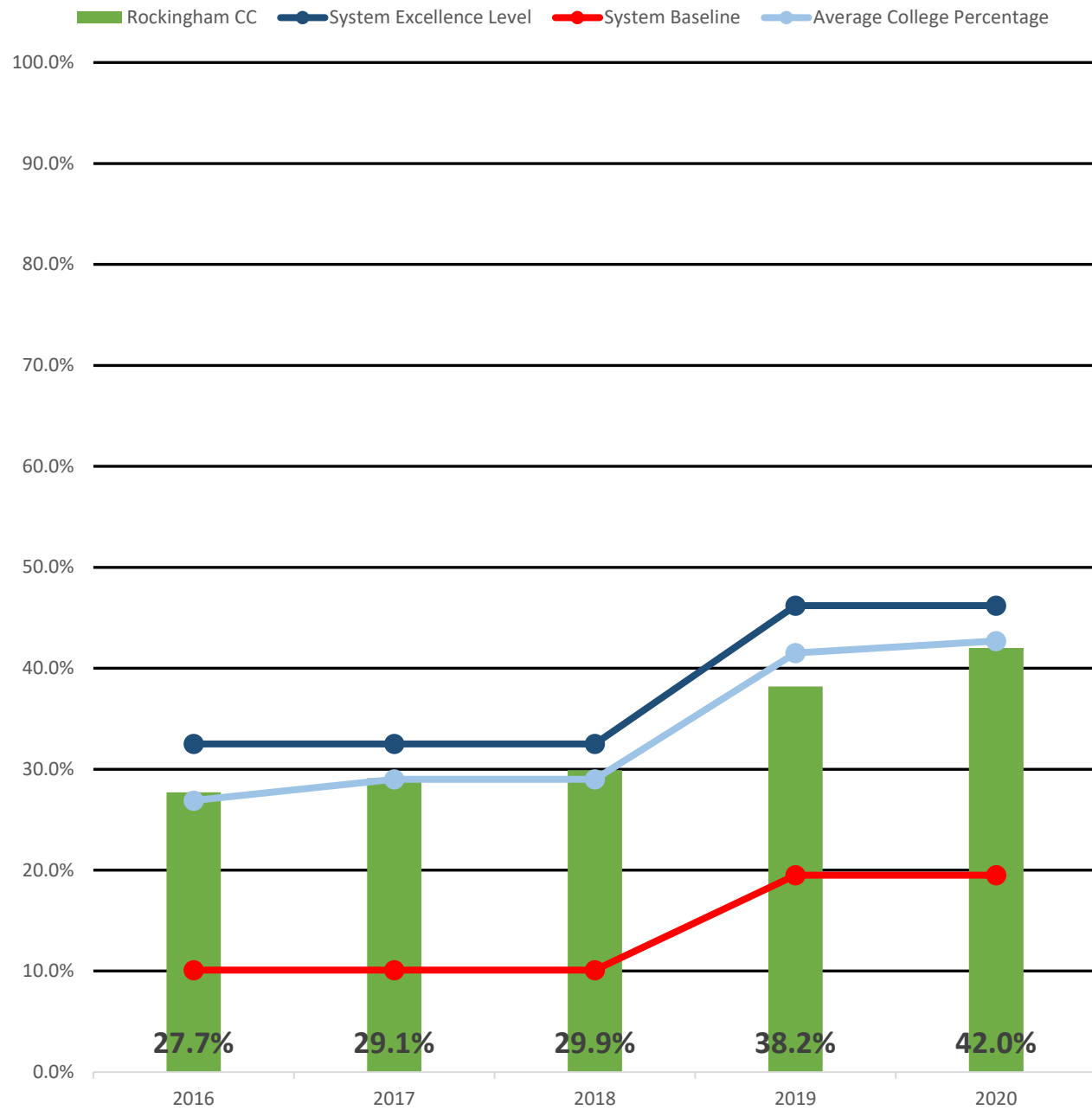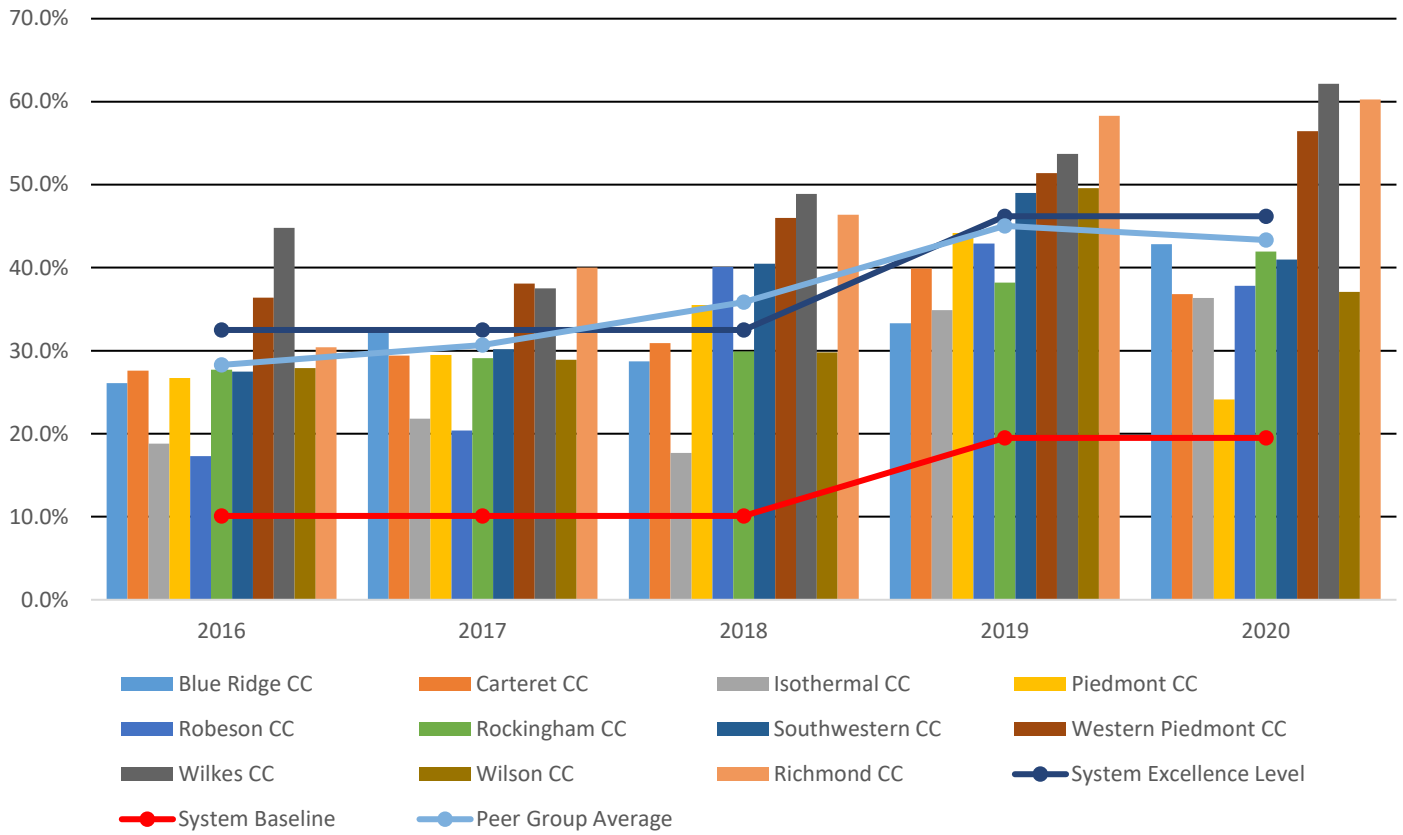
Excellence level: 66.6%

Baseline level: 40.1%

RCC: 63.8

Peer Group Average: 61.3%

Credit English Success - RCC
Performance Measures 2016-2020

Credit English Success					
	2016	2017	2018	2019	2020
Rockingham CC	54.2%	53.1%	54.9%	61.6%	63.8%
System Excellence Level	55.9%	55.9%	55.9%	66.6%	66.6%
System Baseline	23.8%	23.8%	23.8%	40.1%	40.1%
Average College Percentage	46.9%	50.9%	50.9%	61.0%	60.6%

Credit English Success (Peer Group)
Performance Measures 2016-2020
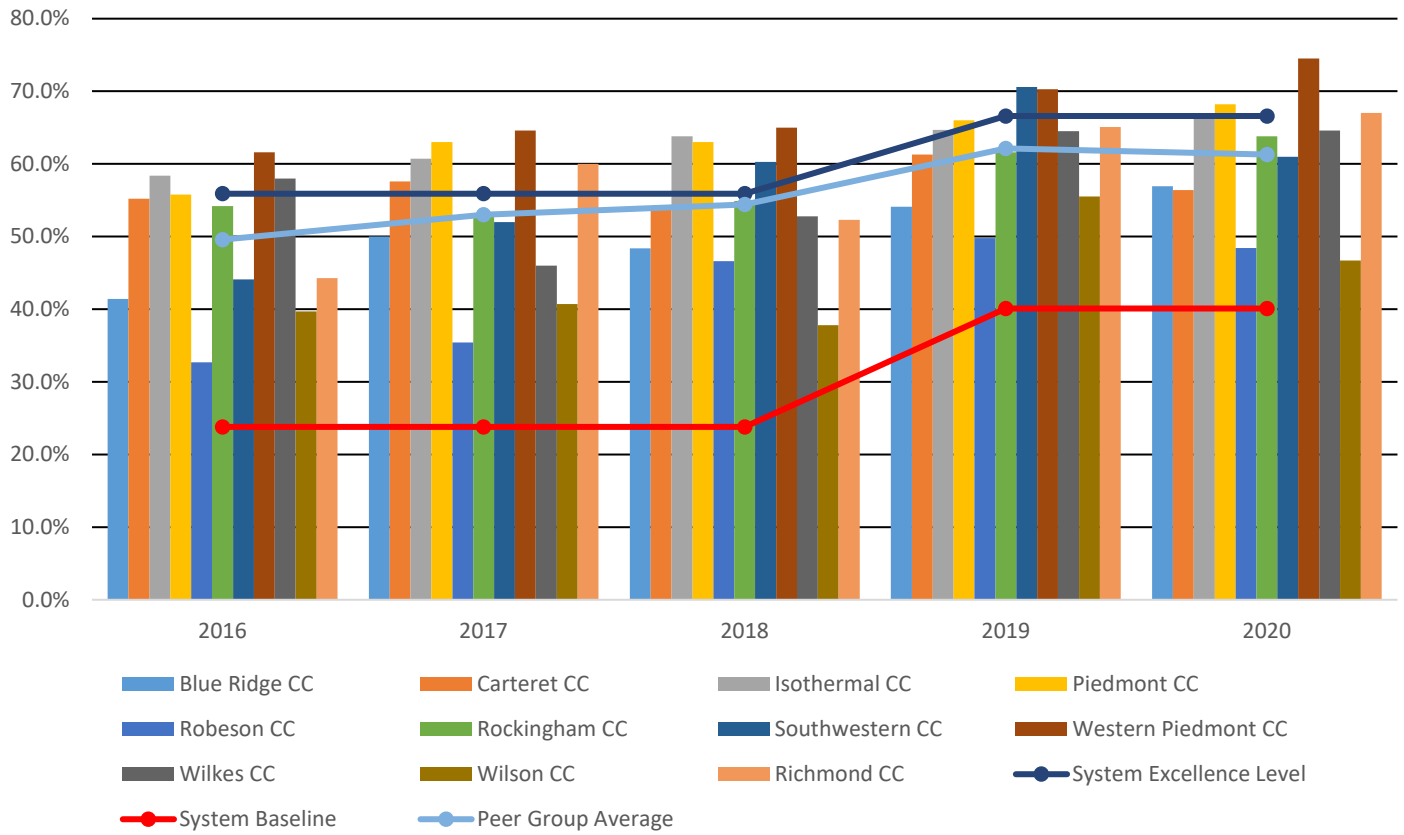
Credit English Success (Peer Group)					
	2016	**2017**	**2018**	**2019**	**2020**
System Excellence Level	55.9%	55.9%	55.9%	66.6%	66.6%
System Baseline	23.8%	23.8%	23.8%	40.1%	40.1%
Peer Group Average	49.6%	53.0%	54.4%	62.1%	61.3%
Blue Ridge CC	41.4%	50.0%	48.4%	54.1%	56.9%
Carteret CC	55.2%	57.6%	53.7%	61.3%	56.4%
Isothermal CC	58.4%	60.7%	63.8%	64.7%	66.8%
Piedmont CC	55.8%	63.0%	63.0%	66.0%	68.2%
Richmond CC	44.3%	60.0%	52.3%	65.1%	67.0%
Robeson CC	32.7%	35.4%	46.6%	49.8%	48.4%
Rockingham CC	**54.2%**	**53.1%**	**54.9%**	**61.6%**	**63.8%**
Southwestern CC	44.1%	52.0%	60.3%	70.6%	61.0%
Western Piedmont CC	61.6%	64.6%	65.0%	70.3%	74.5%
Wilkes CC	58.0%	46.0%	52.8%	64.5%	64.6%
Wilson CC	39.7%	40.7%	37.8%	55.5%	46.7%

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 >=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).
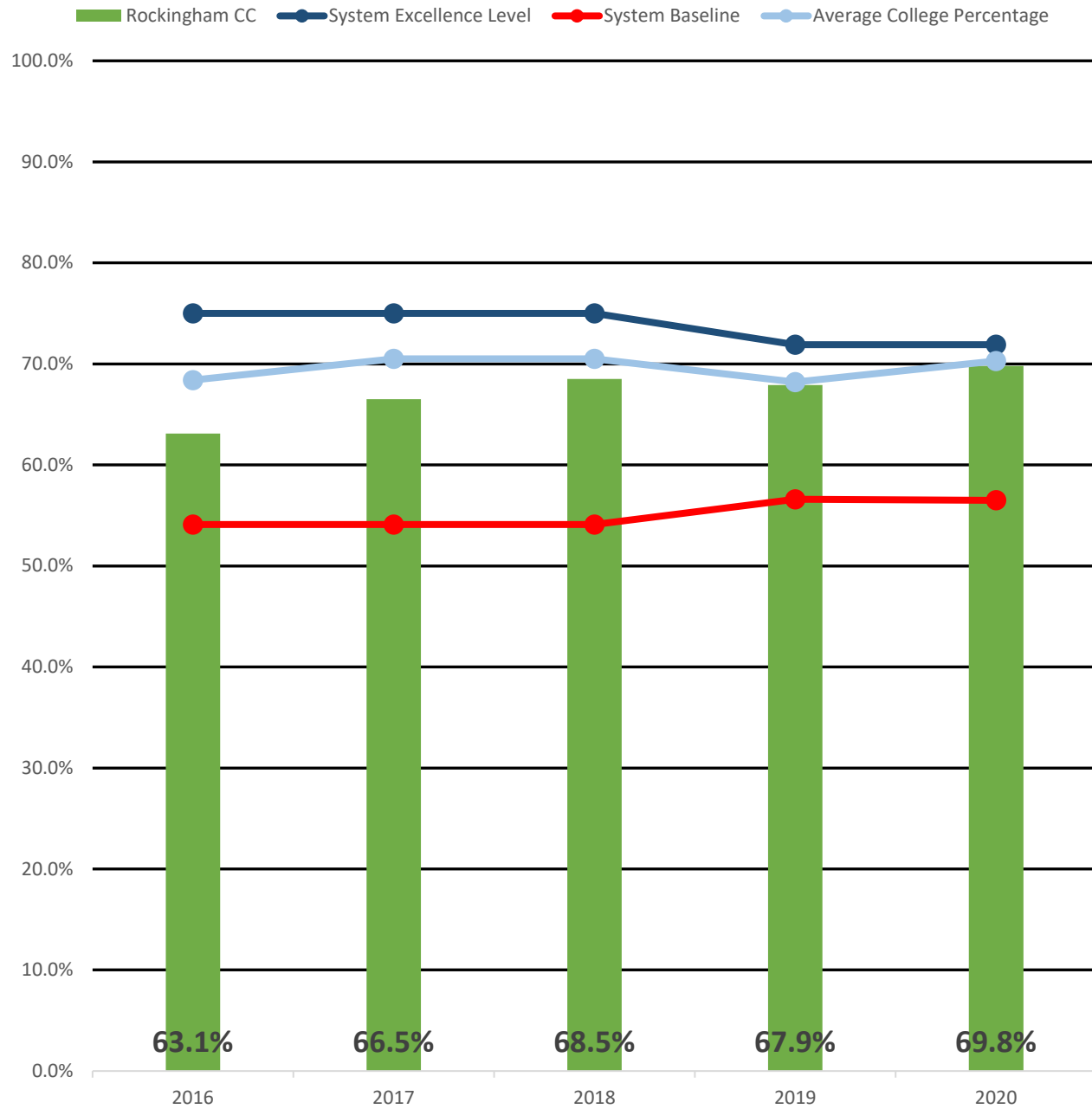
Excellence level: 46.2%

Baseline level: 19.5%

RCC: 42.0%

Peer Group Average: 43.3%

Credit Math Success - RCC
Performance Measures 2016-2020

Credit Math Success					
	2016	2017	2018	2019	2020
Rockingham CC	27.7%	29.1%	29.9%	38.2%	42.0%
System Excellence Level	32.5%	32.5%	32.5%	46.2%	46.2%
System Baseline	10.1%	10.1%	10.1%	19.5%	19.5%
Average College Percentage	26.9%	29.0%	29.0%	41.5%	42.7%

Credit Math Success (Peer Group)
Performance Measures 2016-2020

Credit Math Success (Peer Group)					
	2016	**2017**	**2018**	**2019**	**2020**
System Excellence Level	32.5%	32.5%	32.5%	46.2%	46.2%
System Baseline	10.1%	10.1%	10.1%	19.5%	19.5%
Peer Group Average	28.3%	30.7%	35.9%	45.0%	43.3%
Blue Ridge CC	26.1%	32.5%	28.7%	33.3%	42.8%
Carteret CC	27.6%	29.4%	30.9%	39.9%	36.8%
Isothermal CC	18.8%	21.8%	17.7%	34.9%	36.4%
Piedmont CC	26.7%	29.5%	35.5%	44.2%	24.1%
Richmond CC	30.4%	40.0%	46.4%	58.3%	60.3%
Robeson CC	17.3%	20.4%	40.1%	42.9%	37.8%
Rockingham CC	**27.7%**	**29.1%**	**29.9%**	**38.2%**	**42.0%**
Southwestern CC	27.5%	30.2%	40.5%	49.0%	41.0%
Western Piedmont CC	36.4%	38.1%	46.0%	51.4%	56.4%
Wilkes CC	44.8%	37.5%	48.9%	53.7%	62.2%
Wilson CC	27.9%	28.9%	29.8%	49.6%	37.1%

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%

RCC: 69.8%

Peer Group Average: 70.7%

First Year Progression - RCC
Performance Measures 2015-2019

First Year Progression					
	2016	2017	2018	2019	2020
Rockingham CC	63.1%	66.5%	68.5%	67.9%	69.8%
System Excellence Level	75.0%	75.0%	75.0%	71.9%	71.9%
System Baseline	54.1%	54.1%	54.1%	56.6%	56.5%
Average College Percentage	68.4%	70.5%	70.5%	68.2%	70.3%

First Year Progression (Peer Group)
Performance Measures 2016-2020
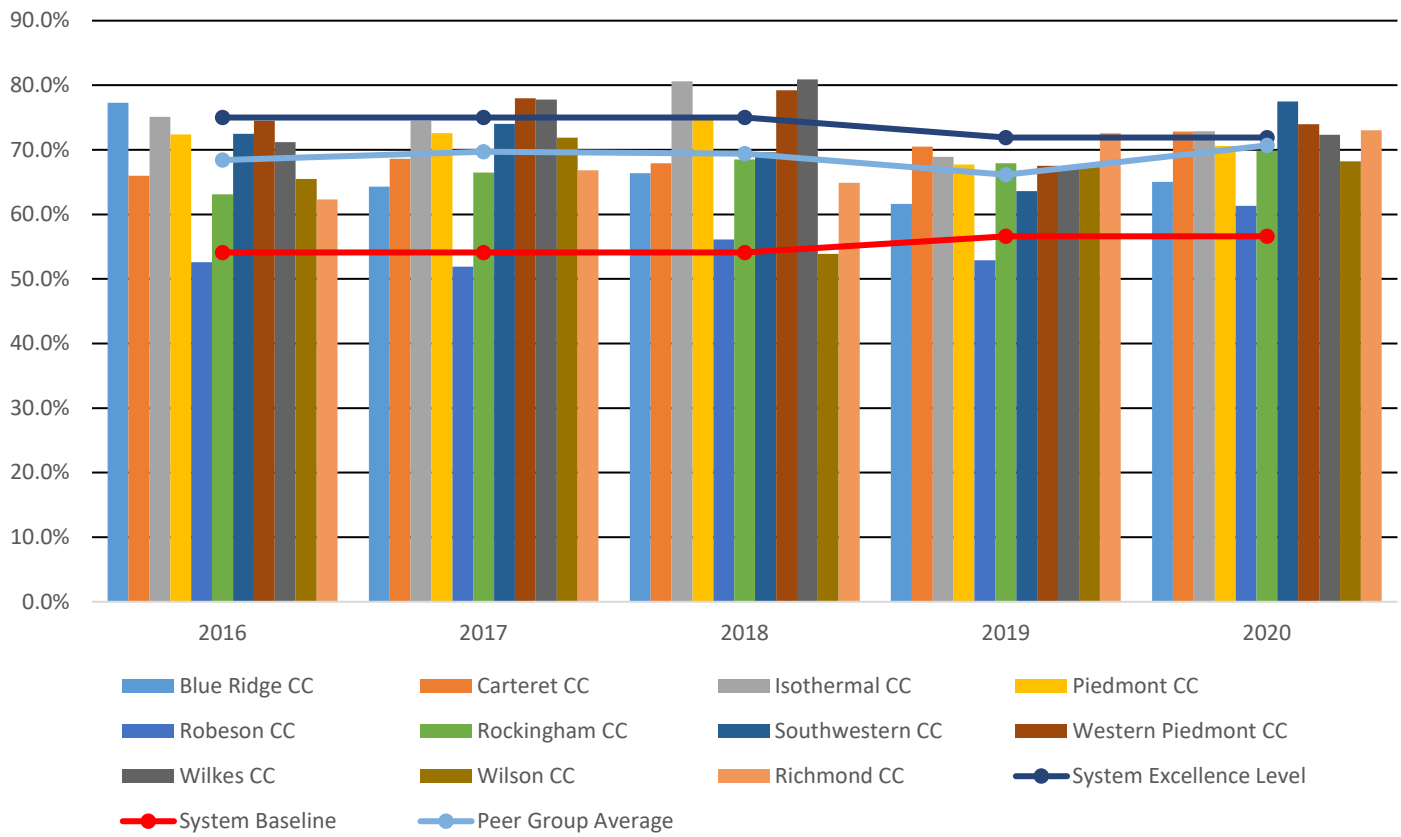
First Year Progression (Peer Group)	2016	2017	2018	2019	2020
System Excellence Level	75.0%	75.0%	75.0%	71.9%	71.9%
System Baseline	54.1%	54.1%	54.1%	56.6%	56.6%
Peer Group Average	68.4%	69.7%	69.4%	66.1%	70.7%
Blue Ridge CC	77.3%	64.3%	66.4%	61.6%	65.0%
Carteret CC	66.0%	68.6%	67.9%	70.5%	72.8%
Isothermal CC	75.1%	74.5%	80.6%	68.9%	72.9%
Piedmont CC	72.4%	72.6%	75.3%	67.7%	70.6%
Richmond CC	62.3%	66.8%	64.9%	72.6%	73.0%
Robeson CC	52.6%	51.9%	56.1%	52.9%	61.3%
Rockingham CC	**63.1%**	**66.5%**	**68.5%**	**67.9%**	**69.8%**
Southwestern CC	72.5%	74.0%	69.6%	63.6%	77.5%
Western Piedmont CC	74.5%	78.0%	79.2%	67.5%	74.0%
Wilkes CC	71.2%	77.8%	80.9%	67.0%	72.3%
Wilson CC	65.5%	71.9%	53.9%	67.3%	68.2%

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 4th 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 4th summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the 4th 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).
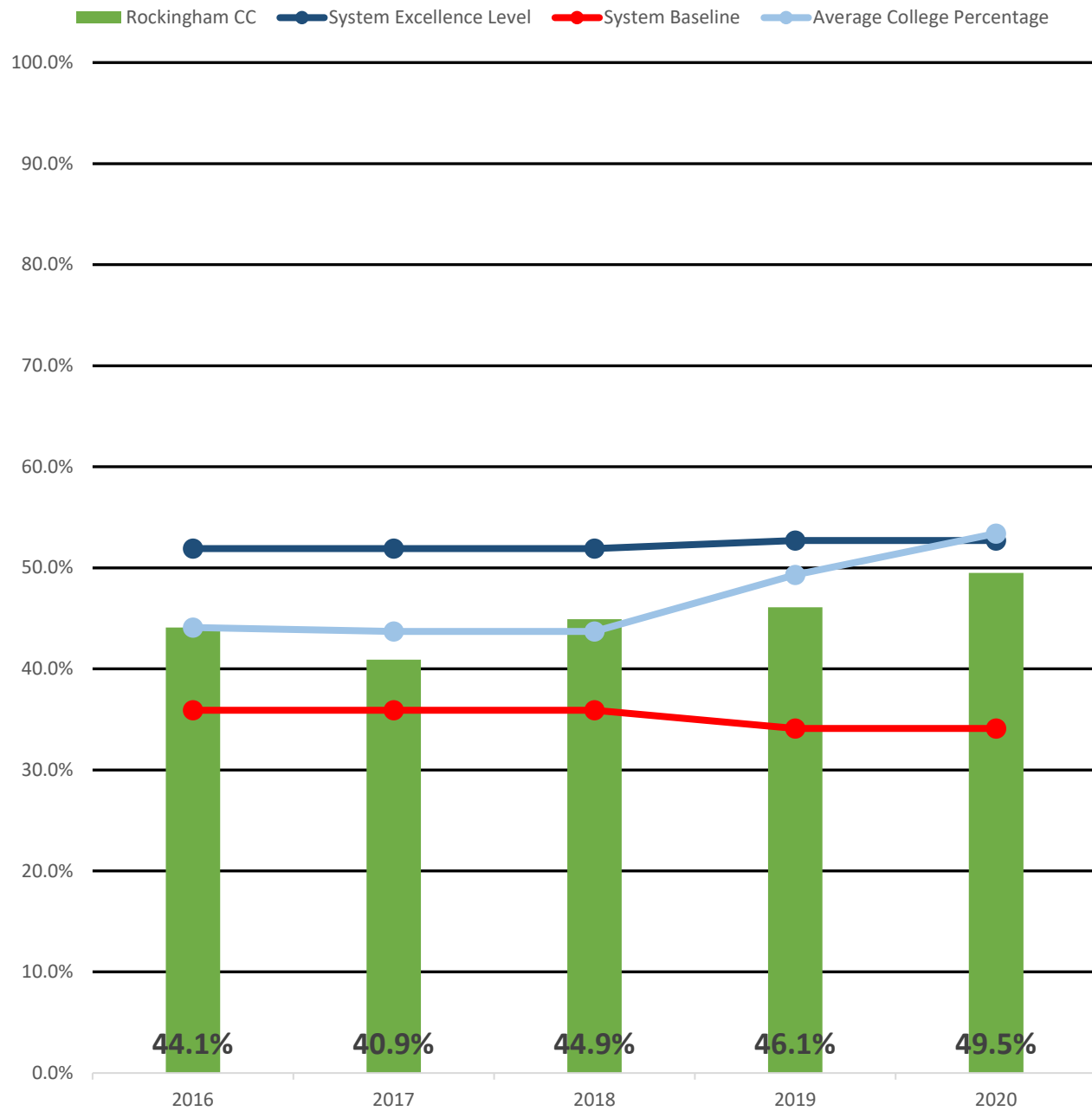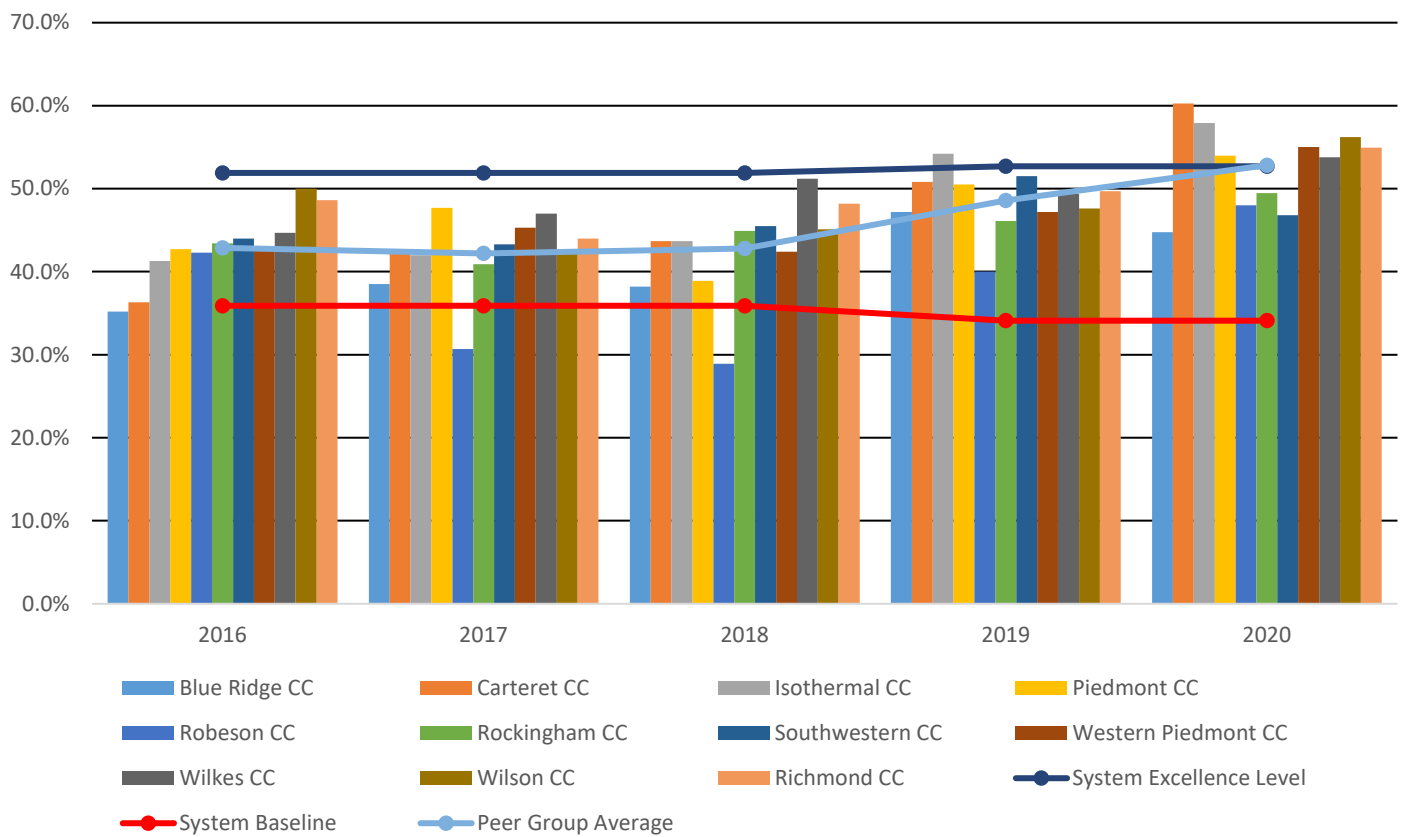
Excellence level: 52.7%

Baseline level: 34.1%

RCC: 49.5%

Peer Group Average: 52.8%

Curriculum Completion Rate - RCC
Performance Measures 2016-2020

Curriculum Completion Rate					
	2016	2017	2018	2019	2020
Rockingham CC	44.1%	40.9%	44.9%	46.1%	49.5%
System Excellence Level	51.9%	51.9%	51.9%	52.7%	52.7%
System Baseline	35.9%	35.9%	35.9%	34.1%	34.1%
Average College Percentage	44.1%	43.7%	43.7%	49.3%	53.4%

Curriculum Completion Rate (Peer Group)
Performance Measures 2016-2020

Curriculum Completion Rate (Peer Group)					
	2016	**2017**	**2018**	**2019**	**2020**
System Excellence Level	51.9%	51.9%	51.9%	52.7%	52.7%
System Baseline	35.9%	35.9%	35.9%	34.1%	34.1%
Peer Group Average	42.9%	42.2%	42.8%	48.6%	52.8%
Blue Ridge CC	35.2%	38.5%	38.2%	47.2%	44.8%
Carteret CC	36.3%	42.2%	43.7%	50.8%	60.2%
Isothermal CC	41.3%	42.0%	43.7%	54.2%	57.9%
Piedmont CC	42.7%	47.7%	38.9%	50.5%	54.0%
Richmond CC	48.6%	44.0%	48.2%	49.7%	54.9%
Robeson CC	42.3%	30.7%	28.9%	40.0%	48.0%
Rockingham CC	**43.4%**	**40.9%**	**44.9%**	**46.1%**	**49.5%**
Southwestern CC	44.0%	43.3%	45.5%	51.5%	46.8%
Western Piedmont CC	43.0%	45.3%	42.4%	47.2%	55.0%
Wilkes CC	44.7%	47.0%	51.2%	49.4%	53.8%
Wilson CC	50.0%	42.6%	45.1%	47.6%	56.2%

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 ($LWD_1+LWD_2+LWD_3+...$)

Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [$(LIS_1 \times LWD_1) + (LIS_2 \times LWD_2) + (LIS_3 \times LWD_3) + ...$]

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

Data Sources

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

6. Licensure and Certification Passing Rate (continued)

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

RCC: 0.97

Peer Group Average: 1.00

Licensure Passing Rate - RCC
Performance Measures 2016-2020
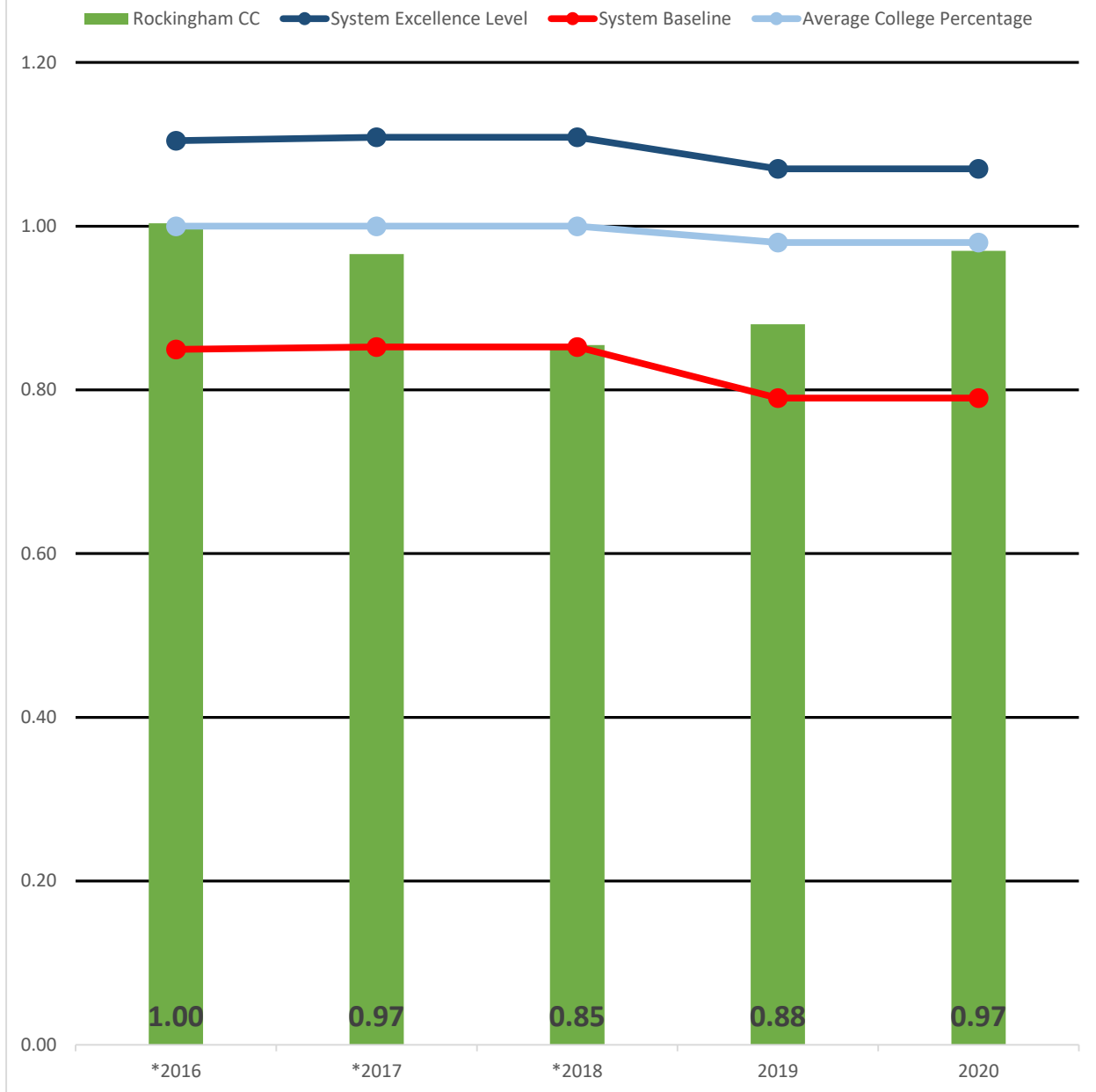
Licensure Passing Rate					
	*2016	*2017	*2018	2019	2020
Rockingham CC	1.00	0.97	0.85	0.88	0.97
System Excellence Level	1.10	1.11	1.11	1.07	1.07
System Baseline	0.85	0.85	0.85	0.79	0.79
Average College Percentage	1.00	1.00	1.00	0.98	0.98

*The numbers before 2019 are a calculation done by Technology and Institutional Effectiveness for the sake of continuity. They were not previously reported this way.

Licensure Passing Rate (Peer Group)
Performance Measures 2016-2020
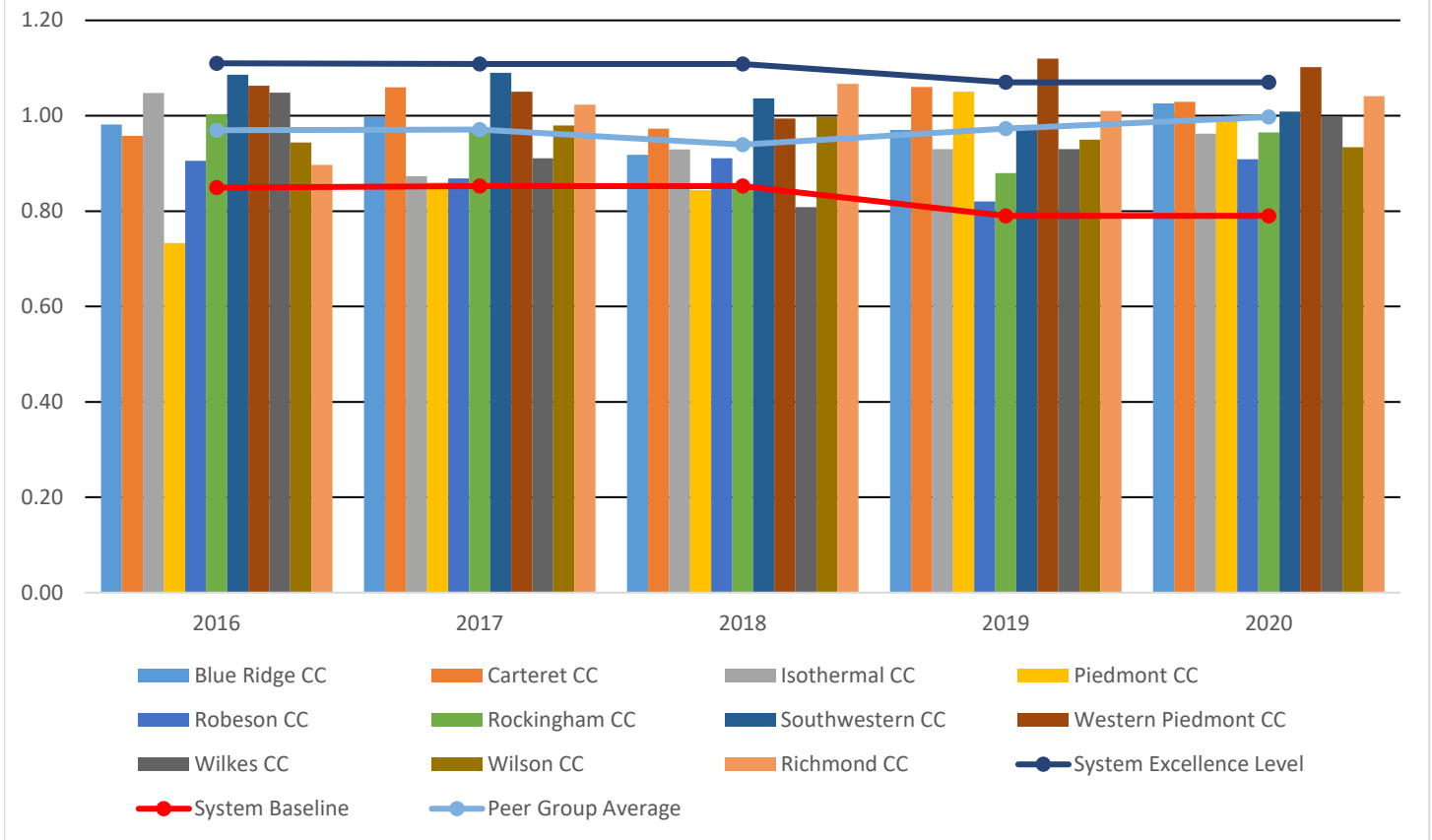
Licensure Passing Rate (Peer Group)	2016	2017	2018	2019	2020
System Excellence Level	1.11	1.11	1.11	1.07	1.07
System Baseline	0.85	0.85	0.85	0.79	0.79
Peer Group Average	0.97	0.97	0.94	0.97	1.00
Blue Ridge CC	0.98	1.00	0.92	0.97	1.03
Carteret CC	0.96	1.06	0.97	1.06	1.03
Isothermal CC	1.05	0.87	0.93	0.93	0.96
Piedmont CC	0.73	0.86	0.84	1.05	0.99
Richmond CC	0.90	1.02	1.07	1.01	1.04
Robeson CC	0.91	0.87	0.91	0.82	0.91
Rockingham CC	**1.00**	**0.97**	**0.85**	**0.88**	**0.97**
Southwestern CC	1.09	1.09	1.04	0.98	1.01
Western Piedmont CC	1.06	1.05	0.99	1.12	1.10
Wilkes CC	1.05	0.91	0.81	0.93	1.00
Wilson CC	0.94	0.98	1.00	0.95	0.93

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).
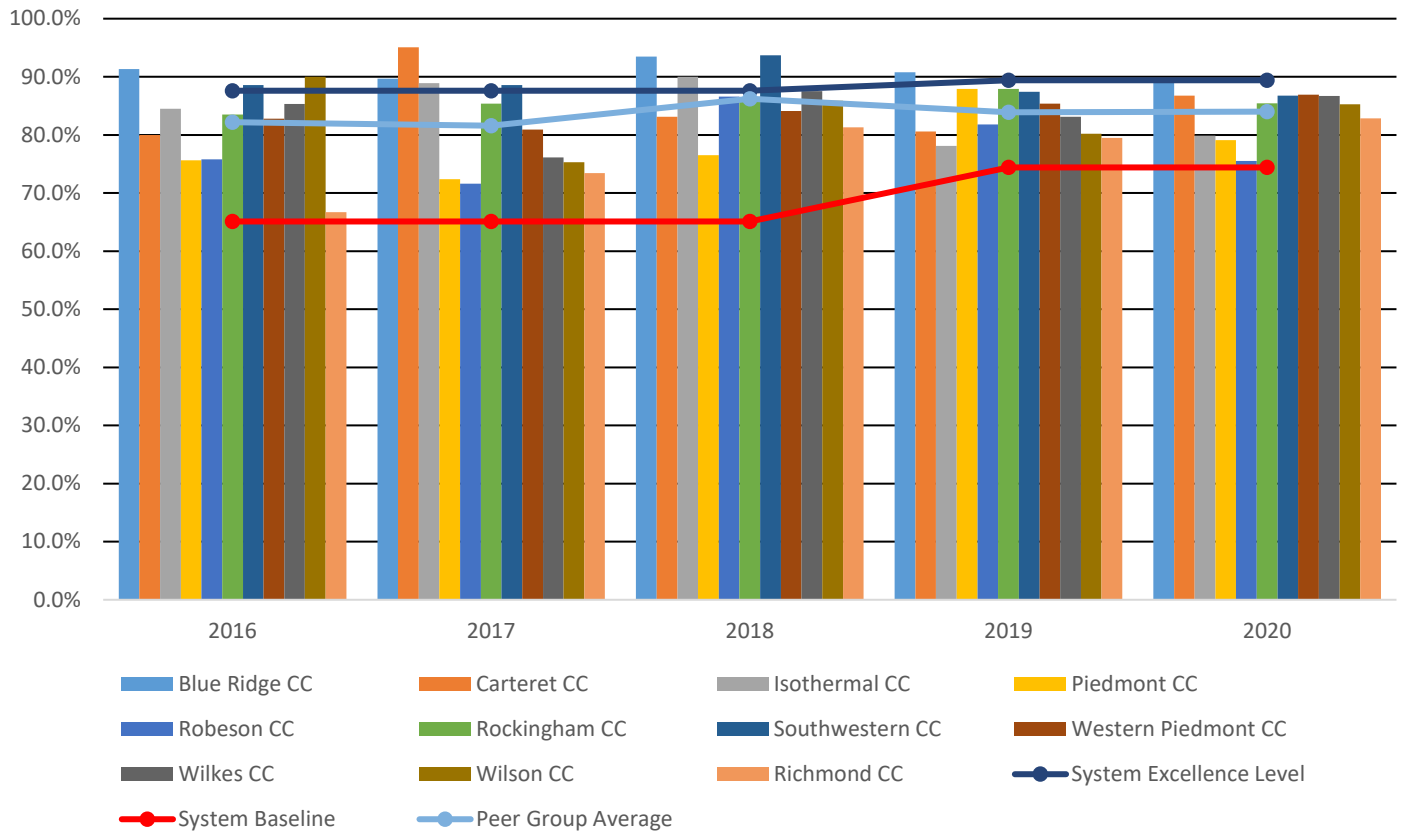
Excellence level: 89.4%

Baseline level: 74.4%

RCC: 85.4%

Peer Group Average: 84.0%

College Transfer Performance - RCC
Performance Measures 2016-2020

College Transfer Performance					
	2016	2017	2018	2019	2020
Rockingham CC	83.5%	85.4%	86.2%	87.9%	85.4%
System Excellence Level	87.6%	87.6%	87.6%	89.4%	89.4%
System Baseline	65.1%	65.1%	65.1%	74.4%	74.4%
Average College Percentage	82.7%	82.5%	82.5%	85.2%	85.4%

College Transfer Performance (Peer Group)
Performance Measures 2016-2020

College Transfer Performance (Peer Group)	2016	2017	2018	2019	2020
System Excellence Level	87.6%	87.6%	87.6%	89.4%	89.4%
System Baseline	65.1%	65.1%	65.1%	74.4%	74.4%
Peer Group Average	82.2%	81.6%	86.2%	83.9%	84.0%
Blue Ridge CC	91.3%	89.7%	93.5%	90.8%	89.0%
Carteret CC	80.0%	95.1%	83.1%	80.6%	86.7%
Isothermal CC	84.5%	88.9%	90.0%	78.1%	79.9%
Piedmont CC	75.6%	72.4%	76.5%	87.9%	79.1%
Richmond CC	66.7%	73.4%	81.3%	79.5%	82.8%
Robeson CC	75.8%	71.6%	86.6%	81.8%	75.5%
Rockingham CC	**83.5%**	**85.4%**	**86.2%**	**87.9%**	**85.4%**
Southwestern CC	88.6%	88.6%	93.7%	87.4%	86.8%
Western Piedmont CC	82.8%	80.9%	84.1%	85.4%	86.9%
Wilkes CC	85.3%	76.1%	87.5%	83.1%	86.7%
Wilson CC	90.0%	75.3%	85.9%	80.2%	85.3%

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 15th 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