



2016 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

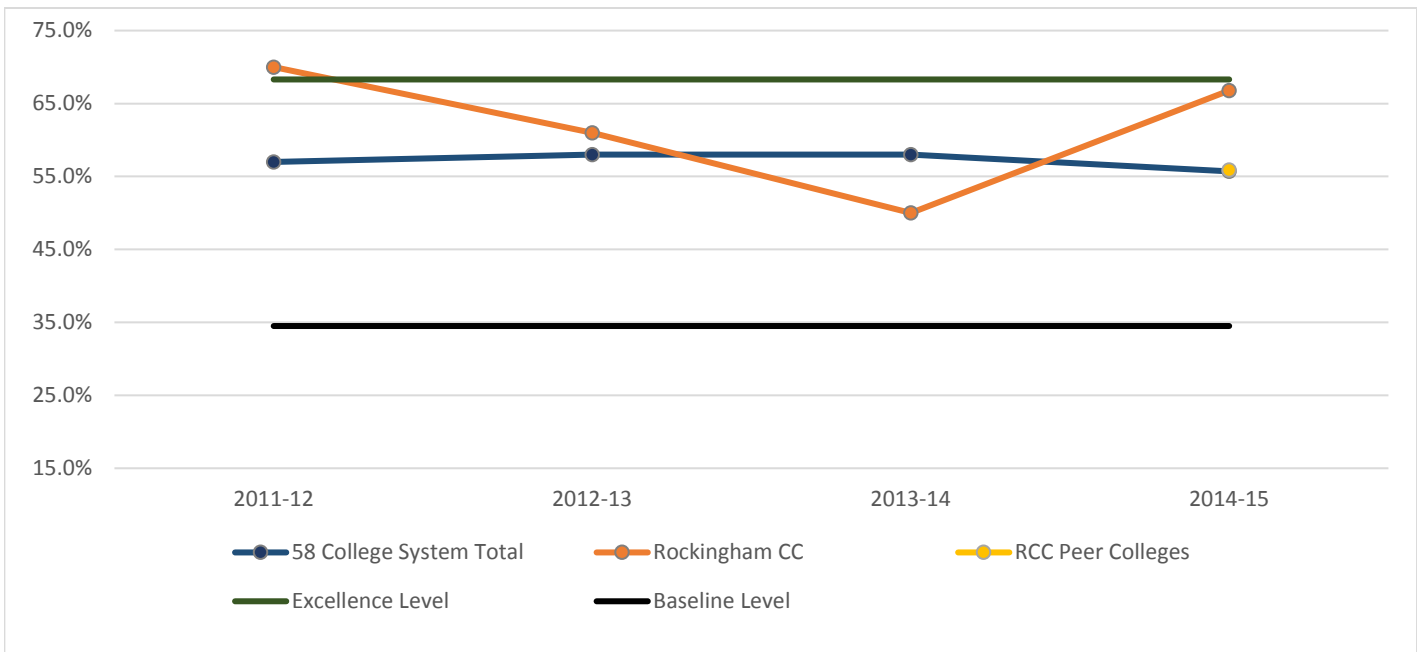
Denominator: Basic skills students who have post-tested and have accumulated 12 or more contact hours during program year. Excludes High Adult Secondary Education initial placements.

Numerator: Of those in the denominator, the number of students completing the program year at a higher educational functioning level.

Source

LEIS annual data file

Basic Skills Student Progress, 2011-12 through 2014-15



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
58 College System Total	57.0%	58.0%	58.0%	55.7%
Rockingham CC	70.0%	61.0%	50.0%	66.8%
RCC Peer Colleges				55.9%
Excellence Level	68.3%	68.3%	68.3%	68.3%
Baseline Level	34.5%	34.5%	34.5%	34.5%

Footnotes:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson.
2. The Basic Skills Progress metric was revised for the 2016 report. Prior to 2014-15 cohort year, the metric included students that attempted 60 or more contact hours during the program year.

Student Success Rate in College-Level English Courses

Purpose

To ensure students are successfully completing credit-bearing English courses in a timely manner

Description

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

Methodology

Denominator: First-time fall curriculum students who have an Associate Degree primary curriculum program or are in a Career and College Promise College Transfer Primary Pathway.

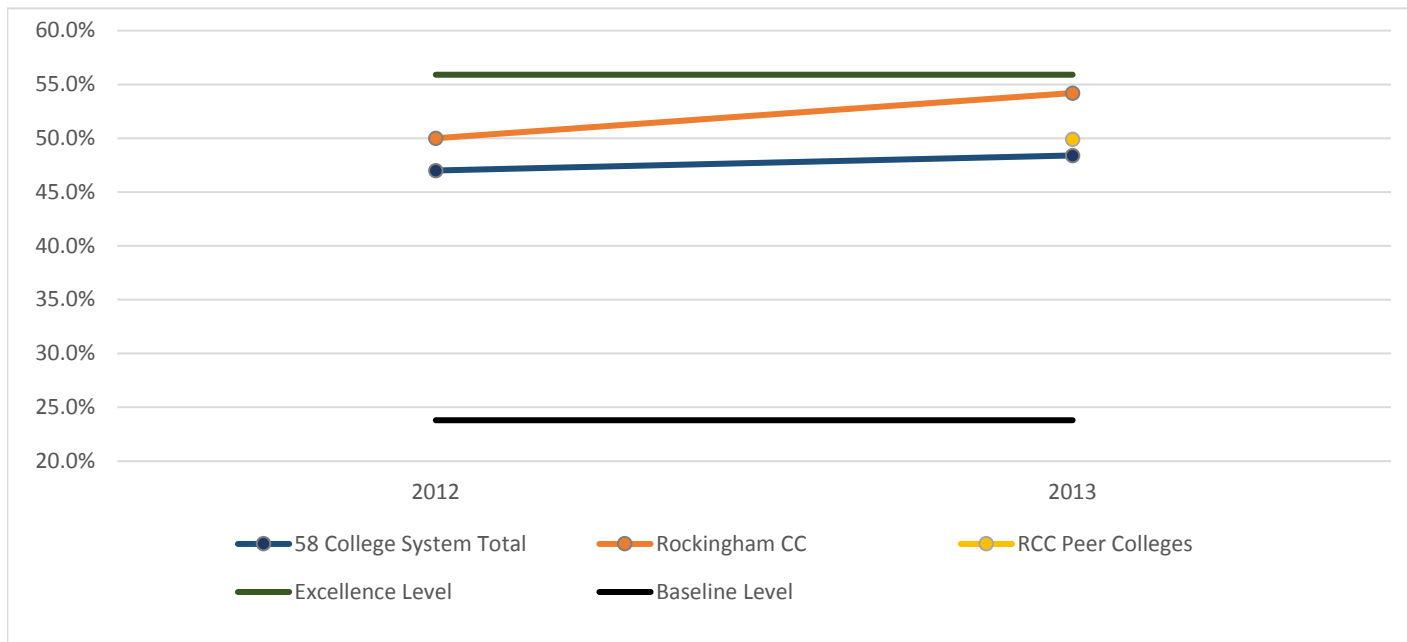
Numerator: Of those in the denominator, the number earning a grade of “C” or better in at least one credit bearing English course during their first two academic years.

Source

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

National Student Clearinghouse

Student Success Rate in College-Level English Courses, Fall 2012 through 2013 Cohorts



	<u>2012</u>	<u>2013</u>
58 College System Total	47.0%	48.4%
Rockingham CC	50.0%	54.2%
RCC Peer Colleges	49.9%	49.9%
Excellence Level	55.9%	55.9%
Baseline Level	23.8%	23.8%

Footnotes:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson.
2. The Student Success in College-Level English Courses is a new metric for the 2016 report.

Student Success Rate in College-Level Math Courses

Purpose

To ensure students are successfully completing credit-bearing Math courses in a timely manner

Description

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

Methodology

Denominator: First-time fall curriculum students who have an Associate Degree primary curriculum program or are in a Career and College Promise College Transfer Primary Pathway.

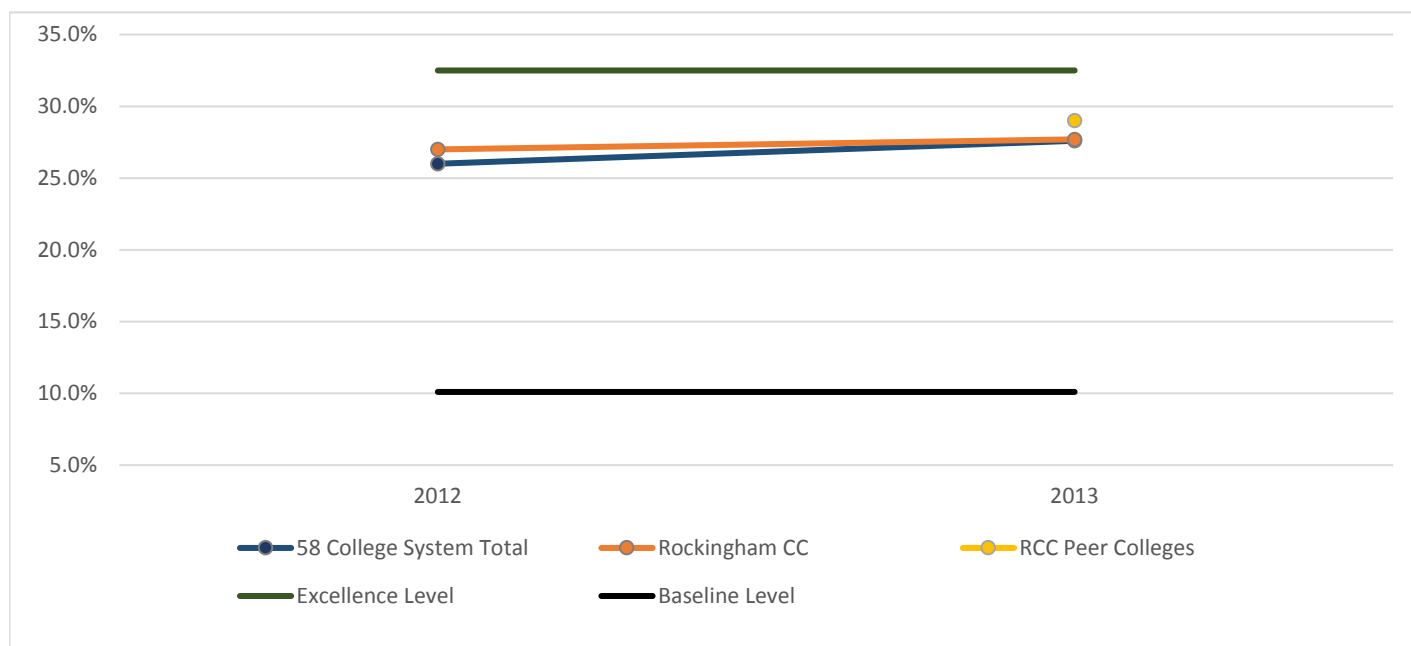
Numerator: Of those in the denominator, the number earning a grade of “C” or better in at least one credit bearing Math course within their first two academic years.

Source

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

National Student Clearinghouse

Student Success Rate in College-Level Math Courses, Fall 2012 through 2013 Cohorts



	<u>2012</u>	<u>2013</u>
58 College System Total	26.0%	27.6%
Rockingham CC	27.0%	27.7%
RCC Peer Colleges	27.0%	29.0%
Excellence Level	32.5%	32.5%
Baseline Level	10.1%	10.1%

Footnotes:

1. Peer institutions include: Blueridge, Carteret, Isothermal, Piedmont, Richmond, Robeson, Southwestern, Western Piedmont, Wilkes, and Wilson.
2. The Student Success in College-Level Math Courses is a new metric for the 2016 report.

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 hours within their first academic year who successfully complete at least 12 of those hours.

Methodology

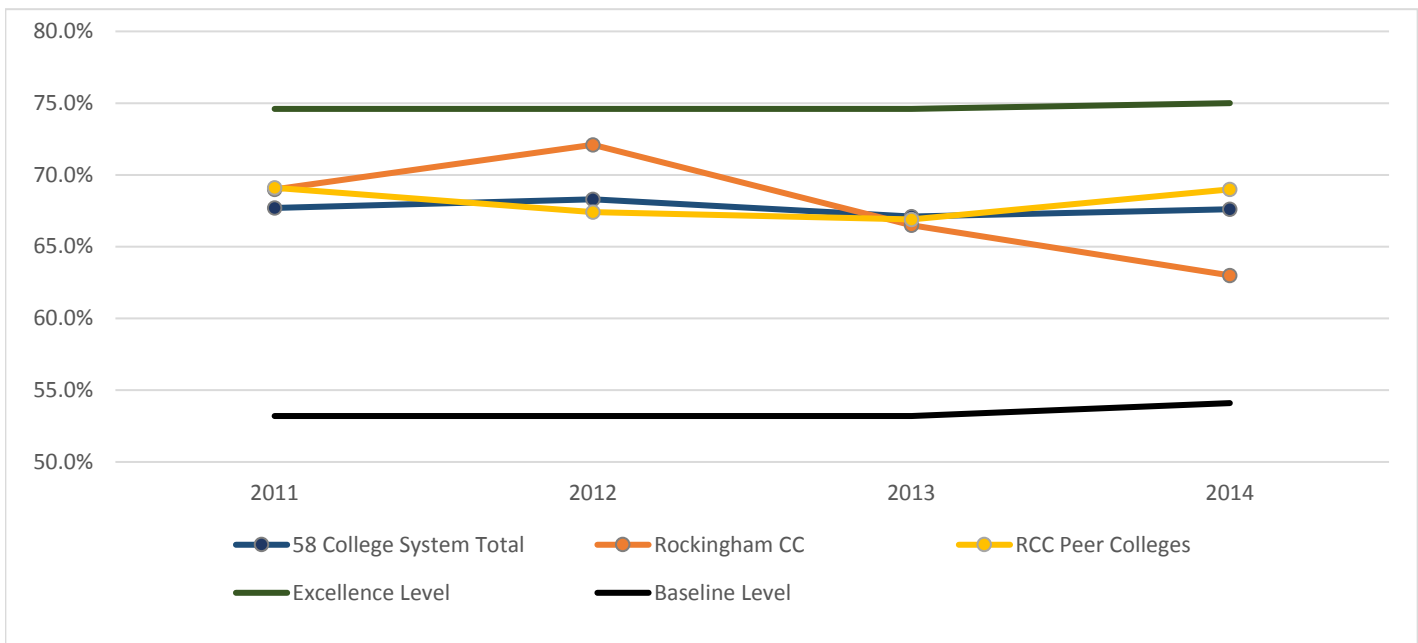
Denominator: First-time fall curriculum students attempting at least 12 hours (includes developmental courses and course withdraws) within their first academic year.

Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental) with a "P", "C" or better within their first year.

Source

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

First Year Progression, Fall 2011 through 2014 Cohorts



	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
58 College System Total	67.7%	68.3%	67.1%	67.6%
Rockingham CC	69.0%	72.1%	66.5%	63.0%
RCC Peer Colleges	69.1%	67.4%	66.9%	69.0%
Excellence Level	74.6%	74.6%	74.6%	75.0%
Baseline Level	53.2%	53.2%	53.2%	54.1%

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 non-developmental hours after 6 years.

Methodology

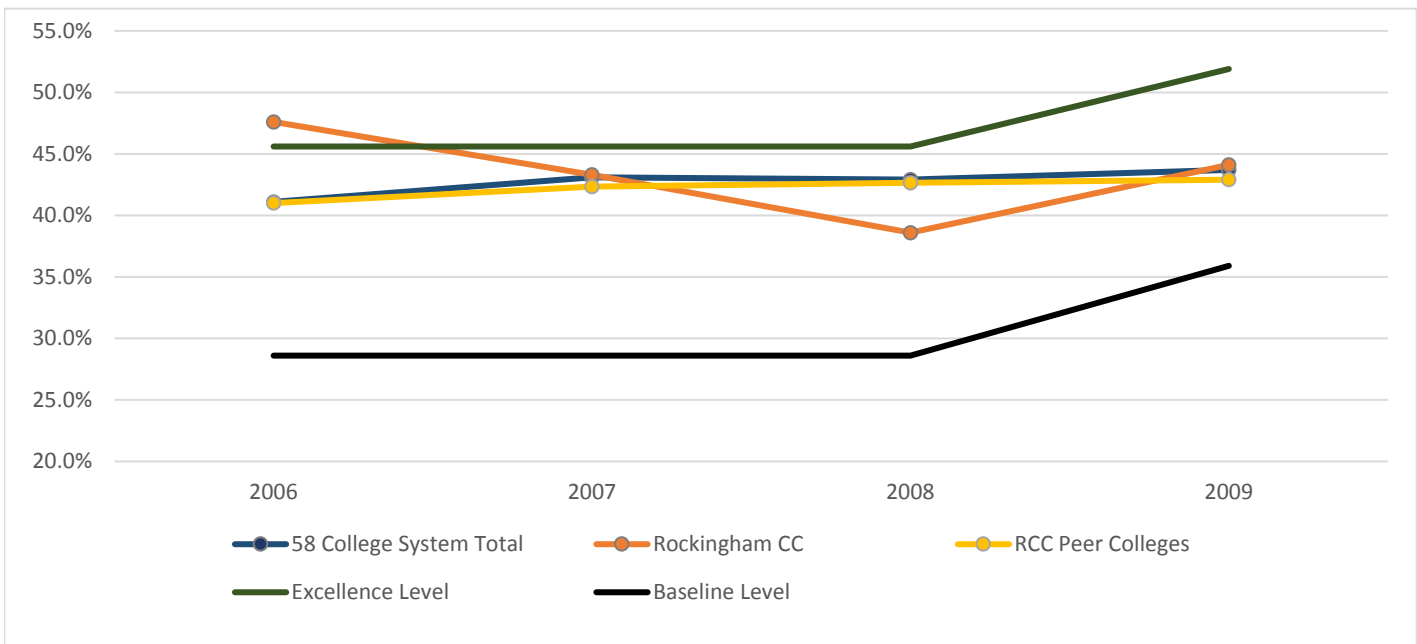
Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, the number of students who through the fall that occurs 6 years after original cohort designation either graduate, transfer to a four-year institution, or are still enrolled and have previously completed 36 non-developmental hours.

Source

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

Curriculum Completion, Fall 2006 through 2009 Cohorts



	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
58 College System Total	41.1%	43.1%	42.9%	43.7%
Rockingham CC	47.6%	43.3%	38.6%	44.1%
RCC Peer Colleges	41.0%	42.4%	42.6%	42.9%
Excellence Level	45.6%	45.6%	45.6%	51.9%
Baseline Level	28.6%	28.6%	28.6%	35.9%

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

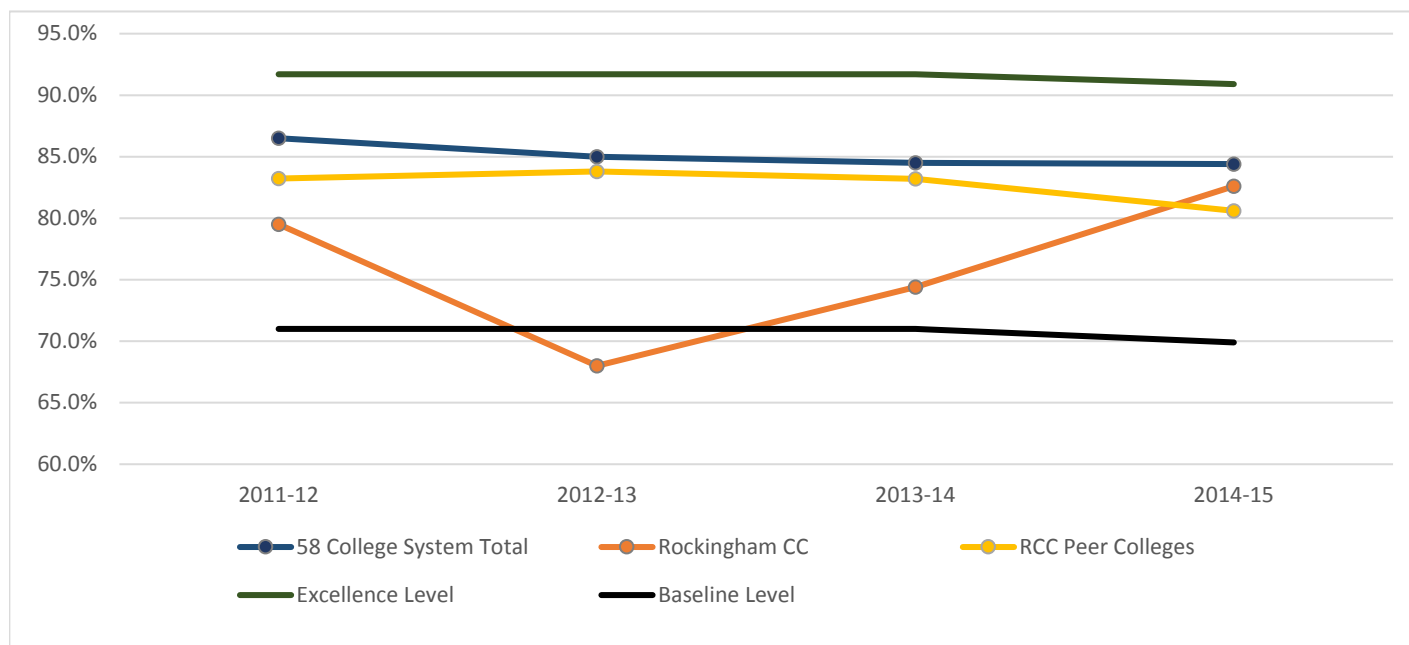
recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Of those in the denominator, the number passing exam 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 2014-15



	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
58 College System Total	86.5%	85.0%	84.5%	84.4%
Rockingham CC	79.5%	68.0%	74.4%	82.6%
RCC Peer Colleges	83.2%	83.8%	83.2%	80.6%
Excellence Level	91.7%	91.7%	91.7%	90.9%
Baseline Level	71.0%	71.0%	71.0%	69.9%

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 earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the transfer institution.

Methodology

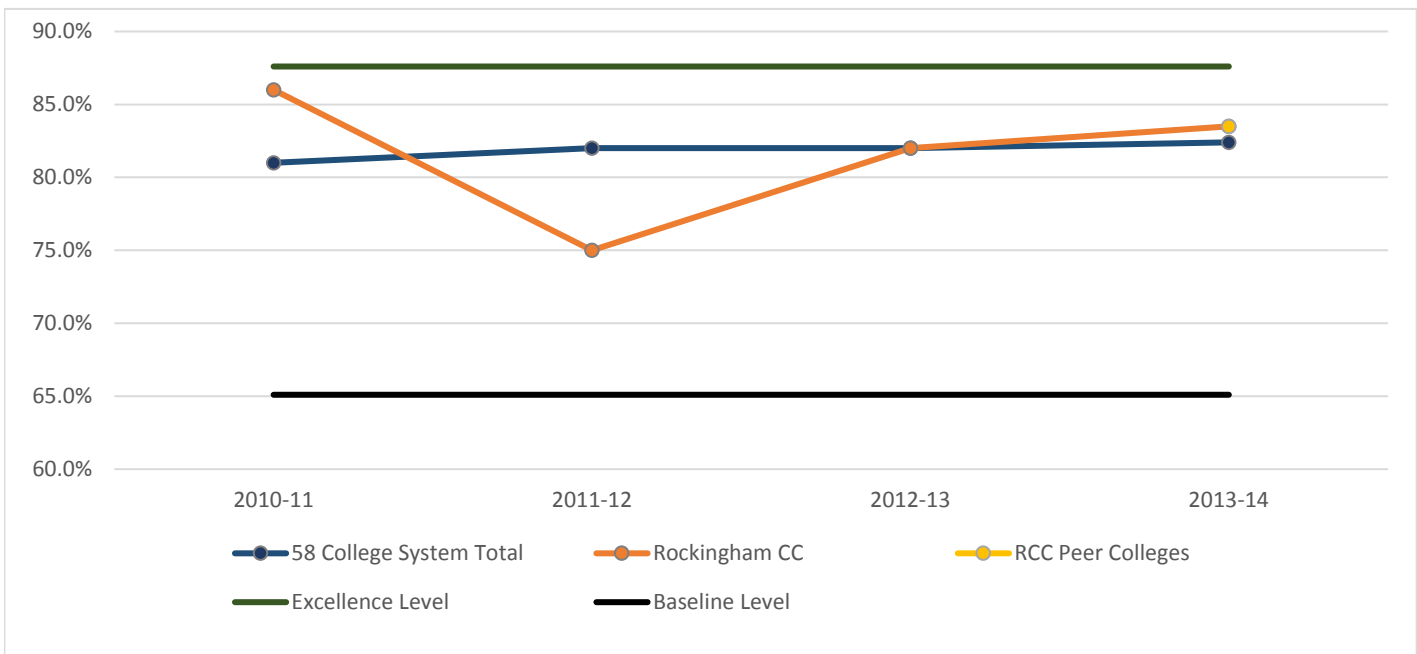
Denominator: Students with an Associate Degree or at least 30 articulated transfer credits enrolled during the fall and spring semesters at a four-year institution who were enrolled at a community college during the previous academic year. Only includes North Carolina based four-year institutions.

Numerator: Of those in the denominator, the number of students earning a GPA of 2.25 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; and Participating NC independent colleges and universities

College Transfer Performance, 2010-11 through 2013-14



	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
58 College System Total	81.0%	82.0%	82.0%	82.4%
Rockingham CC	86.0%	75.0%	82.0%	83.5%
RCC Peer Colleges				83.5%
Excellence Level	87.6%	87.6%	87.6%	87.6%
Baseline Level	65.1%	65.1%	65.1%	65.1%

Footnotes:

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

2. The College Transfer Performance metric was revised for the 2016 report. Prior to 2014-15 cohort year, the metric evaluated if students obtained a 2.0 or higher GPA during the fall and spring semesters at the transfer institution.

Performance-Based Funding

ESTIMATED: FY 2016-17 Performance Based Funding

FY 2016-17 "Quality" Performance-Based Funding	\$ 149,653
FY 2016-17 "Impact" Performance-Based Funding	\$ 70,271
Total	\$ 219,924

FY16-17 BUDGET ESTIMATES	RCC Success Rate			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. Qlty \$	Target Perf.	Add. Stu.
												Success
Basic Skills Student Progress (2014-15)	238	159	66.8%	\$ 18,276	\$ 17,460	159	\$ 51.45	\$ 8,181	\$ 25,641	\$ 816	68.3%	4
Student Success Rate in College English Courses (FA13 Cohort)	452	245	54.2%	\$ 34,391	\$ 32,622	245	\$ 36.32	\$ 8,899	\$ 41,521	\$ 1,769	55.9%	7
Student Success Rate in College Math Courses (FA13 Cohort)	452	125	27.7%	\$ 34,391	\$ 27,016	125	\$ 60.19	\$ 7,524	\$ 34,540	\$ 7,375	32.5%	22
First Year Progression (FA14 Cohort)	281	177	63.0%	\$ 27,372	\$ 11,649	177	\$ 50.83	\$ 8,997	\$ 20,646	\$ 15,723	75.0%	34
Curriculum Completion (FA09 Cohort)	708	312	44.1%	\$ 41,739	\$ 21,331	312	\$ 68.98	\$ 21,523	\$ 42,854	\$ 20,408	51.9%	55
Licensure and Certification Passing Rates (2014-15)	121	100	82.6%	\$ 30,825	\$ 18,681	100	\$ 91.98	\$ 9,198	\$ 27,879	\$ 12,144	90.9%	10
College Transfer (2013-14)	91	76	83.5%	\$ 25,569	\$ 20,894	76	\$ 78.28	\$ 5,949	\$ 26,843	\$ 4,675	87.6%	4

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
Total	\$ 143,669

FY15-16 BUDGET ESTIMATES	RCC Success Rate			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. Qlty \$	Target Perf.	Add. Stu.
												Success
Developmental Student Success Rate in College English Courses (2013-14)	126	70	55.6%	\$ 21,656	\$ 7,542	70	\$ 105.13	\$ 7,359	\$ 14,901	\$ 14,114	74.9%	24
Developmental Student Success Rate in College Math Courses (2013-14)	193	117	60.6%	\$ 35,489	\$ 16,691	117	\$ 130.01	\$ 15,211	\$ 31,902	\$ 18,798	75.4%	29
First Year Progression (FA13 Cohort)	346	230	66.5%	\$ 32,965	\$ 20,454	230	\$ 47.05	\$ 10,822	\$ 31,276	\$ 12,511	74.6%	28
Curriculum Completion (FA08 Cohort)	420	162	38.6%	\$ 35,528	\$ 20,762	162	\$ 36.98	\$ 5,991	\$ 26,753	\$ 14,766	45.6%	30
Licensure and Certification Passing Rates (2013-14)	133	99	74.4%	\$ 34,065	\$ 5,655	99	\$ 107.19	\$ 10,612	\$ 16,267	\$ 28,410	91.7%	23
College Transfer (2012-13)	68	61	89.7%	\$ 20,904	\$ 17,107	61	\$ 89.56	\$ 5,463	\$ 22,570	\$ 3,797	93.8%	3

ESTIMATED: 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
Total	\$ 166,396

FY14-15 BUDGET ESTIMATES	RCC Success Rate			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. Qlty \$	Target Perf.	Add. Stu.
												Success
Developmental Student Success Rate in College English Courses (2012-13)	160	91	56.9%	\$ 26,989	\$ 10,598	91	\$ 93.13	\$ 8,475	\$ 19,073	\$ 16,391	74.9%	29
Developmental Student Success Rate in College Math Courses (2012-13)	243	159	65.4%	\$ 43,884	\$ 28,199	159	\$ 117.77	\$ 18,725	\$ 46,924	\$ 15,685	75.4%	24
First Year Progression (FA12 Cohort)	348	251	72.1%	\$ 31,804	\$ 28,129	251	\$ 38.66	\$ 9,703	\$ 37,832	\$ 3,675	74.6%	9
Curriculum Completion (FA07 Cohort)	411	178	43.3%	\$ 38,165	\$ 32,936	178	\$ 34.06	\$ 6,062	\$ 38,998	\$ 5,229	45.6%	10
Licensure and Certification Passing Rates (2012-13)	125	85	68.0%	\$ 32,723	\$ -	85	\$ 98.08	\$ 8,337	\$ 8,337	\$ 32,723	91.7%	30
College Transfer (2011-12)	63	52	82.5%	\$ 20,307	\$ 10,172	52	\$ 97.31	\$ 5,060	\$ 15,232	\$ 10,135	93.8%	7