

NC

COMMUNITY COLLEGES

CREATING SUCCESS

2019 PERFORMANCE
MEASURES **for**
STUDENT SUCCESS

2019 PERFORMANCE MEASURES for STUDENT SUCCESS

July 2019

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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More detailed analysis for each of these measures will be released in August 2019 at:
<https://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>

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.

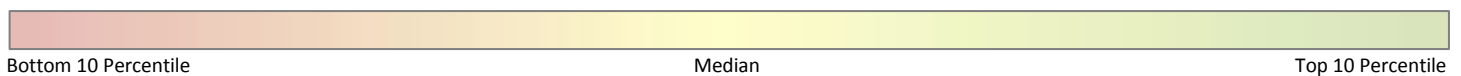
Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset with the implementation of a new three-year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



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 will be accessible in August 2019 at: <https://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>.

Performance Summary

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

	Basic Skills Progress	Credit English Success	Credit Math Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance	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	41.8%	61.0%	41.5%	68.2%	49.3%	0.98	85.2%				
System Totals (All Students)	39.9%	61.7%	41.5%	67.2%	47.6%	1.00	85.9%				
Alamance CC	40.5%	67.3%	46.6%	59.4%	41.6%	0.98	83.9%	2	1	4	0
Asheville-Buncombe TCC	36.1%	52.9%	39.8%	54.6%*	46.8%	1.01	86.0%	0	2	4	1
Beaufort County CC	39.2%	57.0%	50.2%	70.9%	48.6%	0.93	86.1%	1	2	4	0
Bladen CC	30.3%	57.4%	35.5%	68.8%	50.8%	0.88	88.3%	0	3	4	0
Blue Ridge CC	40.3%	54.1%	33.3%	61.6%	47.2%	0.97	90.8%	1	0	6	0
Brunswick CC	47.3%	73.1%	58.8%	77.4%	52.8%	0.94	91.3%	5	1	1	0
Caldwell CC & TI	35.0%	56.2%	47.4%	65.3%	49.5%	1.03	83.8%	1	2	4	0
Cape Fear CC	40.0%	66.6%	47.3%	69.1%	47.8%	1.13	84.9%	2	2	3	0
Carteret CC	36.2%	61.3%	39.9%	70.5%	50.8%	1.06	80.6%	0	4	3	0
Catawba Valley CC	45.6%	70.4%	47.2%	70.4%	53.3%	1.06	84.3%	3	3	1	0
Central Carolina CC	45.3%	48.9%	43.6%	67.7%	54.3%	1.00	86.0%	1	4	2	0
Central Piedmont CC	33.8%	68.9%	46.7%	65.0%	44.8%	1.09	86.6%	3	1	3	0
Cleveland CC	57.0%	51.2%	45.5%	65.9%	52.5%	1.00	85.1%	1	3	3	0
Coastal Carolina CC	47.9%	72.7%	43.6%	64.4%	49.7%	1.13	84.3%	2	3	2	0
College of the Albemarle	31.2%	59.6%	37.3%	70.4%	53.3%	1.01	90.4%	2	2	3	0
Craven CC	43.4%	69.1%	40.5%	66.6%	48.0%	0.89	85.9%	1	2	4	0
Davidson County CC	58.8%	67.2%	53.1%	71.1%	49.8%	1.08	85.8%	4	3	0	0
Durham TCC	35.6%	59.0%	40.2%	64.6%	45.9%	1.03	88.5%	0	2	5	0
Edgecombe CC	49.9%	64.8%	31.5%	70.6%	43.4%	0.84	84.4%	0	3	4	0
Fayetteville TCC	37.6%	47.4%	26.3%	63.5%	39.4%	0.92	81.9%	0	0	7	0
Forsyth TCC	28.9%	67.9%	40.0%	67.3%	43.4%	1.10	84.3%	2	0	5	0
Gaston College	38.3%	58.8%	35.0%	67.3%	44.8%	1.03	82.0%	0	1	6	0
Guilford TCC	24.7%	54.9%	31.6%	63.2%	41.5%	0.95	82.5%	0	0	7	0
Halifax CC	42.3%	67.0%	28.6%	64.7%	51.1%	0.95	84.5%	1	2	4	0
Haywood CC	49.8%	58.1%	33.6%	70.3%	53.2%	0.96	84.2%	1	2	4	0
Isothermal CC	31.3%	64.7%	34.9%	68.9%	54.2%	0.93	78.1%	1	2	4	0
James Sprunt CC	34.1%	66.0%	51.3%	77.0%	62.3%	1.04	76.3%	3	2	2	0
Johnston CC	52.7%	64.1%	51.8%	70.1%	55.1%	1.09	91.0%	5	2	0	0
Lenoir CC	48.6%	67.9%	40.9%	67.7%	48.7%	0.94	84.8%	1	1	5	0
Martin CC	51.3%	50.8%	41.7%	76.4%	57.6%	0.98	90.9%	4	2	1	0
Mayland CC	52.5%	41.1%	35.0%	66.4%	43.9%	1.03	80.8%	1	1	5	0
McDowell TCC	44.1%	69.9%	55.1%	70.9%	52.4%	1.02	86.8%	2	5	0	0
Mitchell CC	38.1%	60.8%	35.3%	69.8%	55.8%	1.04	86.0%	1	3	3	0
Montgomery CC	40.5%	62.0%	29.1%	78.2%	54.2%	0.97	90.0%	3	1	3	0
Nash CC	47.1%	47.1%	47.9%	64.5%	37.7%	0.98	82.6%	1	2	4	0
Pamlico CC	58.7%	48.1%	51.9%	75.4%	58.2%	0.58	68.8%	4	0	1	2
Piedmont CC	43.0%	66.0%	44.2%	67.7%	50.5%	1.05	87.9%	0	6	1	0
Pitt CC	39.0%	57.2%	32.1%	65.2%	46.2%	0.98	88.1%	0	1	6	0
Randolph CC	42.3%	66.4%	43.5%	65.4%	50.3%	0.98	85.4%	0	5	2	0
Richmond CC	35.7%	65.1%	58.3%	72.6%	49.7%	1.01	79.5%	2	3	2	0
Roanoke-Chowan CC	13.4%	53.8%	27.4%	78.7%	47.5%	0.93	85.1%	1	0	5	1
Robeson CC	43.1%	49.8%	42.9%	52.9%	40.0%	0.82	81.8%	0	2	4	1
Rockingham CC	51.1%	61.6%	38.2%	67.9%	46.1%	0.88	87.9%	1	2	4	0
Rowan-Cabarrus CC	46.9%	63.7%	34.0%	69.0%	43.6%	0.93	83.5%	0	3	4	0
Sampson CC	59.3%	56.6%	35.6%	74.3%	52.1%	0.82	85.2%	2	2	3	0
Sandhills CC	38.3%	64.6%	37.5%	72.2%	50.1%	0.99	88.8%	1	4	2	0
South Piedmont CC	45.1%	55.2%	39.4%	69.8%	48.5%	0.94	88.0%	0	3	4	0
Southeastern CC	45.0%	57.3%	34.0%	67.8%	44.0%	0.89	86.0%	0	2	5	0
Southwestern CC	38.5%	70.6%	49.0%	63.6%	51.5%	0.98	87.4%	2	3	2	0
Stanly CC	31.2%	56.8%	47.7%	71.5%	56.8%	0.97	84.2%	2	1	4	0
Surry CC	43.6%	54.5%	32.9%	65.8%	50.4%	1.13	93.4%	2	2	3	0
Tri-County CC	49.4%	77.0%	34.3%	67.4%	52.7%	0.82	79.1%	2	1	4	0
Vance-Granville CC	39.6%	67.4%	31.8%	68.2%	48.3%	0.90	88.3%	1	1	5	0
Wake TCC	41.0%	60.0%	43.2%	70.8%	47.3%	1.12	90.1%	2	2	3	0
Wayne CC	48.7%	69.4%	47.9%	69.9%	54.7%	1.00	88.9%	3	4	0	0
Western Piedmont CC	35.7%	70.3%	51.4%	67.5%	47.2%	1.12	85.4%	3	1	3	0
Wilkes CC	52.5%	64.5%	53.7%	67.0%	49.4%	0.93	83.1%	2	2	3	0
Wilson CC	28.9%	55.5%	49.6%	67.3%	47.6%	0.95	80.2%	1	0	6	0

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

*Data point was adversely impacted when the Early College prohibited 60 students from enrolling in college courses in the fall of 2018, even though they were on campus.

1. Basic Skills Student Progress

Purpose

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

Description

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

Calculation

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

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

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

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

Data Sources

LEIS annual data file

Comprehensive Curriculum Student Report (Formerly known as CRPFA)

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%

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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)
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%

TABLE 2. STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, FALL 2015 COHORT

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

Excellence: 66.6%

Baseline: 40.1%

	FALL COHORT	COLLEGE-LEVEL ENG ENROLLMENT	ENROLLED AND SUCCESSFUL			
			2015	2014	2013	2012
System Totals	39,161	76%	61.7%	58%	55%	54%
Alamance CC	732	79%	67.3%	63%	60%	54%
Asheville-Buncombe T	940	65%	52.9%	48%	43%	42%
Beaufort County CC	223	69%	57.0%	46%	45%	45%
Bladen CC	183	80%	57.4%	63%	44%	38%
Blue Ridge CC	294	69%	54.1%	56%	48%	51%
Brunswick CC	335	85%	73.1%	69%	67%	63%
Caldwell CC & TI	772	67%	56.2%	67%	66%	60%
Cape Fear CC	1576	83%	66.6%	64%	62%	62%
Carteret CC	271	72%	61.3%	61%	60%	61%
Catawba Valley CC	947	80%	70.4%	68%	68%	63%
Central Carolina CC	791	66%	48.9%	47%	40%	50%
Central Piedmont CC	4178	82%	68.9%	62%	58%	59%
Cleveland CC	389	62%	51.2%	53%	46%	51%
Coastal Carolina CC	849	85%	72.7%	67%	67%	64%
Coll of the Albemarle	539	70%	59.6%	59%	50%	48%
Craven CC	615	85%	69.1%	65%	61%	56%
Davidson County CC	729	81%	67.2%	67%	68%	64%
Durham TCC	707	75%	59.0%	59%	52%	48%
Edgecombe CC	216	83%	64.8%	50%	47%	36%
Fayetteville TCC	1836	68%	47.4%	41%	39%	34%
Forsyth TCC	1391	83%	67.9%	66%	63%	60%
Gaston College	1113	73%	58.8%	63%	62%	59%
Guilford TCC	1931	76%	54.9%	52%	48%	44%
Halifax CC	206	83%	67.0%	52%	48%	51%
Haywood CC	217	75%	58.1%	59%	55%	57%
Isothermal CC	258	74%	64.7%	65%	62%	63%
James Sprunt CC	191	72%	66.0%	69%	45%	41%
Johnston CC	881	74%	64.1%	59%	56%	58%
Lenoir CC	445	80%	67.9%	51%	39%	45%
Martin CC	132	67%	50.8%	54%	42%	40%
Mayland CC	163	60%	41.1%	43%	50%	36%
McDowell TCC	196	77%	69.9%	75%	63%	65%
Mitchell CC	743	76%	60.8%	64%	57%	57%
Montgomery CC	79	71%	62.0%	65%	54%	66%
Nash CC	514	60%	47.1%	43%	48%	42%
Pamlico CC	52	63%	48.1%	47%	44%	49%
Piedmont CC	147	78%	66.0%	65%	57%	49%
Pitt CC	1263	71%	57.2%	50%	47%	54%
Randolph CC	584	80%	66.4%	65%	63%	57%
Richmond CC	475	78%	65.1%	65%	51%	56%
Roanoke-Chowan CC	106	58%	53.8%	46%	41%	38%
Robeson CC	478	74%	49.8%	41%	36%	28%
Rockingham CC	406	83%	61.6%	57%	61%	57%
Rowan-Cabarrus CC	1206	75%	63.7%	59%	60%	60%
Sampson CC	267	73%	56.6%	54%	50%	45%
Sandhills CC	557	77%	64.6%	54%	52%	52%
South Piedmont CC	536	71%	55.2%	62%	49%	56%
Southeastern CC	288	69%	57.3%	47%	44%	40%
Southwestern CC	388	79%	70.6%	63%	56%	56%
Stanly CC	329	69%	56.8%	59%	55%	53%
Surry CC	310	72%	54.5%	55%	62%	55%
Tri-County CC	213	89%	77.0%	78%	71%	68%
Vance-Granville CC	620	78%	67.4%	66%	53%	58%
Wake TCC	3494	79%	60.0%	58%	55%	59%
Wayne CC	716	84%	69.4%	64%	61%	54%
Western Piedmont CC	424	82%	70.3%	66%	63%	65%
Wilkes CC	482	78%	64.5%	58%	63%	56%
Wilson CC	272	74%	55.5%	51%	51%	46%

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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)
National Student Clearinghouse

Additional Details

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

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

Excellence level: 46.2%

Baseline level: 19.5%

TABLE 3. STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH COURSES, FALL 2015 COHORT

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

Excellence: 46.2%

Baseline: 19.5%

	FALL COHORT	COLLEGE-LEVEL MATH ENROLLMENT	ENROLLED AND SUCCESSFUL			
			2015	2014	2013	2012
System Totals	39,161	54%	41.5%	37%	34%	32%
Alamance CC	732	58%	46.6%	41%	36%	34%
Asheville-Buncombe T	940	50%	39.8%	39%	36%	36%
Beaufort County CC	223	61%	50.2%	38%	37%	39%
Bladen CC	183	48%	35.5%	47%	32%	22%
Blue Ridge CC	294	44%	33.3%	41%	32%	34%
Brunswick CC	335	70%	58.8%	51%	49%	45%
Caldwell CC & TI	772	53%	47.4%	53%	49%	41%
Cape Fear CC	1576	62%	47.3%	42%	43%	40%
Carteret CC	271	52%	39.9%	35%	36%	30%
Catawba Valley CC	947	62%	47.2%	44%	44%	37%
Central Carolina CC	791	53%	43.6%	36%	32%	44%
Central Piedmont CC	4178	60%	46.7%	42%	39%	39%
Cleveland CC	389	53%	45.5%	44%	36%	33%
Coastal Carolina CC	849	52%	43.6%	37%	41%	33%
Coll of the Albemarle	539	50%	37.3%	31%	29%	30%
Craven CC	615	53%	40.5%	34%	31%	32%
Davidson County CC	729	65%	53.1%	46%	40%	40%
Durham TCC	707	50%	40.2%	36%	31%	29%
Edgecombe CC	216	43%	31.5%	20%	20%	18%
Fayetteville TCC	1836	37%	26.3%	23%	22%	19%
Forsyth TCC	1391	51%	40.0%	35%	34%	34%
Gaston College	1113	44%	35.0%	32%	29%	24%
Guilford TCC	1931	45%	31.6%	32%	24%	21%
Halifax CC	206	50%	28.6%	24%	14%	20%
Haywood CC	217	49%	33.6%	34%	30%	30%
Isothermal CC	258	43%	34.9%	34%	32%	29%
James Sprunt CC	191	65%	51.3%	49%	31%	30%
Johnston CC	881	60%	51.8%	43%	41%	37%
Lenoir CC	445	53%	40.9%	34%	23%	30%
Martin CC	132	57%	41.7%	35%	33%	36%
Mayland CC	163	42%	35.0%	27%	32%	28%
McDowell TCC	196	61%	55.1%	67%	48%	52%
Mitchell CC	743	49%	35.3%	40%	37%	33%
Montgomery CC	79	41%	29.1%	33%	32%	24%
Nash CC	514	54%	47.9%	42%	39%	34%
Pamlico CC	52	60%	51.9%	45%	37%	27%
Piedmont CC	147	55%	44.2%	35%	36%	34%
Pitt CC	1263	43%	32.1%	25%	25%	30%
Randolph CC	584	53%	43.5%	41%	38%	33%
Richmond CC	475	71%	58.3%	50%	40%	45%
Roanoke-Chowan CC	106	31%	27.4%	20%	14%	15%
Robeson CC	478	55%	42.9%	29%	23%	14%
Rockingham CC	406	56%	38.2%	38%	35%	36%
Rowan-Cabarrus CC	1206	50%	34.0%	30%	30%	26%
Sampson CC	267	54%	35.6%	33%	34%	31%
Sandhills CC	557	50%	37.5%	28%	29%	32%
South Piedmont CC	536	55%	39.4%	31%	24%	31%
Southeastern CC	288	49%	34.0%	29%	24%	21%
Southwestern CC	388	56%	49.0%	40%	40%	38%
Stanly CC	329	54%	47.7%	44%	43%	34%
Surry CC	310	39%	32.9%	38%	41%	29%
Tri-County CC	213	43%	34.3%	23%	24%	33%
Vance-Granville CC	620	42%	31.8%	28%	17%	18%
Wake TCC	3494	61%	43.2%	38%	36%	35%
Wayne CC	716	61%	47.9%	39%	38%	31%
Western Piedmont CC	424	60%	51.4%	42%	40%	41%
Wilkes CC	482	68%	53.7%	46%	49%	49%
Wilson CC	272	61%	49.6%	36%	36%	34%

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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)

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: 56.6%

TABLE 4. FIRST YEAR PROGRESSION, FALL 2017 COHORT

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

Excellence: 71.9%

Baseline: 56.6%

	FALL COHORT	GRADUATED	ENROLLED NCCCS (NON GRADUATE)	ENROLLED OTHER (NON GRADUATE)	% GRADUATED OR STILL ENROLLED			
					2017	2016	2015	2014
System Totals	52,494	4%	53%	10%	67.2%	66%	66%	62%
Alamance CC	1,030	1%	49%	9%	59.4%	65%	57%	54%
Asheville-Buncombe TC	1,423	4%	41%	10%	54.6%*	59%	59%	60%
Beaufort County CC	350	1%	66%	4%	70.9%	73%	69%	58%
Bladen CC	282	3%	65%	1%	68.8%	48%	57%	64%
Blue Ridge CC	515	9%	44%	9%	61.6%	59%	57%	59%
Brunswick CC	389	5%	61%	11%	77.4%	71%	70%	69%
Caldwell CC & TI	827	1%	55%	10%	65.3%	65%	59%	63%
Cape Fear CC	1,804	2%	58%	10%	69.1%	69%	68%	66%
Carteret CC	468	3%	52%	15%	70.5%	66%	73%	59%
Catawba Valley CC	1,302	2%	61%	8%	70.4%	75%	72%	69%
Central Carolina CC	1,518	3%	50%	14%	67.7%	69%	67%	63%
Central Piedmont CC	4,728	1%	51%	13%	65.0%	67%	66%	61%
Cleveland CC	677	7%	43%	16%	65.9%	69%	68%	61%
Coastal Carolina CC	944	4%	49%	11%	64.4%	64%	63%	62%
Coll of the Albemarle	750	4%	54%	12%	70.4%	70%	69%	63%
Craven CC	668	3%	55%	9%	66.6%	65%	67%	64%
Davidson County CC	913	9%	52%	10%	71.1%	71%	74%	61%
Durham TCC	992	0%	56%	9%	64.6%	64%	64%	64%
Edgecombe CC	323	17%	47%	7%	70.6%	62%	62%	56%
Fayetteville TCC	2,222	10%	45%	9%	63.5%	60%	57%	48%
Forsyth TCC	1,705	2%	57%	9%	67.3%	67%	65%	60%
Gaston College	1,405	1%	52%	14%	67.3%	68%	64%	61%
Guilford TCC	1,776	2%	51%	11%	63.2%	58%	58%	57%
Halifax CC	286	10%	44%	10%	64.7%	62%	63%	56%
Haywood CC	357	16%	48%	6%	70.3%	69%	68%	66%
Isothermal CC	431	9%	54%	6%	68.9%	67%	66%	63%
James Sprunt CC	309	4%	68%	5%	77.0%	76%	78%	73%
Johnston CC	1,347	2%	56%	12%	70.1%	71%	70%	68%
Lenoir CC	643	5%	57%	5%	67.7%	70%	66%	59%
Martin CC	212	5%	69%	2%	76.4%	59%	71%	67%
Mayland CC	253	6%	54%	6%	66.4%	57%	62%	52%
McDowell TCC	265	5%	60%	6%	70.9%	68%	67%	67%
Mitchell CC	1,045	8%	50%	12%	69.8%	65%	67%	68%
Montgomery CC	298	6%	68%	4%	78.2%	67%	73%	69%
Nash CC	698	3%	52%	10%	64.5%	62%	58%	51%
Pamlico CC	134	33%	37%	6%	75.4%	62%	67%	65%
Piedmont CC	418	4%	52%	12%	67.7%	67%	62%	59%
Pitt CC	1,496	2%	51%	13%	65.2%	64%	64%	60%
Randolph CC	896	4%	53%	8%	65.4%	63%	64%	62%
Richmond CC	566	2%	64%	7%	72.6%	68%	66%	64%
Roanoke-Chowan CC	169	9%	67%	2%	78.7%	65%	60%	62%
Robeson CC	527	6%	43%	4%	52.9%	55%	58%	58%
Rockingham CC	507	3%	57%	8%	67.9%	76%	69%	63%
Rowan-Cabarrus CC	1,630	3%	53%	13%	69.0%	69%	65%	57%
Sampson CC	381	2%	59%	14%	74.3%	70%	71%	67%
Sandhills CC	1,053	1%	65%	7%	72.2%	73%	66%	64%
South Piedmont CC	979	4%	43%	22%	69.8%	67%	69%	62%
Southeastern CC	385	3%	59%	6%	67.8%	67%	63%	62%
Southwestern CC	561	1%	53%	9%	63.6%	65%	71%	63%
Stanly CC	565	4%	50%	18%	71.5%	61%	65%	65%
Surry CC	859	3%	57%	6%	65.8%	67%	78%	68%
Tri-County CC	273	1%	60%	6%	67.4%	67%	71%	67%
Vance-Granville CC	878	3%	58%	8%	68.2%	73%	72%	63%
Wake TCC	4,536	2%	59%	10%	70.8%	69%	70%	68%
Wayne CC	798	8%	53%	9%	69.9%	68%	70%	68%
Western Piedmont CC	443	2%	58%	8%	67.5%	70%	66%	60%
Wilkes CC	799	4%	57%	6%	67.0%	68%	64%	60%
Wilson CC	513	4%	54%	10%	67.3%	66%	67%	59%

*Data point was adversely impacted when the Early College prohibited 60 students from enrolling in college courses in the fall of 2018, even though they were on campus.

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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)
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%

TABLE 5. CURRICULUM COMPLETION, FALL 2014 COHORT

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

Excellence: 52.7%

Baseline: 34.1%

	FALL COHORT	% CC GRADUATE AND UNIV TRANSFER			% CC GRADUATE, NOT UNIV TRANSFER			% UNIV TRANSFER, NOT CC GRADUATE			% RETAINED (42 HRS), DID NOT CC GRADUATE OR UNIV TRANSFER			% GRADUATE, TRANSFER, OR RETAINED (42 HRS)		
		2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
		System Totals	47,945	7.4%	6%	5%	17.2%	17%	16%	17.6%	16%	15%	5.4%	6%	7%	47.6%
Alamance CC	1029	9%	6%	5%	16%	16%	13%	14%	11%	20%	3%	6%	6%	41.6%	39%	43%
Asheville-Buncombe T	1342	6%	5%	5%	15%	17%	15%	18%	19%	18%	8%	6%	6%	46.8%	48%	44%
Beaufort County CC	383	5%	5%	2%	20%	19%	16%	20%	18%	20%	4%	6%	6%	48.6%	48%	43%
Bladen CC	301	9%	6%	6%	15%	16%	20%	23%	14%	15%	4%	3%	2%	50.8%	40%	42%
Blue Ridge CC	377	7%	6%	7%	20%	19%	15%	14%	11%	9%	6%	4%	4%	47.2%	39%	35%
Brunswick CC	322	15%	12%	13%	24%	23%	21%	12%	14%	15%	3%	6%	4%	52.8%	54%	53%
Caldwell CC & TI	857	9%	7%	7%	12%	14%	12%	16%	14%	12%	12%	12%	9%	49.5%	46%	40%
Cape Fear CC	1756	10%	7%	8%	18%	16%	16%	14%	16%	11%	6%	6%	7%	47.8%	45%	42%
Carteret CC	311	8%	9%	6%	23%	20%	16%	17%	12%	12%	2%	4%	6%	50.8%	44%	40%
Catawba Valley CC	1133	12%	10%	7%	21%	23%	22%	17%	13%	13%	4%	6%	6%	53.3%	52%	47%
Central Carolina CC	1147	6%	4%	4%	23%	21%	24%	21%	16%	14%	4%	4%	7%	54.3%	45%	49%
Central Piedmont CC	4428	7%	6%	6%	10%	10%	10%	24%	23%	22%	4%	5%	5%	44.8%	44%	43%
Cleveland CC	739	5%	3%	3%	19%	18%	17%	24%	23%	25%	4%	4%	4%	52.5%	49%	49%
Coastal Carolina CC	872	10%	9%	9%	18%	18%	17%	18%	21%	19%	4%	3%	4%	49.7%	52%	49%
Coll of the Albemarle	584	5%	5%	6%	11%	16%	14%	33%	25%	28%	4%	3%	4%	53.3%	49%	52%
Craven CC	500	9%	6%	5%	16%	14%	15%	16%	17%	14%	7%	5%	8%	48.0%	42%	42%
Davidson County CC	950	10%	7%	6%	25%	27%	29%	11%	13%	11%	4%	4%	5%	49.8%	52%	51%
Durham TCC	895	8%	7%	5%	10%	9%	10%	23%	17%	15%	5%	6%	7%	45.9%	39%	37%
Edgecombe CC	327	7%	4%	2%	17%	18%	10%	17%	17%	15%	3%	4%	6%	43.4%	43%	34%
Fayetteville TCC	1984	5%	7%	5%	12%	12%	12%	18%	17%	15%	4%	4%	6%	39.4%	40%	38%
Forsyth TCC	1676	7%	4%	5%	17%	17%	15%	15%	14%	13%	5%	6%	7%	43.4%	41%	41%
Gaston College	1267	7%	8%	4%	15%	17%	15%	18%	11%	11%	6%	9%	7%	44.8%	44%	38%
Guilford TCC	2004	6%	5%	3%	14%	13%	14%	17%	15%	15%	5%	6%	6%	41.5%	39%	37%
Halifax CC	350	3%	2%	1%	25%	27%	26%	21%	10%	15%	3%	2%	3%	51.1%	42%	45%
Haywood CC	327	9%	7%	4%	30%	28%	22%	8%	8%	8%	6%	8%	14%	53.2%	51%	48%
Isothermal CC	469	7%	6%	2%	23%	23%	17%	20%	18%	20%	4%	5%	6%	54.2%	51%	46%
James Sprunt CC	268	5%	2%	5%	22%	21%	17%	28%	16%	8%	7%	9%	9%	62.3%	48%	39%
Johnston CC	916	8%	8%	6%	17%	23%	21%	22%	16%	16%	7%	9%	8%	55.1%	55%	51%
Lenoir CC	651	7%	5%	7%	17%	15%	13%	19%	17%	16%	6%	8%	9%	48.7%	45%	45%
Martin CC	177	3%	6%	3%	20%	15%	17%	25%	22%	27%	8%	5%	4%	57.6%	48%	51%
Mayland CC	289	4%	5%	2%	20%	17%	19%	15%	17%	11%	5%	6%	7%	43.9%	44%	40%
McDowell TCC	229	5%	2%	3%	25%	20%	16%	10%	7%	7%	13%	11%	14%	52.4%	40%	40%
Mitchell CC	798	9%	7%	7%	17%	15%	14%	24%	20%	15%	5%	7%	8%	55.8%	48%	45%
Montgomery CC	216	4%	1%	3%	26%	29%	25%	20%	13%	20%	4%	6%	8%	54.2%	50%	56%
Nash CC	786	3%	3%	4%	13%	16%	13%	14%	10%	18%	7%	8%	7%	37.7%	37%	42%
Pamlico CC	98	5%	5%	4%	33%	24%	27%	17%	37%	26%	3%	2%	4%	58.2%	68%	61%
Piedmont CC	402	7%	3%	6%	19%	26%	21%	20%	19%	10%	4%	5%	4%	50.5%	53%	41%
Pitt CC	1560	6%	5%	5%	16%	13%	15%	20%	17%	17%	5%	6%	9%	46.2%	42%	46%
Randolph CC	712	8%	6%	4%	29%	30%	26%	8%	10%	9%	6%	6%	5%	50.3%	51%	45%
Richmond CC	578	8%	5%	3%	20%	18%	22%	17%	16%	20%	4%	4%	6%	49.7%	43%	50%
Roanoke-Chowan CC	141	5%	2%	1%	20%	14%	13%	16%	17%	14%	6%	8%	10%	47.5%	42%	38%
Robeson CC	450	5%	5%	1%	19%	15%	11%	11%	9%	6%	5%	3%	5%	40.0%	32%	23%
Rockingham CC	482	6%	5%	4%	23%	20%	18%	13%	7%	10%	5%	7%	7%	46.1%	39%	38%
Rowan-Cabarrus CC	1510	6%	5%	5%	19%	18%	18%	15%	11%	11%	4%	6%	6%	43.6%	40%	40%
Sampson CC	292	4%	5%	3%	20%	13%	19%	18%	25%	17%	10%	10%	12%	52.1%	53%	50%
Sandhills CC	968	8%	6%	6%	14%	18%	13%	23%	22%	24%	5%	5%	5%	50.1%	51%	48%
South Piedmont CC	621	5%	3%	4%	15%	13%	18%	24%	20%	20%	4%	5%	5%	48.5%	41%	46%
Southeastern CC	393	7%	4%	3%	19%	16%	16%	11%	9%	11%	7%	7%	7%	44.0%	36%	37%
Southwestern CC	503	7%	8%	7%	23%	22%	23%	12%	12%	9%	10%	7%	9%	51.5%	48%	48%
Stanly CC	488	11%	6%	3%	26%	21%	22%	16%	23%	21%	3%	5%	5%	56.8%	57%	50%
Surry CC	836	6%	7%	4%	17%	20%	21%	15%	15%	7%	13%	13%	16%	50.4%	54%	47%
Tri-County CC	376	4%	5%	4%	15%	10%	16%	26%	31%	21%	8%	6%	5%	52.7%	52%	45%
Vance-Granville CC	782	7%	3%	3%	19%	18%	20%	14%	9%	8%	8%	7%	8%	48.3%	38%	38%
Wake TCC	3912	10%	9%	8%	17%	15%	13%	14%	16%	15%	6%	7%	9%	47.3%	47%	45%
Wayne CC	753	7%	8%	5%	27%	25%	22%	17%	14%	15%	4%	4%	6%	54.7%	52%	49%
Western Piedmont CC	434	18%	13%	15%	15%	17%	13%	8%	8%	10%	6%	5%	6%	47.2%	43%	44%
Wilkes CC	680	7%	10%	9%	21%	24%	21%	15%	12%	14%	7%	5%	5%	49.4%	52%	49%
Wilson CC	347	5%	6%	6%	20%	17%	18%	13%	13%	11%	10%	8%	9%	47.6%	45%	43%

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 (LWD₁+LWD₂+LWD₃+...)

Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS₁ × LWD₁) + (LIS₂ × LWD₂) + (LIS₃ × LWD₃) + ...]

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

Data Sources

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

Additional Details

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

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

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

Excellence level: 1.07

Baseline level: 0.79

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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)
Graduation Extract data file
National Student Clearinghouse

Additional Details

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

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

Excellence level: 89.4%

Baseline level: 74.4%

TABLE 7. COLLEGE TRANSFER PERFORMANCE, 2016-2017 COMMUNITY COLLEGE STUDENTS

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

Excellence: 89.4%

Baseline: 74.4%

	30 OR MORE HOURS		ASSOC DEGREE RECIPIENT		2016-2017 TOTAL		% PERSISTING		
	Students	% Persist	Students	% Persist	Students	% Persist	15-16	14-15	13-14
System Totals	8,079	85%	8,417	87%	16,496	85.9%	85%	85%	85%
Alamance CC	145	82%	140	86%	285	83.9%	84%	89%	84%
Asheville-Buncombe TC	252	82%	248	90%	500	86.0%	85%	87%	85%
Beaufort County CC	54	91%	68	82%	122	86.1%	86%	75%	80%
Bladen CC	57	84%	54	93%	111	88.3%	80%	75%	76%
Blue Ridge CC	54	91%	76	91%	130	90.8%	82%	87%	86%
Brunswick CC	43	88%	118	92%	161	91.3%	85%	87%	81%
Caldwell CC & TI	188	80%	200	87%	388	83.8%	85%	85%	89%
Cape Fear CC	351	83%	488	86%	839	84.9%	88%	85%	84%
Carteret CC	41	85%	52	77%	93	80.6%	88%	88%	83%
Catawba Valley CC	256	83%	278	86%	534	84.3%	88%	86%	88%
Central Carolina CC	152	83%	156	89%	308	86.0%	88%	84%	88%
Central Piedmont CC	1,058	85%	765	88%	1,823	86.6%	87%	87%	85%
Cleveland CC	169	89%	93	78%	262	85.1%	84%	82%	83%
Coastal Carolina CC	179	84%	210	84%	389	84.3%	88%	83%	83%
Coll of the Albemarle	96	90%	91	91%	187	90.4%	85%	87%	82%
Craven CC	139	86%	138	86%	277	85.9%	81%	84%	87%
Davidson County CC	104	84%	157	87%	261	85.8%	83%	84%	83%
Durham TCC	221	88%	143	90%	364	88.5%	88%	88%	86%
Edgecombe CC	56	86%	79	84%	135	84.4%	80%	81%	83%
Fayetteville TCC	297	81%	409	82%	706	81.9%	78%	79%	83%
Forsyth TCC	292	82%	261	87%	553	84.3%	86%	85%	87%
Gaston College	184	77%	188	87%	372	82.0%	85%	77%	80%
Guilford TCC	403	81%	372	84%	775	82.5%	83%	83%	85%
Halifax CC	24	88%	34	82%	58	84.5%	82%	78%	87%
Haywood CC	55	87%	59	81%	114	84.2%	85%	76%	84%
Isothermal CC	65	78%	81	78%	146	78.1%	83%	83%	80%
James Sprunt CC	31	84%	45	71%	76	76.3%	68%	84%	82%
Johnston CC	176	90%	157	92%	333	91.0%	85%	79%	80%
Lenoir CC	177	89%	126	79%	303	84.8%	86%	83%	86%
Martin CC	24	96%	42	88%	66	90.9%	85%	71%	76%
Mayland CC	12	75%	40	83%	52	80.8%	85%	93%	85%
McDowell TCC	30	80%	38	92%	68	86.8%	76%	93%	89%
Mitchell CC	132	84%	167	87%	299	86.0%	88%	90%	84%
Montgomery CC	10	80%	10	100%	20	90.0%	75%	83%	67%
Nash CC	105	84%	108	81%	213	82.6%	86%	86%	83%
Pamlico CC	9	78%	7	57%	16	68.8%	59%	100%	80%
Piedmont CC	31	90%	27	85%	58	87.9%	92%	80%	80%
Pitt CC	472	88%	267	89%	739	88.1%	82%	83%	84%
Randolph CC	54	81%	124	87%	178	85.4%	79%	83%	85%
Richmond CC	63	78%	93	81%	156	79.5%	81%	74%	66%
Roanoke-Chowan CC	25	80%	22	91%	47	85.1%	85%	78%	84%
Robeson CC	22	77%	66	83%	88	81.8%	75%	78%	87%
Rockingham CC	41	83%	91	90%	132	87.9%	84%	89%	87%
Rowan-Cabarrus CC	216	82%	214	85%	430	83.5%	85%	79%	86%
Sampson CC	38	76%	43	93%	81	85.2%	78%	85%	86%
Sandhills CC	106	88%	153	90%	259	88.8%	83%	83%	83%
South Piedmont CC	55	89%	70	87%	125	88.0%	93%	91%	85%
Southeastern CC	51	86%	42	86%	93	86.0%	89%	81%	87%
Southwestern CC	91	84%	123	90%	214	87.4%	90%	82%	82%
Stanly CC	85	76%	98	91%	183	84.2%	88%	83%	85%
Surry CC	82	94%	114	93%	196	93.4%	87%	93%	90%
Tri-County CC	71	80%	39	77%	110	79.1%	88%	81%	79%
Vance-Granville CC	79	87%	134	89%	213	88.3%	90%	85%	83%
Wake TCC	963	89%	899	92%	1,862	90.1%	90%	88%	88%
Wayne CC	111	86%	123	92%	234	88.9%	84%	88%	86%
Western Piedmont CC	78	83%	114	87%	192	85.4%	83%	87%	85%
Wilkes CC	91	79%	98	87%	189	83.1%	84%	87%	80%
Wilson CC	34	76%	62	82%	96	80.2%	87%	87%	93%

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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.

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

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 related to Pathways, High School, Adult High School, High School Equivalency/GED) 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 at their fall term institution. Students with no course enrollment prior to the fall semester and those who enrolled for the first time during the preceding summer at their fall term institution are included in the fall cohort.

NCCCS Data Warehouse matching is based on an exact match of one or more of the following standardized and concatenated variables as reported during the student's first fall term:

NAME_DOB: LAST NAME, FIRST NAME, DATE OF BIRTH

NAME_SID: LAST NAME, FIRST NAME, STUDENT ID

SID_DOB: STUDENT_ID, DATE OF BIRTH

The following measures are 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

Comprehensive Curriculum Student Report (Formerly known as CRPFA)

National Student Clearinghouse