

# **ROCKINGHAM COMMUNITY COLLEGE**

## **2015 Performance Measures for Student Success Report**



**Prepared By**  
**Institutional Effectiveness**



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# Basic Skills Student Progress

## Purpose

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

## Description

Percentage of students who progress as defined by an educational functioning level.

## Methodology

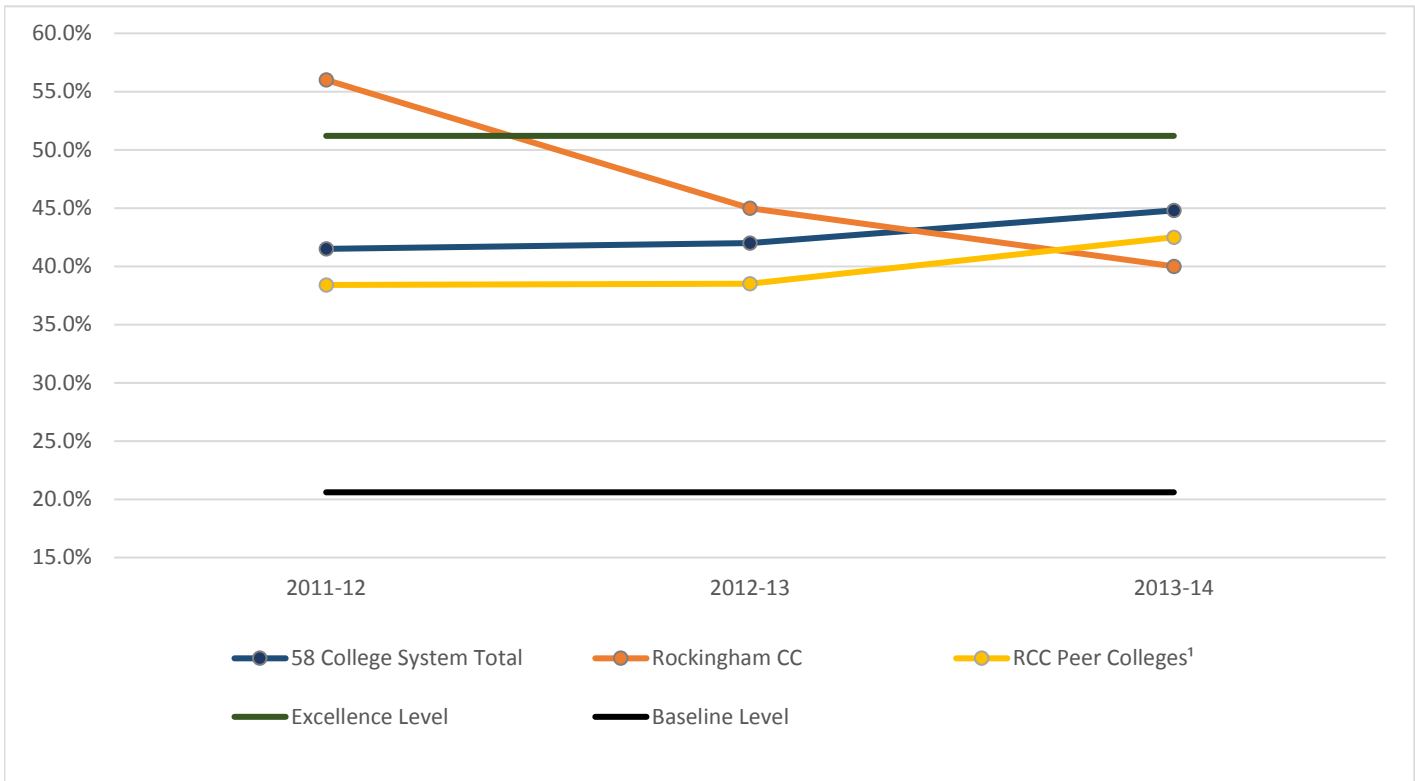
Denominator: Basic skills students attempting 60 or more contact hours during program year. Excludes High Adult Secondary Education initial placements.

Numerator: Basic skills students attempting 60 or more contact hours during program year, who complete the program year at a higher educational functioning level. Excludes high adult secondary education initial placements.

## Source

LEIS annual data file

## Basic Skills Student Progress, 2011-12 through 2013-14



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	41.5%	42.0%	44.8%
Rockingham CC	56.0%	45.0%	40.0%
RCC Peer Colleges¹	38.4%	38.5%	42.5%
Excellence Level	51.2%	51.2%	51.2%
Baseline Level	20.6%	20.6%	20.6%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# GED Diploma Passing Rate

## Purpose

To ensure quality GED preparation and high levels of GED attainment

## Description

Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year.

## Methodology

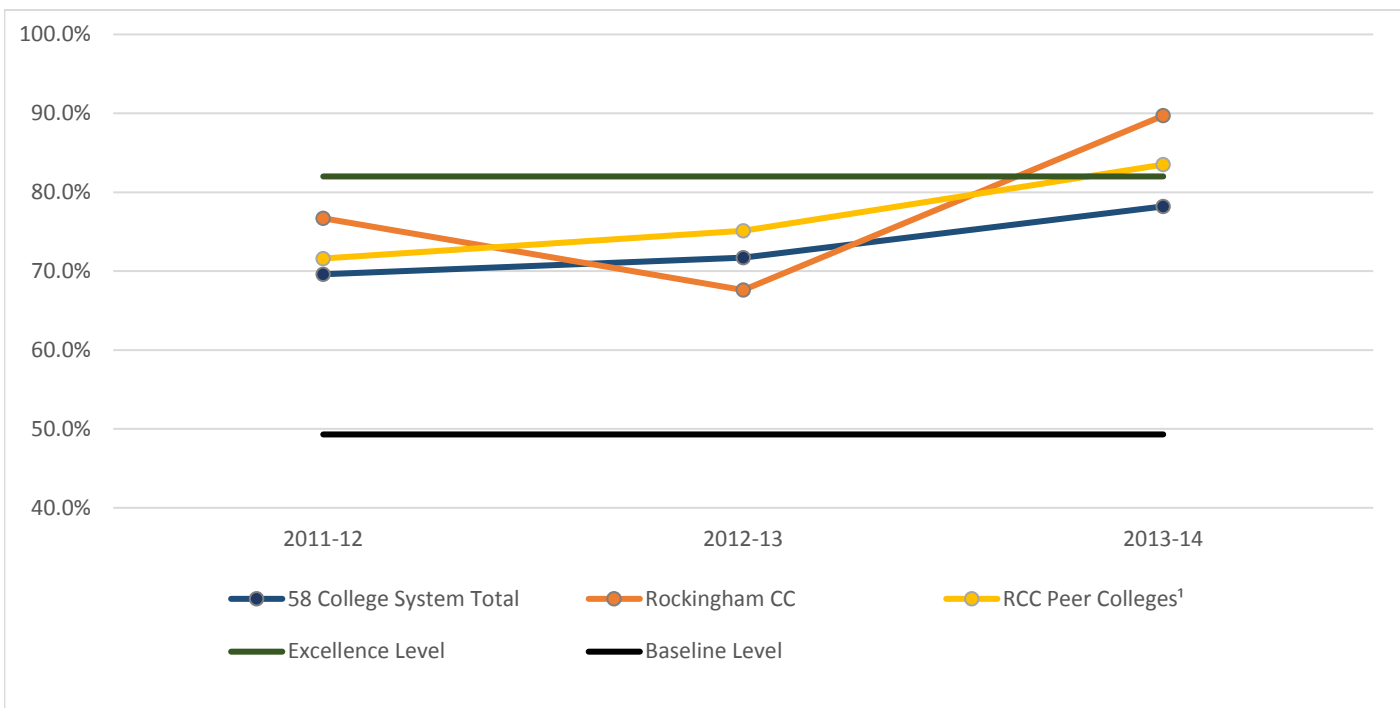
Denominator: GED students with an Initial placement of Low Adult Secondary Education or High Adult Secondary Education who take at least one GED test during the program year (July 1 – June 30) and have 12 or more total contact hours.

Numerator: GED students with an Initial placement of Low Adult Secondary Education or High Adult Secondary Education who take at least one GED test during the program year (July 1 – June 30), and have 12 or more total contact hours, and receive a GED diploma.

## Source

LEIS annual data file  
Oklahoma Scoring GED test files

## GED Diploma Passing Rate, 2011-12 through 2013-14



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	69.6%	71.7%	78.2%
Rockingham CC	76.7%	67.6%	89.7%
RCC Peer Colleges <sup>1</sup>	71.6%	75.1%	83.5%
Excellence Level	82.0%	82.0%	82.0%
Baseline Level	49.3%	49.3%	49.3%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# Developmental Student Success Rate in College-Level English Courses

## Purpose

To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses.

## Description

Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “C” or better upon the first attempt.

## Methodology

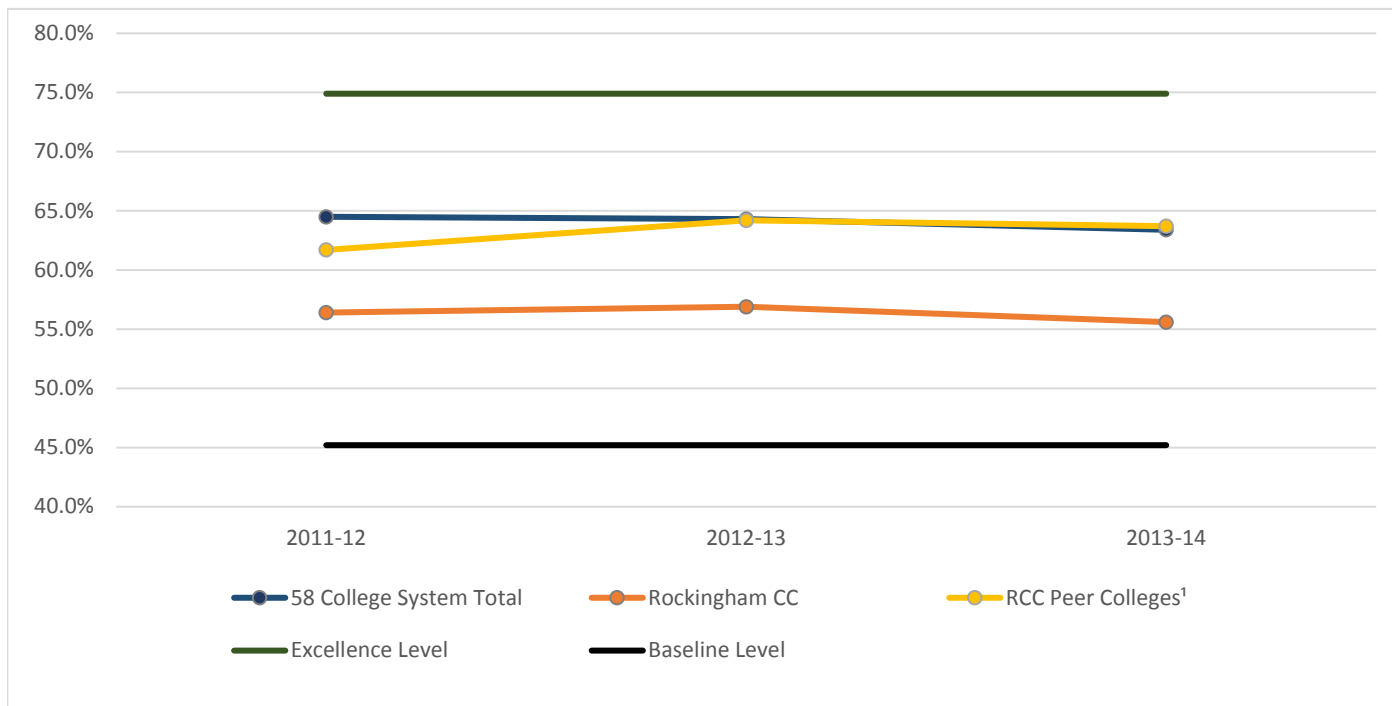
Denominator: All students enrolling in their first credit English course during an academic year who also enrolled in a developmental English and/or reading course during the same or previous academic year. Does not include students who do not attend the class i.e. transfer credits, credit by exam or reported grades of ‘NA’ and ‘NS’.

Numerator: All students earning a grade of “C” or better in their first credit English course during an academic year who enrolled in a developmental English and/or reading course in the same or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).

## Source

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

## Developmental Student Success Rate in College-Level English Courses, 2011-12 through 2013-14



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	64.5%	64.3%	63.4%
Rockingham CC	56.4%	56.9%	55.6%
RCC Peer Colleges <sup>1</sup>	61.7%	64.2%	63.7%
Excellence Level	74.9%	74.9%	74.9%
Baseline Level	45.2%	45.2%	45.2%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# Developmental Student Success Rate in College-Level Math Courses

## Purpose

To ensure remedial math coursework prepares students to succeed in credit-bearing math courses.

## Description

Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt.

## Methodology

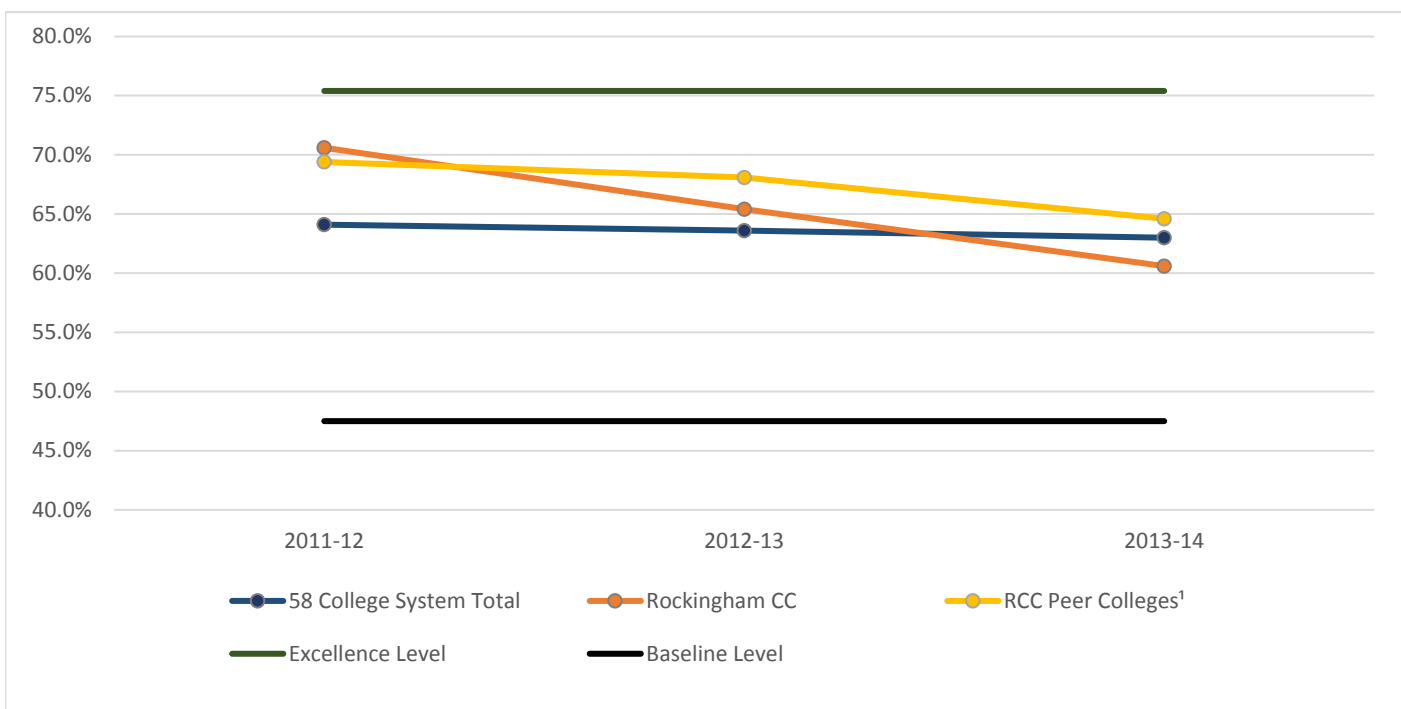
Denominator: All students enrolling in their first credit math course during an academic year who also enrolled in a developmental math course during the same or previous academic year. Does not include students who do not attend the class i.e. transfer credits, credit by exam or reported grades of ‘NA’ and ‘NS’.

Numerator: All students earning a “C” or better in their first credit math course during an academic year who enrolled in a developmental math course in the same or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).

## Source

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

## Developmental Student Success Rate in College-Level Math Courses, 2011-12 through 2013-14



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	64.1%	63.6%	63.0%
Rockingham CC	70.6%	65.4%	60.6%
RCC Peer Colleges <sup>1</sup>	69.4%	68.1%	64.6%
Excellence Level	75.4%	75.4%	75.4%
Baseline Level	47.5%	47.5%	47.5%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# First Year Progression

## Purpose

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

## Description

Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C” or better) at least twelve of those hours.

## Methodology

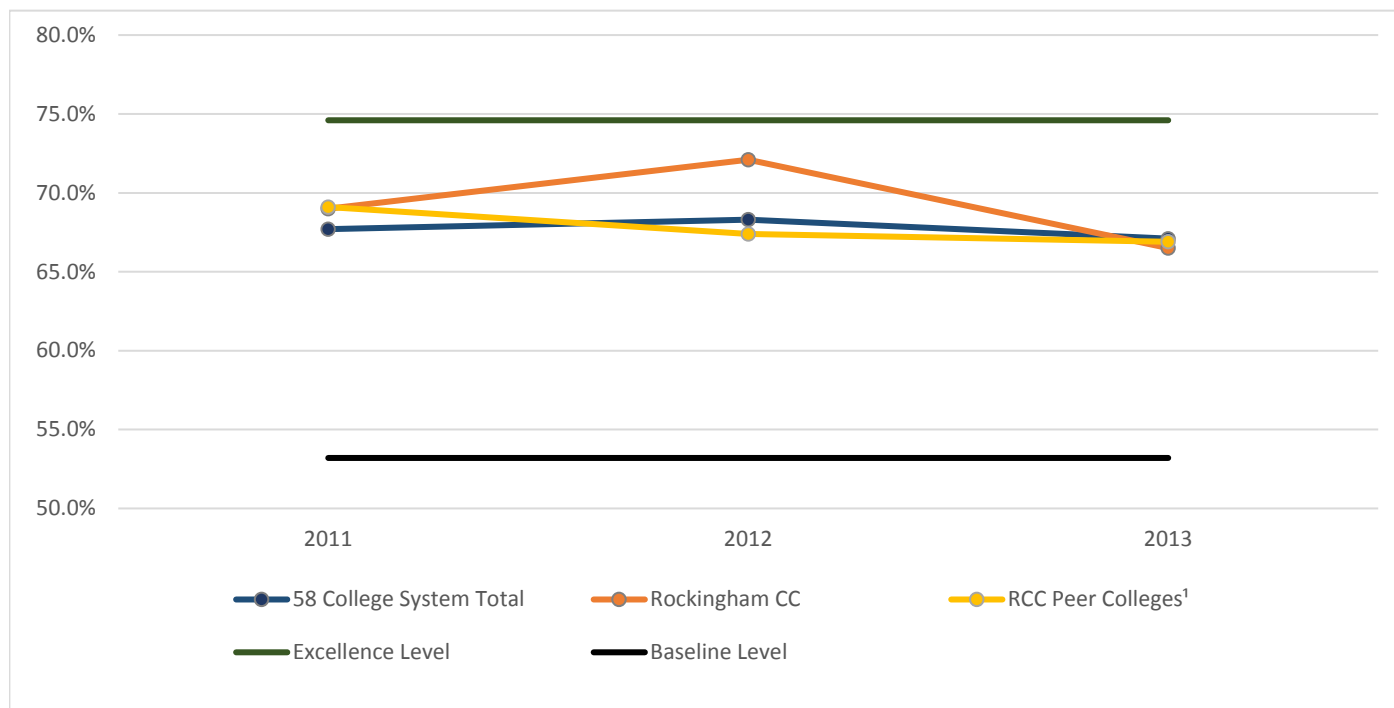
Denominator: A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental and withdraw) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college. Does not include students who do not attend the class i.e. transfer credits, credit by exam or reported grades of ‘NA’ and ‘NS’.

Numerator: Those within the cohort above who complete at least twelve hours (including developmental) with a “P”, “C” or better within the first year.

## Source

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

## First Year Progression, Fall 2011 through 2013 Cohorts



	<u>2011</u>	<u>2012</u>	<u>2013</u>
58 College System Total	67.7%	68.3%	67.1%
Rockingham CC	69.0%	72.1%	66.5%
RCC Peer Colleges¹	69.1%	67.4%	66.9%
Excellence Level	74.6%	74.6%	74.6%
Baseline Level	53.2%	53.2%	53.2%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# Curriculum Completion

## Purpose

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

## Description

Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

## Methodology

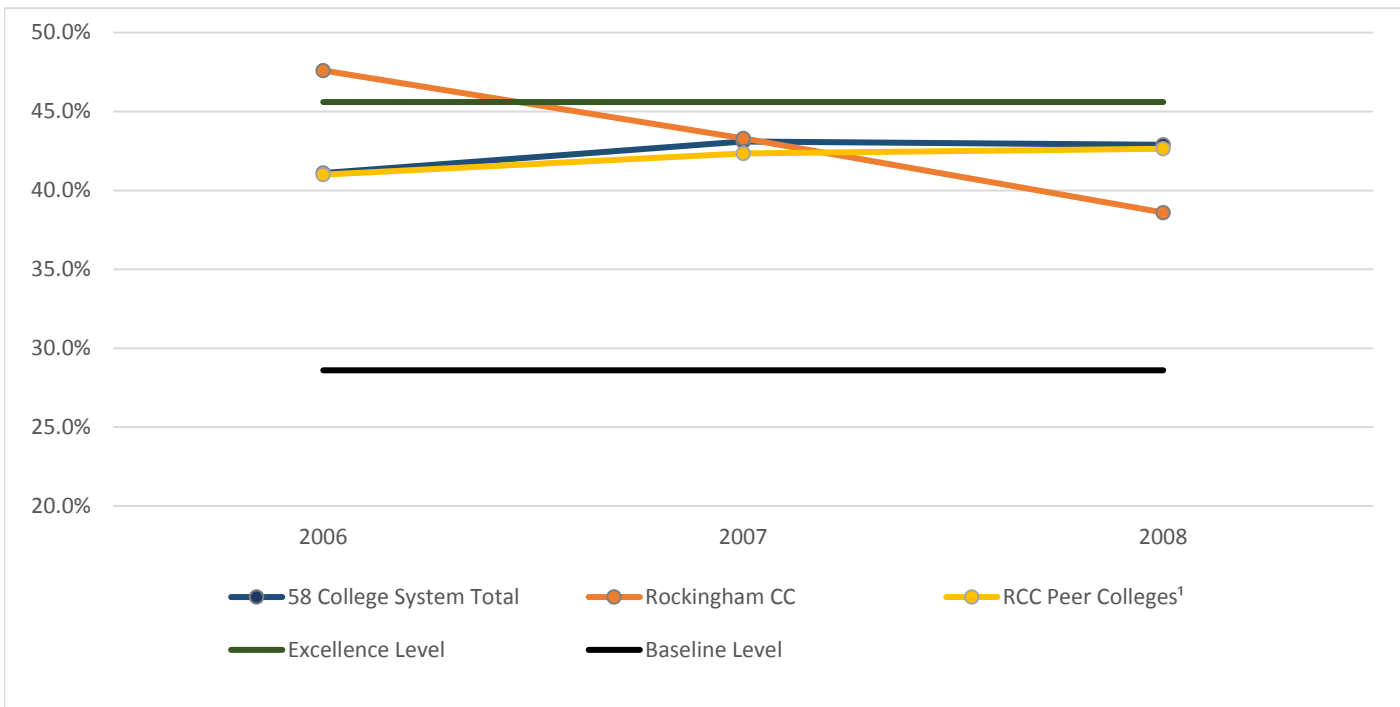
Denominator: A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college.

Numerator: Those within the cohort above who by the fall that occurs six years after original cohort designation either graduate (A, D, or C), transfer to a four year institution, or are still enrolled during that seventh fall semester previously completing 36 non-developmental hours.

## Source

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

## Curriculum Completion, Fall 2006 through 2008 Cohorts



	<u>2006</u>	<u>2007</u>	<u>2008</u>
58 College System Total	41.1%	43.1%	42.9%
Rockingham CC	47.6%	43.3%	38.6%
RCC Peer Colleges <sup>1</sup>	41.0%	42.4%	42.6%
Excellence Level	45.6%	45.6%	45.6%
Baseline Level	28.6%	28.6%	28.6%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson



# Licensure and Certification Passing Rate

## Purpose

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

## Description

Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

## Methodology

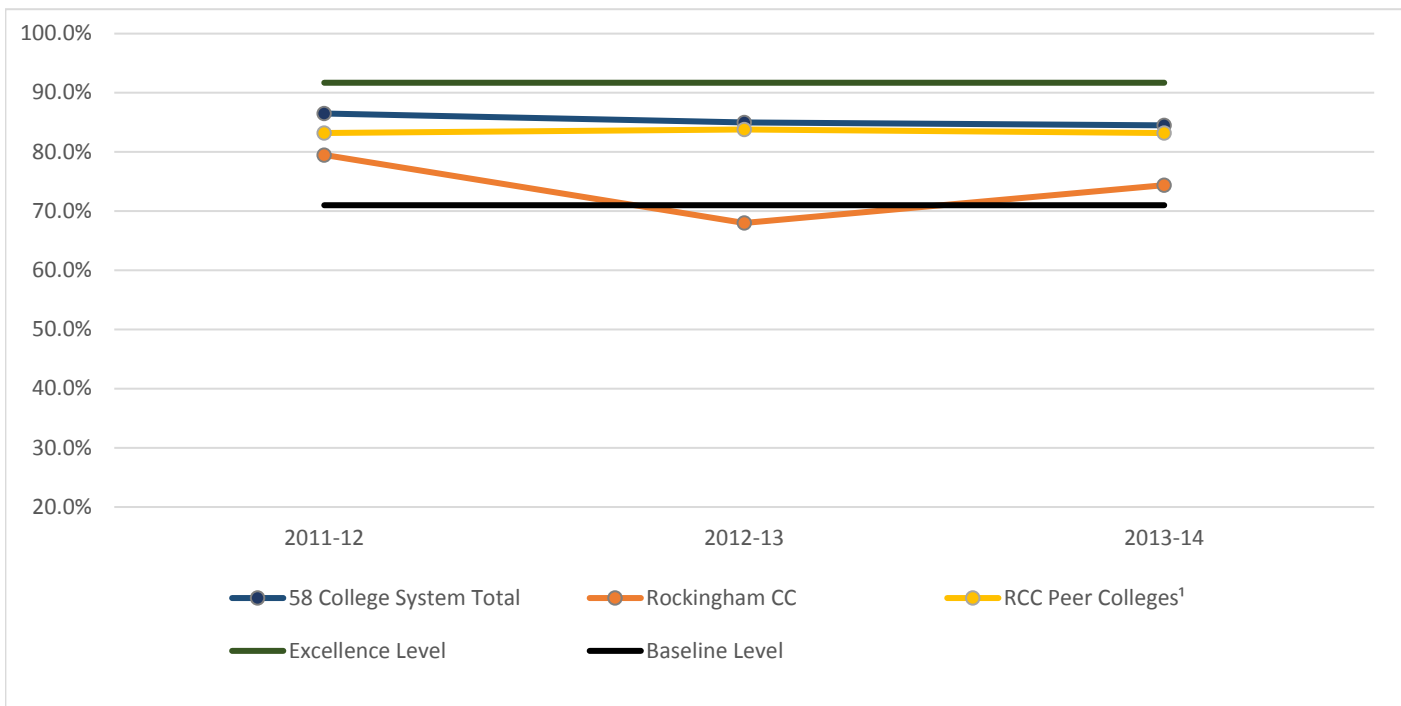
Denominator: All licensure and certification exams taken for the first time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Licensure and certification exams passed on first attempt during the licensure agency's most recent reporting year.

## Source

RCC licensure and certification exams are provided by: (1) NC Board of Cosmetic Art Examiners; (2) NC Board of Nursing; (3) NC Department of Justice, Criminal Justice Standards Division; and (4) NC Office of Emergency Medical Services EMT Exam.

## Licensure and Certification Passing Rate, 2011-12 through 2013-14



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	86.5%	85.0%	84.5%
Rockingham CC	79.5%	68.0%	74.4%
RCC Peer Colleges <sup>1</sup>	83.2%	83.8%	83.2%
Excellence Level	91.7%	91.7%	91.7%
Baseline Level	71.0%	71.0%	71.0%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# College Transfer Performance

## Purpose

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

## Description

Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

## Methodology

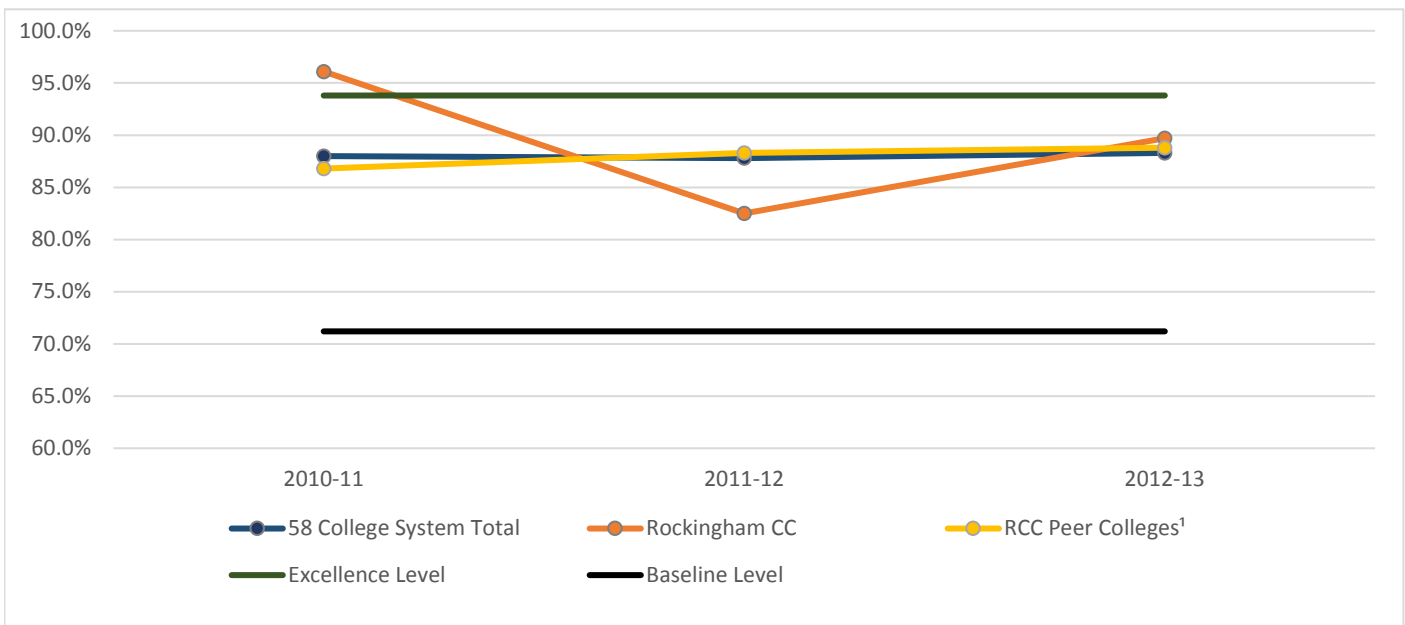
Denominator: Students with an associate degree or at least 30 articulated transfer credits enrolled during the fall and spring semesters at a four-year institution who were enrolled at a community college during the previous academic year. Only includes North Carolina based four-year institutions and four-year institutions which the individual community college has an articulated transfer agreement.

Numerator: Students included in the denominator who have earned a GPA of 2.00 or better aggregated over the fall and spring semesters at the transfer institution.

## Source

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file  
 National Student Clearinghouse  
 UNC-General Administration  
 Participating NC independent colleges and universities

## College Transfer Performance, 2010-11 through 2012-13



	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
58 College System Total	88.0%	87.8%	88.3%
Rockingham CC	96.1%	82.5%	89.7%
RCC Peer Colleges <sup>1</sup>	86.8%	88.3%	88.8%
Excellence Level	93.8%	93.8%	93.8%
Baseline Level	71.2%	71.2%	71.2%

## Footnote:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson

# Performance-Based Funding

## ESTIMATED: FY 2015-16 Performance Based Funding (excluding Basic Skills PBF)

FY 2015-16 "Quality" Performance-Based Funding	\$ 88,211
FY 2015-16 "Impact" Performance-Based Funding	\$ 55,458
<b>Total</b>	<b>\$ 143,669</b>

FY15-16 BUDGET ESTIMATES	RCC Success Rate 2013-14			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Developmental Student Success Rate in College English Courses	126	70	55.6%	\$ 21,656	\$ 7,542	70	\$ 105.13	\$ 7,359	\$ 14,901	\$ 14,114	74.9%	24

FY15-16 BUDGET ESTIMATES	RCC Success Rate 2013-14			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Developmental Student Success Rate in College Math Courses	193	117	60.6%	\$ 35,489	\$ 16,691	117	\$ 130.01	\$ 15,211	\$ 31,902	\$ 18,798	75.4%	29

FY15-16 BUDGET ESTIMATES	RCC Success Rate Fall 2013 Cohort			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
First Year Progression	346	230	66.5%	\$ 32,965	\$ 20,454	230	\$ 47.05	\$ 10,822	\$ 31,276	\$ 12,511	74.6%	28

FY15-16 BUDGET ESTIMATES	RCC Success Rate Fall 2008 Cohort			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Curriculum Completion	420	162	38.6%	\$ 35,528	\$ 20,762	162	\$ 36.98	\$ 5,991	\$ 26,753	\$ 14,766	45.6%	30

FY15-16 BUDGET ESTIMATES	RCC Success Rate 2013-14			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Licensure and Certification Passing Rates	133	99	74.4%	\$ 34,065	\$ 5,655	99	\$ 107.19	\$ 10,612	\$ 16,267	\$ 28,410	91.7%	23

FY15-16 BUDGET ESTIMATES	RCC Success Rate 2012-13			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
College Transfer	68	61	89.7%	\$ 20,904	\$ 17,107	61	\$ 89.56	\$ 5,463	\$ 22,570	\$ 3,797	93.8%	3

# Performance-Based Funding

## FY 2014-15 Performance Based Funding (excluding Basic Skills PBF)

FY 2014-15 "Quality" Performance-Based Funding	\$ 110,034
FY 2014-15 "Impact" Performance-Based Funding	\$ 56,362
<b>Total</b>	<b>\$ 166,396</b>

FY14-15 BUDGET	RCC Success Rate 2012-13			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Developmental Student Success Rate in College English Courses	160	91	56.9%	\$ 26,989	\$ 10,598	91	\$ 93.13	\$ 8,475	\$ 19,073	\$ 16,391	74.9%	29

FY14-15 BUDGET	RCC Success Rate 2012-13			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Developmental Student Success Rate in College Math Courses	243	159	65.4%	\$ 43,884	\$ 28,199	159	\$ 117.77	\$ 18,725	\$ 46,924	\$ 15,685	75.4%	24

FY14-15 BUDGET	RCC Success Rate Fall 2012 Cohort			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
First Year Progression	348	251	72.1%	\$ 31,804	\$ 28,129	251	\$ 38.66	\$ 9,703	\$ 37,832	\$ 3,675	74.6%	9

FY14-15 BUDGET	RCC Success Rate Fall 2007 Cohort			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Curriculum Completion	411	178	43.3%	\$ 38,165	\$ 32,936	178	\$ 34.06	\$ 6,062	\$ 38,998	\$ 5,229	45.6%	10

FY14-15 BUDGET	RCC Success Rate 2012-13			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Licensure and Certification Passing Rates	125	85	68.0%	\$ 32,723	\$ -	85	\$ 98.08	\$ 8,337	\$ 8,337	\$ 32,723	91.7%	30

FY14-15 BUDGET	RCC Success Rate 2011-12			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
College Transfer	63	52	82.5%	\$ 20,307	\$ 10,172	52	\$ 97.31	\$ 5,060	\$ 15,232	\$ 10,135	93.8%	7

# Performance-Based Funding

## FY 2013-14 Performance Based Funding (excluding Basic Skills PBF)

FY 2013-14 "Quality" Performance-Based Funding	\$ 76,743
FY 2013-14 "Impact" Performance-Based Funding	\$ 31,818
<b>Total</b>	<b>\$ 108,561</b>

Note: Performance funding for each metric was \$1.5 million for FY 2013-14. Funding for subsequent years is \$3.0 million for each metric.

FY13-14 BUDGET	RCC Success Rate 2011-12			Quality Funding		Impact Funding			Total PBF	Success Needed for Full Allocation of Quality Funding		
	Students	Success	Performance	Potential	Actual	Success	Per Student	Actual	PBF	Aval. Qty \$	Target Perf.	Add. Stu. Success
Developmental Student Success Rate in College English Courses	156	88	56.4%	\$ 12,641	\$ 4,766	88	\$ 43.99	\$ 3,871	\$ 8,637	\$ 7,875	74.9%	29
Developmental Student Success Rate in College Math Courses	235	166	70.6%	\$ 20,767	\$ 17,217	166	\$ 54.16	\$ 8,990	\$ 26,207	\$ 3,550	75.4%	11
First Year Progression	419	289	69.0%	\$ 18,391	\$ 13,558	289	\$ 20.67	\$ 5,974	\$ 19,532	\$ 4,833	74.6%	24
Curriculum Completion	410	195	47.6%	\$ 22,668	\$ 25,230	195	\$ 35.54	\$ 6,931	\$ 32,161	\$ (2,562)	45.6%	-8
Licensure and Certification Passing Rates	112	89	79.5%	\$ 15,534	\$ 6,352	89	\$ 40.68	\$ 3,620	\$ 9,972	\$ 9,182	91.7%	14
College Transfer	51	49	96.1%	\$ 8,740	\$ 9,620	49	\$ 49.63	\$ 2,432	\$ 12,052	\$ (880)	93.8%	-1