PERFORMANCE MEASURES SUMMARY AND PEER COLLEGE COMPARISON

August 24, 2022

PREPARED BY THE OFFICE OF TECHNOLOGY & INSTITUTIONAL EFFECTIVENESS

Rockingham COMMUNITY COLLEGE

Table of Contents

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 2021 and this is the first report reflecting those changes.
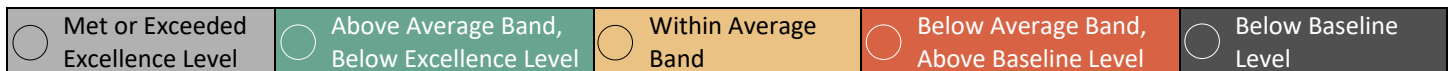
The current list of measures includes:

- 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.

Baseline levels are set two standard deviations below the system's average index score and excellence levels are set one standard deviation above the system's average index scores. The average band is within 0.5 standard deviations above or below the average index score.

The performance summary on the following page provides each college with an overview of its results as compared to college results across the state. Color indicators represent various levels of performance within each measure:

Met or Exceeded Excellence Level	Above Average Band, Below Excellence Level	Within Average Band	Below Average Band, Above Baseline Level	Below 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.

Top 10 Percentile   Median   Bottom 10 Percentile
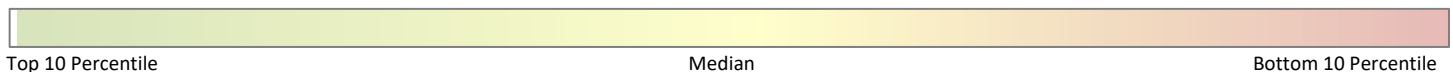
Additional Analysis and Insights

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.

Executive Summary

- Basic Skills is down 19% from 2021 and 37% from 2019.
  We were below the average band, but above the baseline.

- Credit English Success is up 3% from 2021, but down 6% from 2019.
  We were below the average band, but above the baseline.

- Credit Math Success is down 4% from 2021, but up 2% from 2019.
  We were within the average band.

- First Year Progression is down 2% from 2021 and 10% from 2019.
  We were below the average band, but above the baseline.

- Curriculum Completion is down 1% from 2021 and 3% from 2019.
  We were below the average band, but above the baseline.

- Licensure and Certification Passing Rate is up 8% from 2021 and 14% from 2019.
  We were within the average band.

- College Transfer Performance is up 1% from 2021, but down 3% from 2019.
  We were within the average band.

Peer Group Selection Process

RCC chooses its own peer group for the purposes of this report. This peer group is reevaluated every two years. The current peer group was chosen based on two major criteria, County Distress Ranking and total FTE.

The North Carolina Department of Commerce publishes an annual ranking of the state's 100 counties based on their respective economic well-being and then assigns them a tier designation. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2, and the last 20 as Tier 3.

County Tiers are calculated using four factors:

- Average unemployment rate
- Median household income
- Percentage growth in population
- Adjusted property tax base per capita

Rockingham County is a Tier 1 county and RCC limited its selection of peers to colleges in other Tier 1 counties. RCC selected 10 peers from this group with similar FTE totals. Five with higher FTEs and five with lower FTEs.

College	Main Campus Location (City)	Service Area (County)	Total FTE
Tri-County CC	Murphy	Cherokee, Clay, Graham	1,246
James Sprunt CC	Kenansville	Duplin	1,367
Bladen CC	Dublin	Bladen	1,485
Mayland CC	Spruce Pine	Avery, Mitchell, Yancey	1,544
Wilson CC	Wilson	Wilson	1,861
Rockingham CC	Wentworth	Rockingham	1,923
Edgecombe CC	Tarboro	Edgecombe	2,155
Isothermal CC	Spindale	Polk, Rutherford	2,158
Western Piedmont CC	Morganton	Burke	2,233
Sampson CC	Clinton	Sampson	2,248
Robeson CC	Lumberton	Robeson	3,298

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	Above Average Band, Below Excellence	Within Average Band	Below Average Band, Above Baseline Level	Below Baseline Level
System Excellence Level	1.348	1.147	1.192	1.069	1.094	1.073	1.024					
Average Band Max	1.171	1.081	1.104	1.036	1.054	1.027	1.007					
System Mean	0.993	1.014	1.016	1.003	1.014	0.982	0.990					
Average Band Min	0.816	0.947	0.927	0.970	0.973	0.937	0.973					
System Baseline	0.283	0.747	0.662	0.872	0.853	0.800	0.922					
Alamance CC	1.349	1.096	1.165	0.898	0.861	1.010	1.011	1	3	1	2	0
Asheville-Buncombe TCC	0.937	0.830	0.906	0.838	0.835	1.150	1.002	1	0	2	2	2
Beaufort County CC	0.766	0.978	1.214	1.105	0.968	0.947	0.986	2	0	3	2	0
Bladen CC	1.132	1.091	1.326	1.011	0.976	0.787	0.979	1	1	4	0	1
Blue Ridge CC	1.107	0.917	0.997	0.991	1.053	1.081	1.014	1	1	4	1	0
Brunswick CC	1.609	1.221	1.331	1.022	1.063	1.017	1.005	3	1	3	0	0
Caldwell CC & TI	1.151	0.989	1.216	0.945	0.976	1.092	0.988	2	0	4	1	0
Cape Fear CC	1.127	0.977	1.117	1.019	1.000	1.070	0.992	0	2	5	0	0
Carteret CC	1.237	0.867	0.740	0.995	1.108	1.107	0.885	2	1	1	2	1
Catawba Valley CC	0.871	1.190	1.223	1.076	1.065	1.032	1.017	3	3	1	0	0
Central Carolina CC	1.036	0.889	0.917	0.967	1.020	0.977	1.031	1	0	3	3	0
Central Piedmont CC	0.799	1.064	1.059	1.030	0.928	1.109	1.030	2	0	3	2	0
Cleveland CC	1.833	0.967	1.065	1.074	1.095	1.029	0.969	3	1	2	1	0
Coastal Carolina CC	1.675	1.170	1.224	1.041	1.105	1.046	1.001	4	2	1	0	0
College of the Albemarle	0.899	1.161	1.050	0.992	1.084	1.093	0.988	2	1	4	0	0
Craven CC	1.261	0.991	0.985	1.073	1.085	1.027	0.969	1	3	2	1	0
Davidson-Davie CC	1.215	1.097	1.140	1.041	1.168	1.035	1.010	1	6	0	0	0
Durham TCC	0.342	0.935	0.948	0.947	0.858	1.114	1.002	1	0	2	4	0
Edgecombe CC	1.868	1.192	0.820	0.933	1.018	0.781	0.997	2	0	2	2	1
Fayetteville TCC	0.999	0.934	0.789	0.898	1.009	0.973	0.973	0	0	4	3	0
Forsyth TCC	0.600	1.045	1.091	0.984	1.028	0.985	0.973	0	0	6	1	0
Gaston College	0.720	0.998	0.895	1.069	1.012	1.017	0.966	1	0	3	3	0
Guilford TCC	0.850	0.925	0.906	0.995	1.015	0.971	0.977	0	0	5	2	0
Halifax CC	0.603	1.083	0.491	1.098	1.096	0.810	0.995	2	1	1	2	1
Haywood CC	1.447	1.048	1.062	0.991	1.170	0.966	0.964	2	0	4	1	0
Isothermal CC	0.673	1.100	0.849	1.065	1.103	1.069	0.987	1	3	1	2	0
James Sprunt CC	0.307	1.100	1.236	1.068	1.035	0.828	0.911	1	2	1	2	1
Johnston CC	0.865	0.971	1.041	1.010	1.050	1.028	1.046	1	1	5	0	0
Lenoir CC	1.313	1.028	1.190	0.885	0.950	1.022	0.983	0	2	3	2	0
Martin CC	0.463	0.919	1.069	0.929	1.048	0.888	1.043	1	0	2	4	0
Mayland CC	1.281	0.658	0.858	1.024	0.908	1.035	0.972	0	2	1	3	1
McDowell TCC	0.912	1.147	0.890	1.017	0.972	1.024	0.945	1	0	3	3	0
Mitchell CC	1.278	0.914	0.860	1.018	1.056	0.985	1.007	0	3	2	2	0
Montgomery CC	0.502	0.852	1.014	0.995	1.113	0.851	1.076	2	0	2	3	0
Nash CC	0.949	0.768	1.133	0.993	0.865	0.949	1.022	0	2	3	2	0
Pamlico CC	0.569	1.096	1.159	0.844	1.034	0.939	0.906	0	2	2	1	2
Piedmont CC	0.375	1.137	0.751	1.003	0.838	1.115	0.936	1	1	1	3	1
Pitt CC	1.300	0.901	0.892	1.021	0.933	0.916	0.983	0	1	2	4	0
Randolph CC	1.184	1.083	0.963	0.920	0.966	0.931	1.008	0	3	1	3	0
Richmond CC	0.595	1.089	1.283	0.982	1.071	0.978	0.987	1	2	3	1	0
Roanoke-Chowan CC	0.543	1.305	1.190	1.130	1.031	0.902	0.966	2	1	1	3	0
Robeson CC	0.779	0.897	0.984	0.952	0.947	0.938	0.973	0	0	3	4	0
Rockingham CC	0.800	0.933	0.966	0.908	0.953	1.007	0.988	0	0	3	4	0
Rowan-Cabarrus CC	1.104	0.935	0.767	0.975	1.026	0.911	1.014	0	1	3	3	0
Sampson CC	1.445	1.103	0.987	1.091	1.085	0.829	1.012	2	3	1	1	0
Sandhills CC	0.942	0.973	0.934	1.100	1.023	0.886	1.004	1	0	5	1	0
South Piedmont CC	1.181	0.716	0.692	0.975	0.999	0.787	1.027	1	1	2	1	2
Southeastern CC	0.667	1.017	1.093	1.020	1.103	0.955	1.012	1	1	4	1	0
Southwestern CC	0.660	1.067	1.141	0.973	0.967	1.005	0.934	0	1	3	3	0
Stanly CC	0.846	1.003	1.183	1.090	1.093	0.968	1.003	1	2	4	0	0
Surry CC	1.238	0.935	0.943	0.953	0.935	1.038	1.014	0	3	1	3	0
Tri-County CC	1.171	1.254	0.994	1.110	0.899	1.069	0.977	2	2	2	1	0
Vance-Granville CC	1.000	0.931	0.706	1.063	1.022	0.924	1.006	0	1	3	3	0
Wake TCC	1.134	0.977	0.969	1.033	0.986	1.038	1.034	1	1	5	0	0
Wayne CC	0.961	1.144	0.998	1.021	1.160	1.004	0.982	1	1	5	0	0
Western Piedmont CC	1.213	1.293	1.270	1.012	1.056	1.076	1.009	3	3	1	0	0
Wilkes CC	1.247	1.073	1.265	0.955	0.971	0.987	0.990	1	1	3	2	0
Wilson CC	0.678	0.828	0.960	1.015	0.991	0.848	0.955	0	0	3	4	0

Legend:
- Met or Exceeded Excellence Level
- Above Avg Band, Below Excellence
- Within Average Band
- Below Avg Band, Above Baseline Level
- Below Baseline Level

1. Basic Skills Student Progress

Purpose

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

Description

Index score based on the percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG).

Calculation

Success Rate

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).

Index Score

College success rate divided by the systemwide success rate

Data Sources

LEIS annual data file
Comprehensive Curriculum Student Report
Continuing Education data file

Excellence level: 1.35
Average Band Max: 1.17
Average Band Min: 0.82
Peer Group Average: 0.933
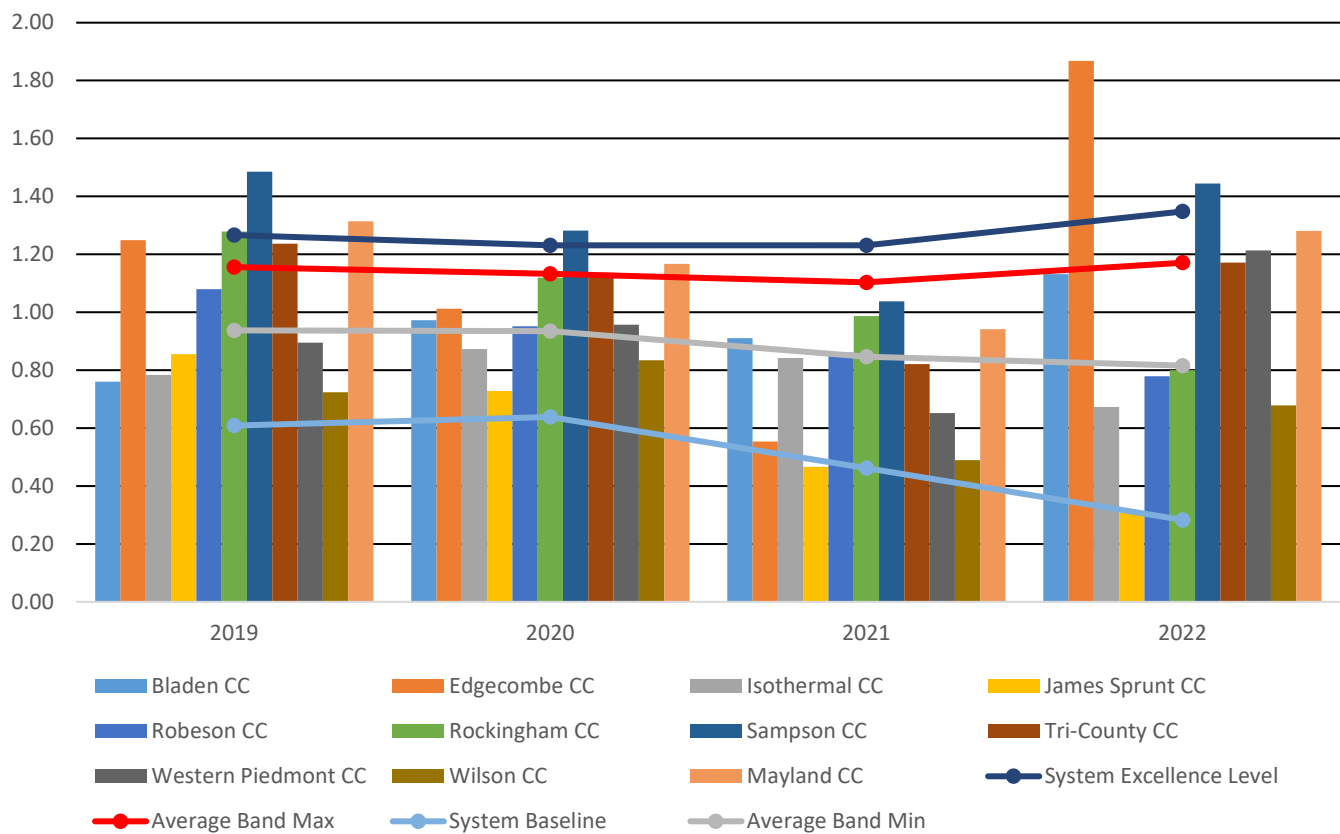**Baseline level: 0.29**
RCC: 0.80

Basic Skills Progress - RCC
Performance Measures 2019-2022

Basic Skills Progress				
	2019	**2020**	**2021**	**2022**
Rockingham CC	1.28	1.12	0.99	0.80
System Excellence Level	1.27	1.23	1.23	1.35
Average Band Max	1.16	1.13	1.10	1.17
Average Band Min	0.94	0.93	0.85	0.82
Baseline	0.61	0.64	0.46	0.28

Basic Skills Progress (Peer Group)
Performance Measures 2019-2022

Basic Skills Progress (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.27	1.23	1.23	1.35
Average Band Max	1.16	1.13	1.10	1.17
Average Band Min	0.94	0.93	0.85	0.82
System Baseline	0.61	0.64	0.46	0.28
Bladen CC	0.76	0.97	0.91	1.13
Edgecombe CC	1.25	1.01	0.55	1.87
Isothermal CC	0.78	0.87	0.84	0.67
James Sprunt CC	0.86	0.73	0.47	0.31
Mayland CC	1.31	1.17	0.94	1.28
Robeson CC	1.08	0.95	0.86	0.78
Rockingham CC	**1.28**	**1.12**	**0.99**	**0.80**
Sampson CC	1.49	1.28	1.04	1.45
Tri-County CC	1.24	1.14	0.82	1.17
Western Piedmont CC	0.90	0.96	0.65	1.21
Wilson CC	0.72	0.83	0.49	0.68

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

Index score based on the 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.

Calculation

Success Rate

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

Index Score

Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell

Non-Pell Index Score: College success rate among cohort students *not* receiving Pell divided by the statewide success rate among cohort students *not* receiving Pell

Pell Denominator: Number of cohort students receiving Pell Non-

Pell Denominator: Number of cohort students *not* receiving Pell

Total Numerator: (Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)

Total Denominator: Pell Denominator + Non-Pell Denominator

Total Index Score: Total Numerator divided by Total Denominator

Data Sources

Comprehensive Curriculum Student Report
National Student Clearinghouse

Additional Details

Pell category based on Pell status during a student's first fall semester

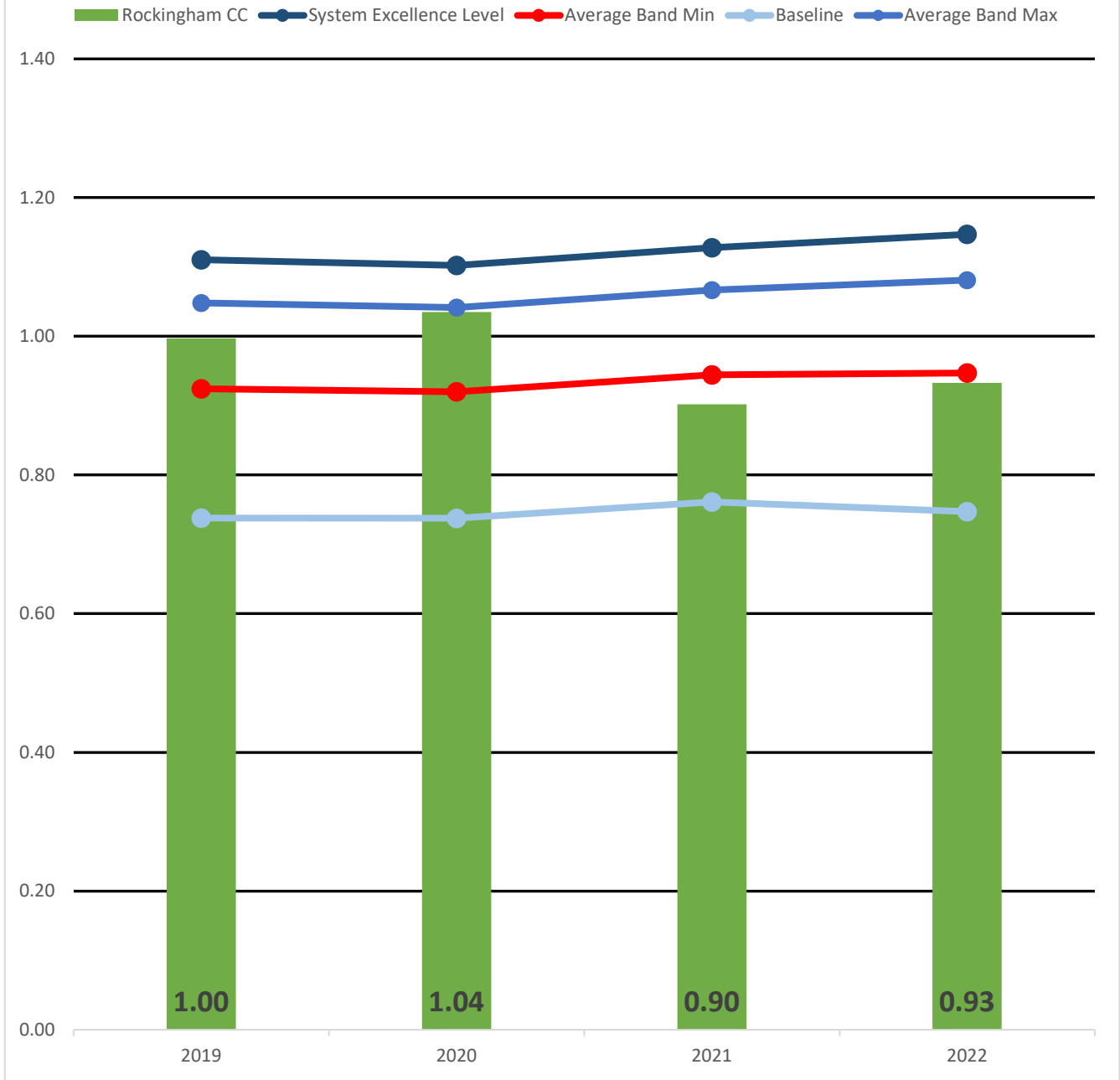**Excellence level: 1.15**
Average Band Max: 1.08
Average Band Min: 0.95
Peer Group Average: 1.04
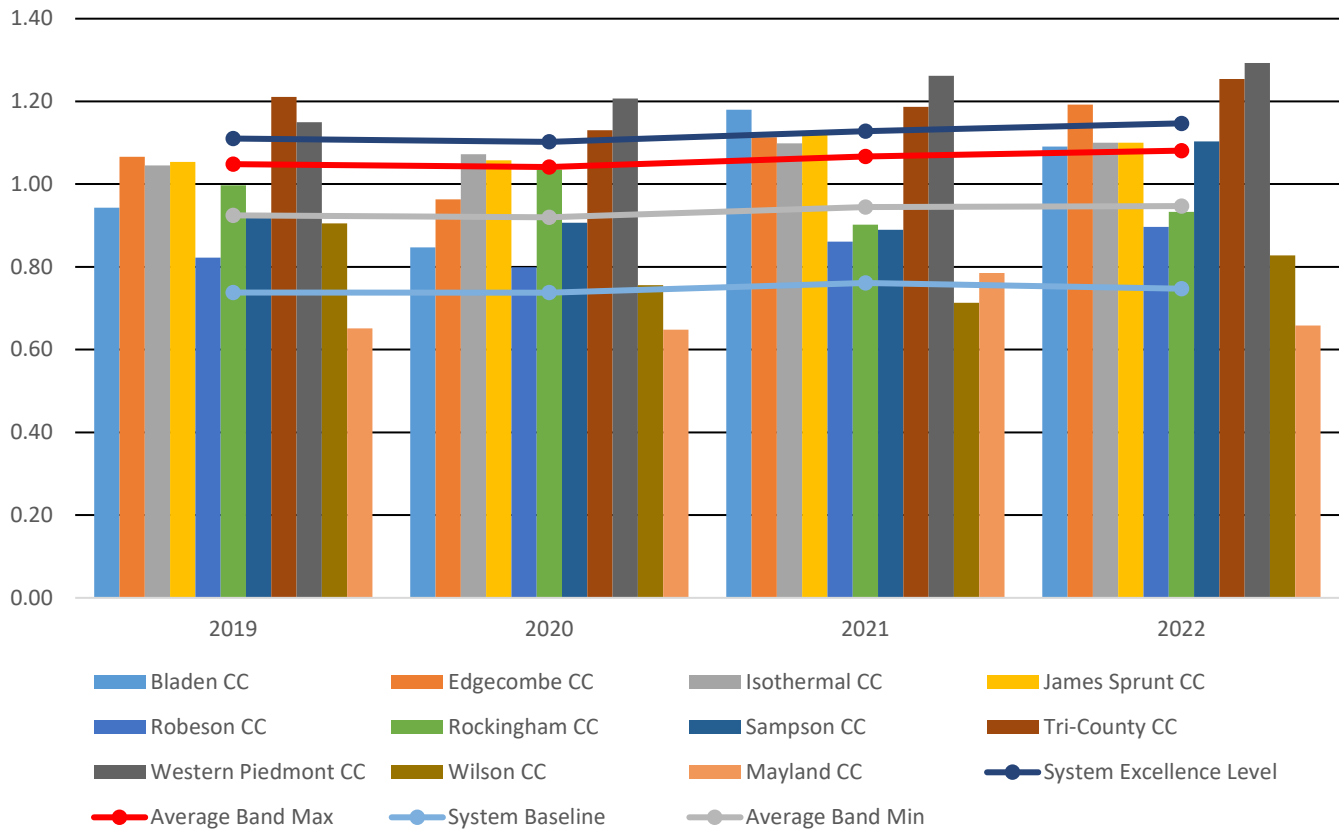**Baseline level: 0.75**
RCC: 0.93

Credit English Success - RCC
Performance Measures 2019-2022

Credit English Success				
	2019	**2020**	**2021**	**2022**
Rockingham CC	1.00	1.04	0.90	0.93
System Excellence Level	1.11	1.10	1.13	1.15
Average Band Max	1.05	1.04	1.07	1.08
Average Band Min	0.92	0.92	0.94	0.95
Baseline	0.74	0.74	0.76	0.75

Credit English Success (Peer Group)
Performance Measures 2019-2022

Credit English Success (Peer Group)	2019	2020	2021	2022
System Excellence Level	1.11	1.10	1.13	1.15
Average Band Max	1.05	1.04	1.07	1.08
Average Band Min	0.92	0.92	0.94	0.95
System Baseline	0.74	0.74	0.76	0.75
Bladen CC	0.94	0.85	1.18	1.09
Edgecombe CC	1.07	0.96	1.11	1.19
Isothermal CC	1.05	1.07	1.10	1.10
James Sprunt CC	1.05	1.06	1.12	1.10
Mayland CC	0.65	0.65	0.79	0.66
Robeson CC	0.82	0.80	0.86	0.90
Rockingham CC	**1.00**	**1.04**	**0.90**	**0.93**
Sampson CC	0.92	0.91	0.89	1.10
Tri-County CC	1.21	1.13	1.19	1.25
Western Piedmont CC	1.15	1.21	1.26	1.29
Wilson CC	0.91	0.76	0.71	0.83

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

Index score based on the 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.

Calculation

Success Rate

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

Index Score

Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell

Non-Pell Index Score: College success rate among cohort students **not** receiving Pell divided by the statewide success rate among cohort students **not** receiving Pell

Pell Denominator: Number of cohort students receiving Pell Non-

Pell Denominator: Number of cohort students **not** receiving Pell

Total Numerator: (Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)

Total Denominator: Pell Denominator + Non-Pell Denominator

Total Index Score: Total Numerator divided by Total Denominator

Data Sources

Comprehensive Curriculum Student Report
National Student Clearinghouse

Additional Details

Pell category based on Pell status during a student's first fall semester
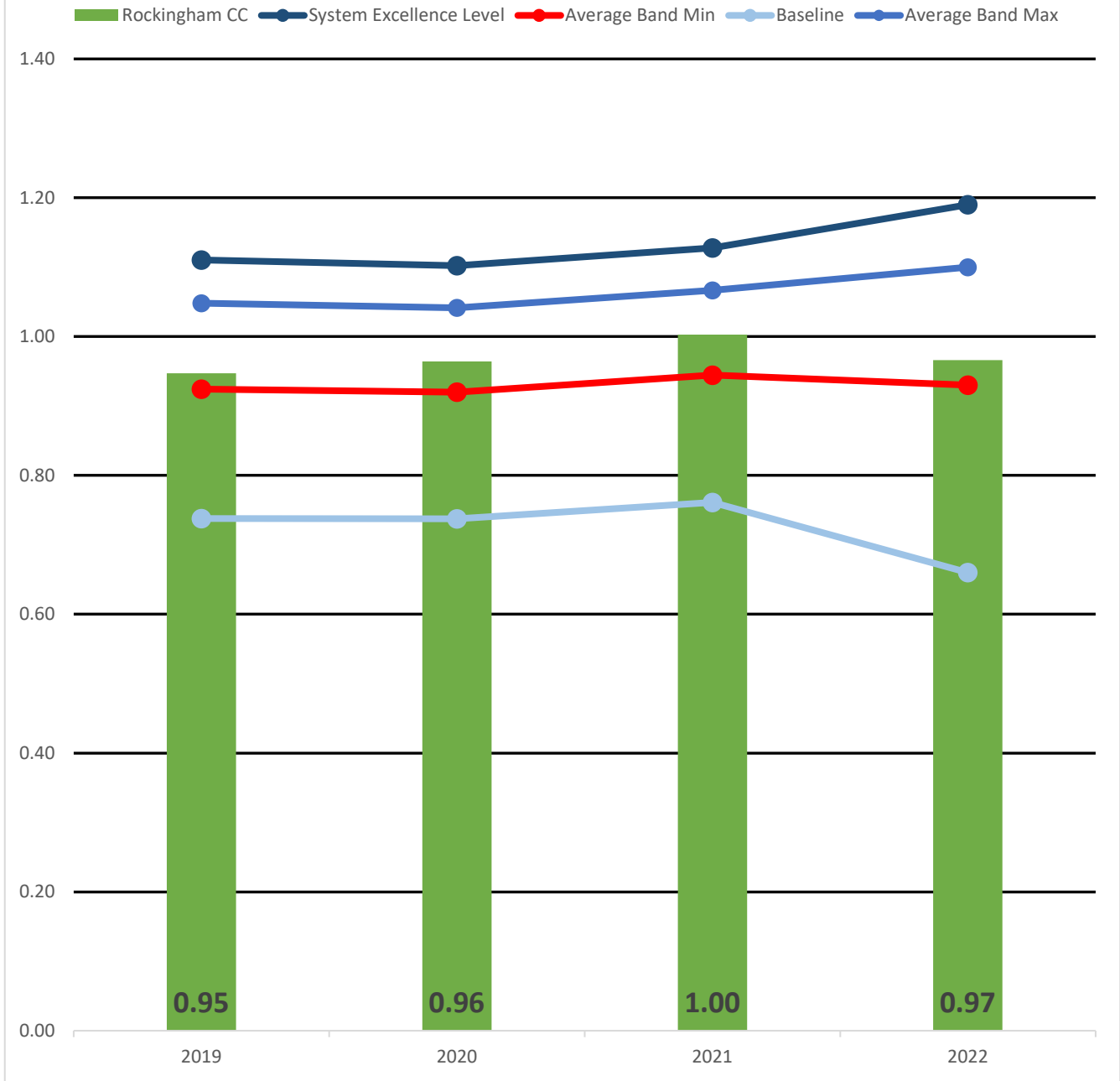
Excellence level: 1.19
Average Band Max: 1.10
Average Band Min: 0.93
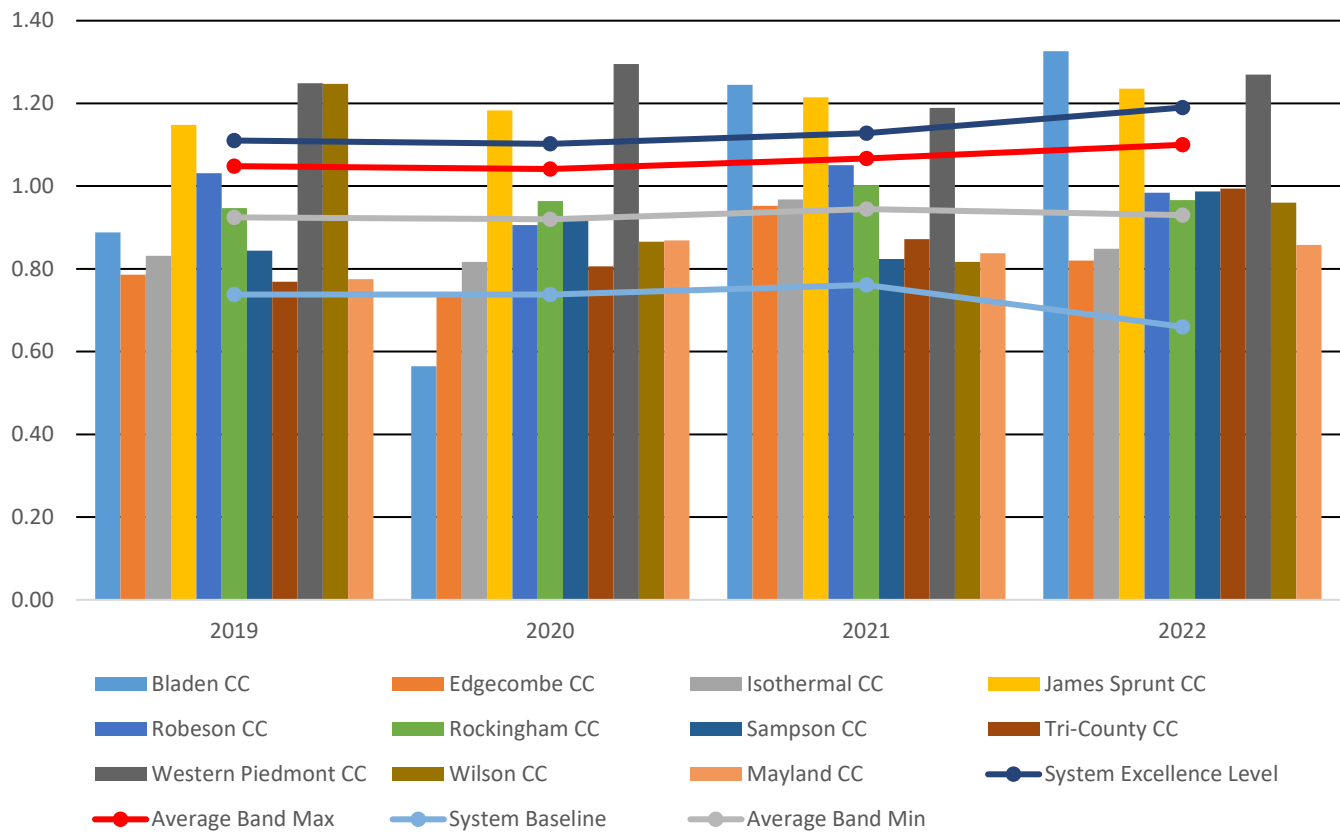**Peer Group Average: 1.02**
Baseline level: 0.66
RCC: 0.97

Credit Math Success - RCC
Performance Measures 2019-2022

Credit Math Success				
	2019	2020	2021	2022
Rockingham CC	0.95	0.96	1.00	0.97
System Excellence Level	1.11	1.10	1.13	1.19
Average Band Max	1.05	1.04	1.07	1.10
Average Band Min	0.92	0.92	0.94	0.93
Baseline	0.74	0.74	0.76	0.66

Credit Math Success (Peer Group)
Performance Measures 2019-2022

Credit Math Success (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.11	1.10	1.13	1.19
Average Band Max	1.05	1.04	1.07	1.10
Average Band Min	0.92	0.92	0.94	0.93
System Baseline	0.74	0.74	0.76	0.66
Bladen CC	0.89	0.57	1.25	1.33
Edgecombe CC	0.79	0.74	0.95	0.82
Isothermal CC	0.83	0.82	0.97	0.85
James Sprunt CC	1.15	1.18	1.22	1.24
Mayland CC	0.78	0.87	0.84	0.86
Robeson CC	1.03	0.91	1.05	0.98
Rockingham CC	**0.95**	**0.96**	**1.00**	**0.97**
Sampson CC	0.84	0.92	0.82	0.99
Tri-County CC	0.77	0.81	0.87	0.99
Western Piedmont CC	1.25	1.30	1.19	1.27
Wilson CC	1.25	0.87	0.82	0.96

4. First-Year Progression

Purpose

To ensure first-year students are making progress toward credential completion

Description

Index score based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester.

Calculation

Success Rate

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

Index Score

Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell

Non-Pell Index Score: College success rate among cohort students *not* receiving Pell divided by the statewide success rate among cohort students *not* receiving Pell

Pell Denominator: Number of cohort students receiving Pell Non-

Pell Denominator: Number of cohort students *not* receiving Pell

Total Numerator: (Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)

Total Denominator: Pell Denominator + Non-Pell Denominator

Total Index Score: Total Numerator divided by Total Denominator

Data Sources

Comprehensive Curriculum Student Report
Graduation Extract data file
National Student Clearinghouse

Additional Details

Pell category based on Pell status during a student's first fall semester

Excellence level: 1.07
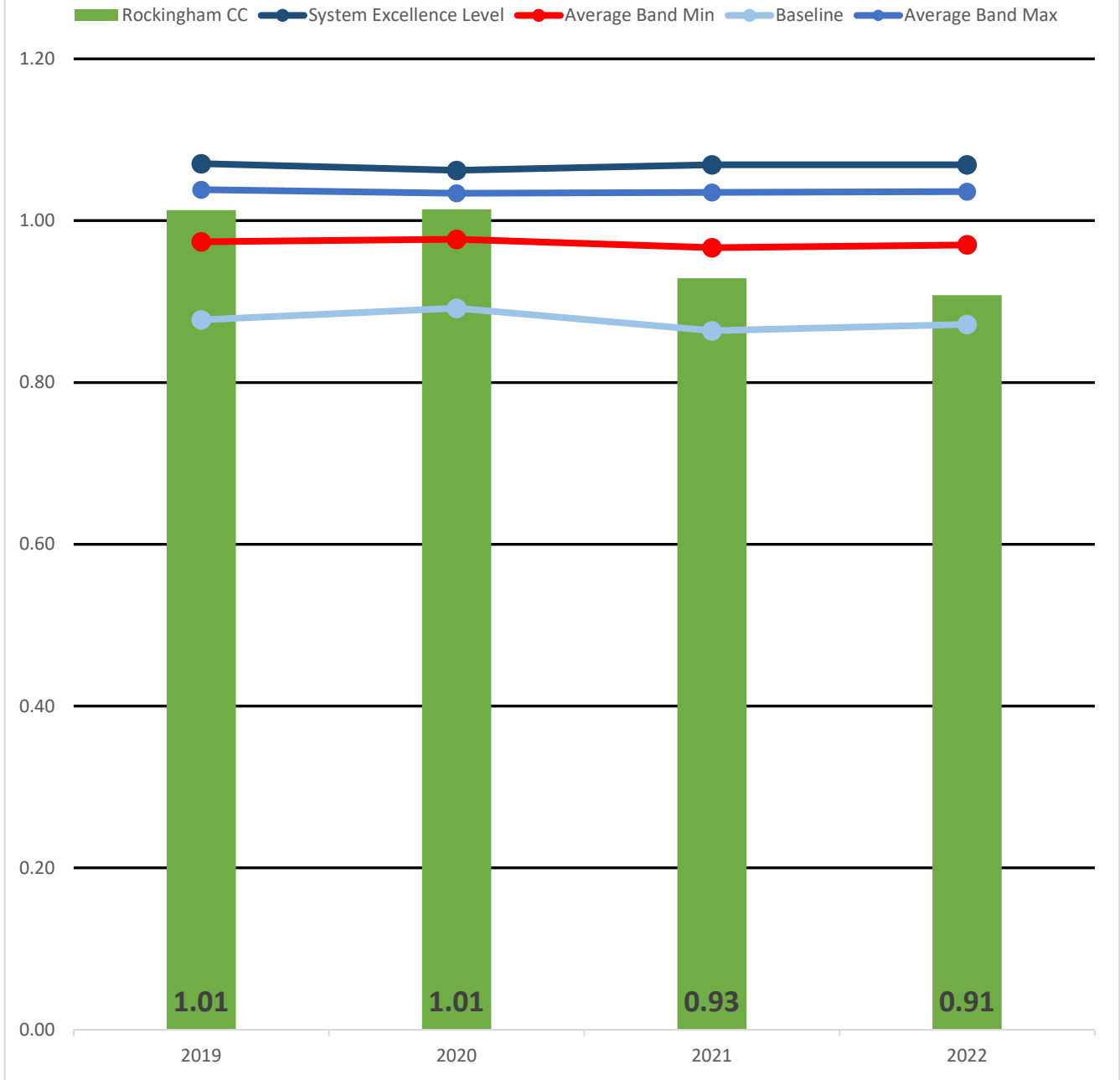**Average Band Max: 1.04**
Average Band Min: 0.97
Peer Group Average: 1.02
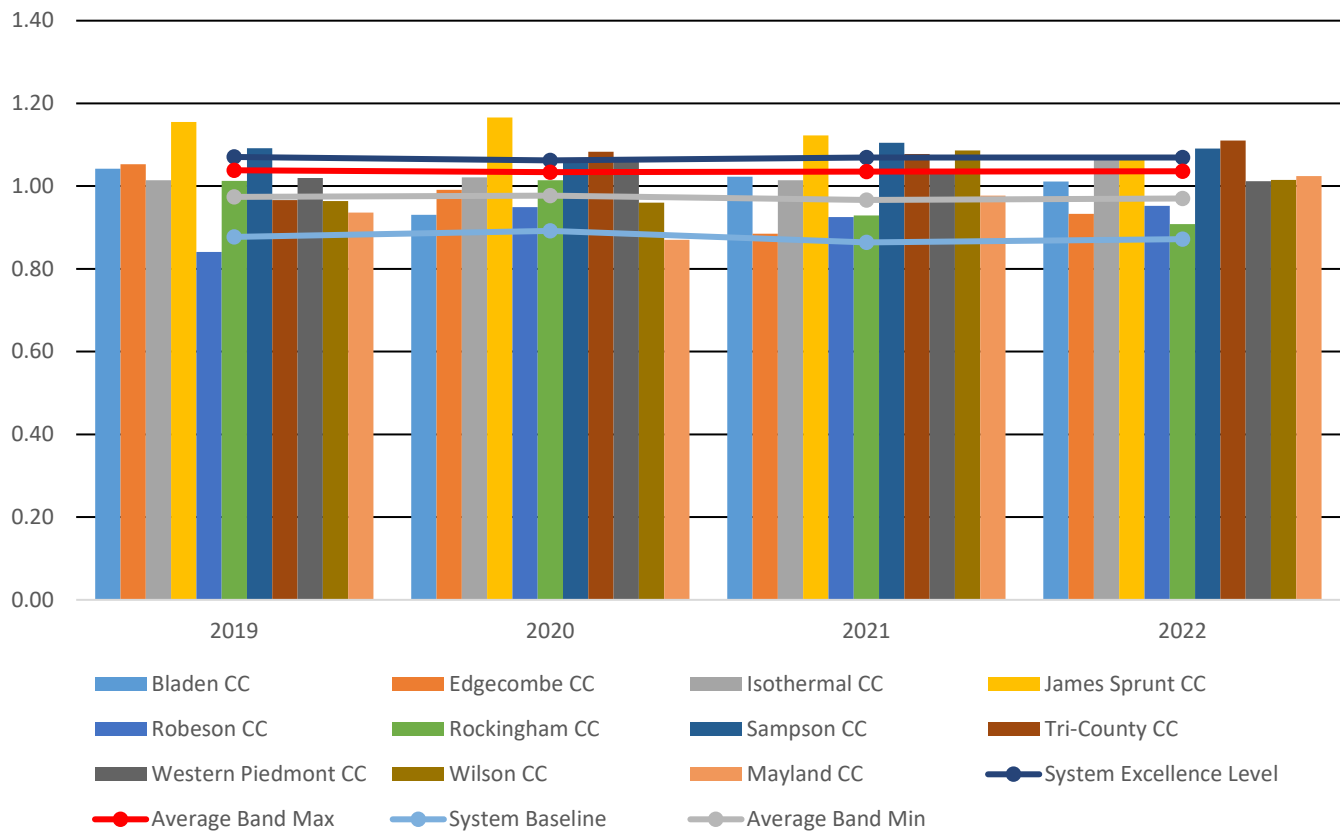**Baseline level: 0.87**
RCC: 0.91

First Year Progression - RCC
Performance Measures 2019-2022

First Year Progression				
	2019	**2020**	**2021**	**2022**
Rockingham CC	1.01	1.01	0.93	0.91
System Excellence Level	1.07	1.06	1.07	1.07
Average Band Max	1.04	1.03	1.04	1.04
Average Band Min	0.97	0.98	0.97	0.97
Baseline	0.88	0.89	0.86	0.87

First Year Progression (Peer Group)
Performance Measures 2019-2022

First Year Progression (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.07	1.06	1.07	1.07
Average Band Max	1.04	1.03	1.04	1.04
Average Band Min	0.97	0.98	0.97	0.97
System Baseline	0.88	0.89	0.86	0.87
Bladen CC	1.04	0.93	1.02	1.01
Edgecombe CC	1.05	0.99	0.89	0.93
Isothermal CC	1.01	1.02	1.01	1.07
James Sprunt CC	1.16	1.17	1.12	1.07
Mayland CC	0.94	0.87	0.98	1.02
Robeson CC	0.84	0.95	0.93	0.95
Rockingham CC	**1.01**	**1.01**	**0.93**	**0.91**
Sampson CC	1.09	1.06	1.11	1.09
Tri-County CC	0.97	1.08	1.08	1.11
Western Piedmont CC	1.02	1.07	1.04	1.01
Wilson CC	0.96	0.96	1.09	1.02

5. Curriculum Completion

Purpose

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

Description

Index score based on the 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.

Calculation

Success Rate

Denominator: First-time fall credential-seeking 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

Index Score

Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell

Non-Pell Index Score: College success rate among cohort students *not* receiving Pell divided by the statewide success rate among cohort students *not* receiving Pell

Pell Denominator: Number of cohort students receiving Pell Non-

Pell Denominator: Number of cohort students *not* receiving Pell

Total Numerator: (Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)

Total Denominator: Pell Denominator + Non-Pell Denominator

Total Index Score: Total Numerator divided by Total Denominator

Data Sources

Comprehensive Curriculum Student Report
Graduation Extract data file
National Student Clearinghouse

Additional Details

Pell category based on Pell status during a student's first fall semester
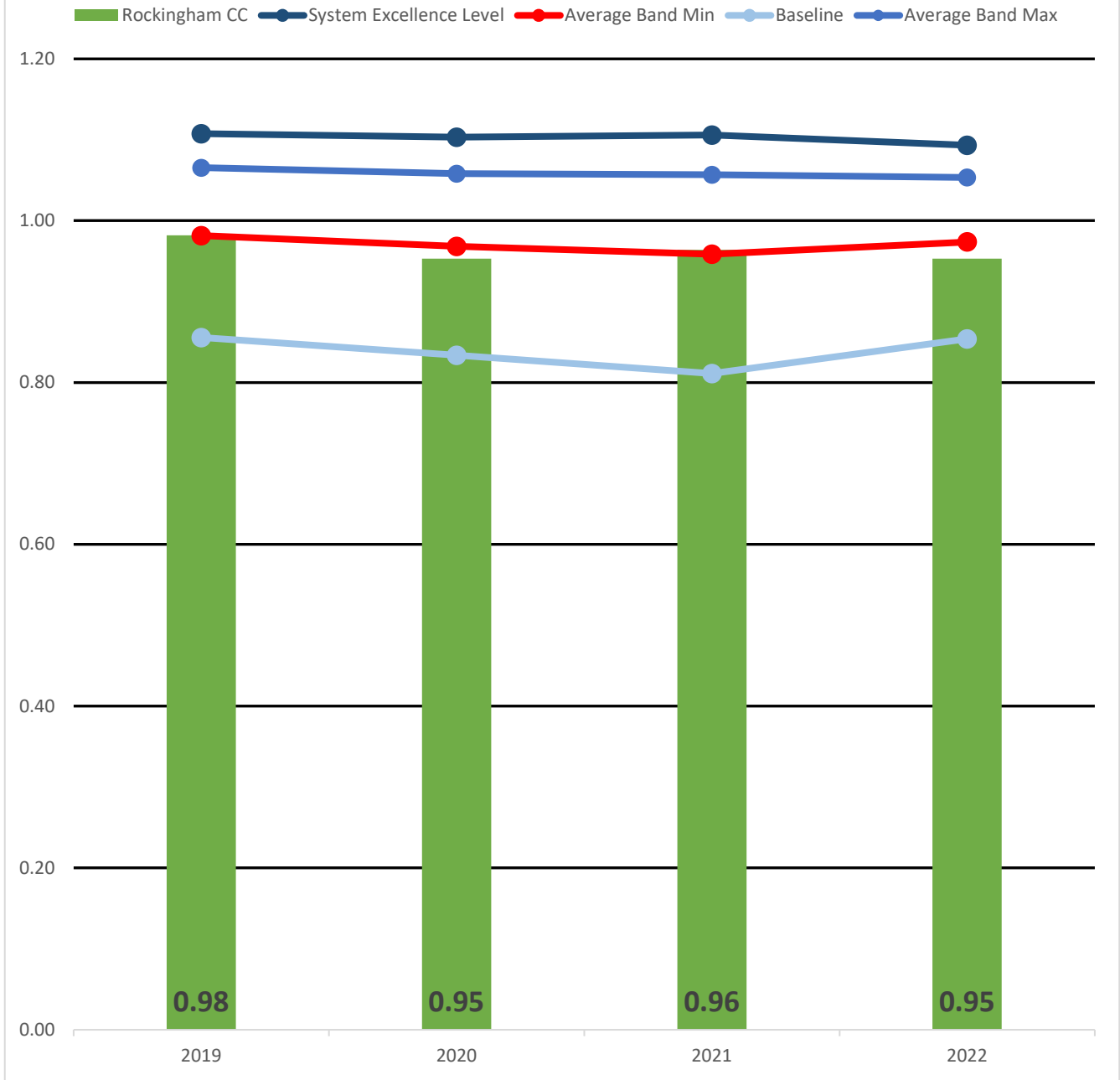
Excellence level: 1.09
Average Band Max: 1.05
Average Band Min: 0.97
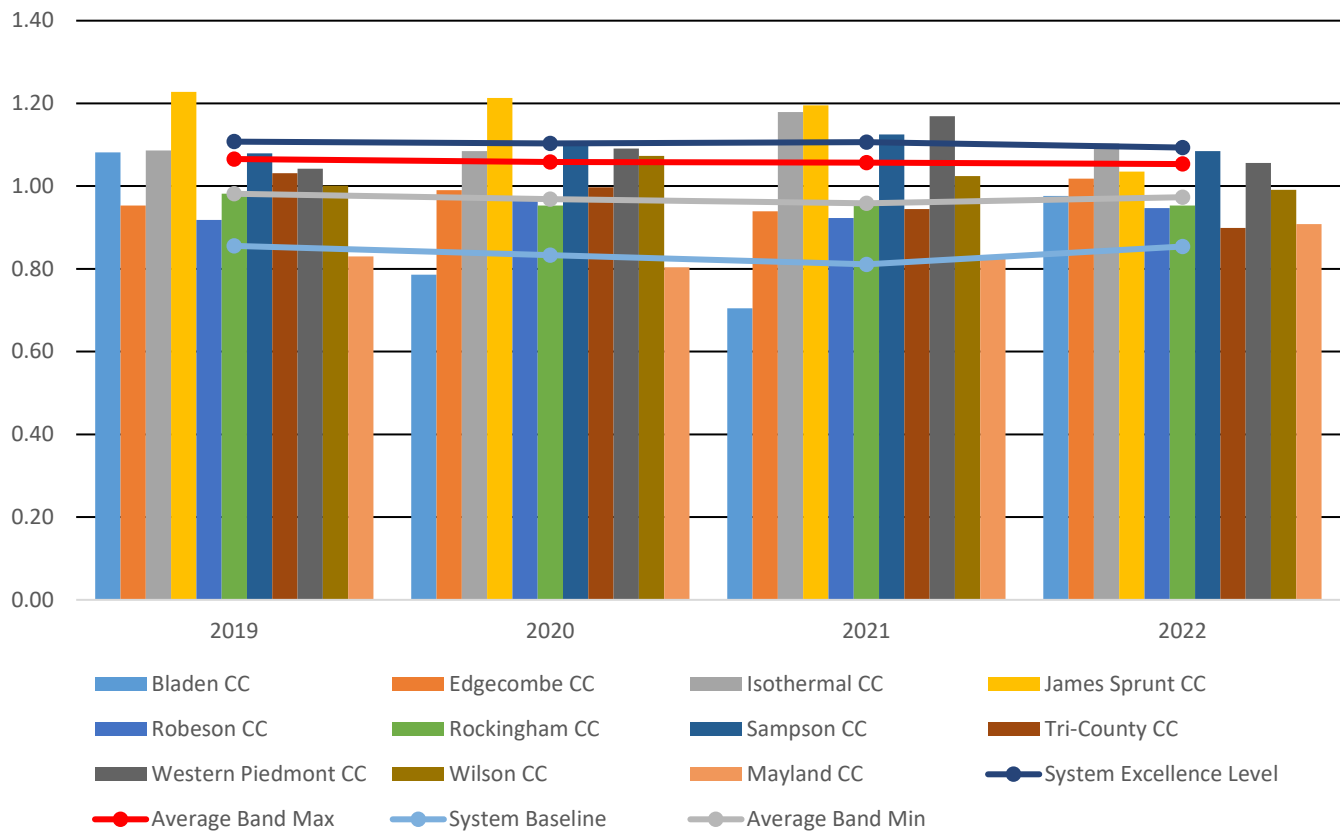**Peer Group Average: 1.00**
Baseline level: 0.85
RCC: 0.95

Curriculum Completion - RCC
Performance Measures 2019-2022

Legend: Rockingham CC ■ · System Excellence Level ● · Average Band Min ● · Baseline ● · Average Band Max ●

Curriculum Completion				
	2019	2020	2021	2022
Rockingham CC	0.98	0.95	0.96	0.95
System Excellence Level	1.11	1.10	1.11	1.09
Average Band Max	1.07	1.06	1.06	1.05
Average Band Min	0.98	0.97	0.96	0.97
Baseline	0.86	0.83	0.81	0.85

Curriculum Completion (Peer Group)
Performance Measures 2019-2022

Curriculum Completion (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.11	1.10	1.11	1.09
Average Band Max	1.07	1.06	1.06	1.05
Average Band Min	0.98	0.97	0.96	0.97
System Baseline	0.86	0.83	0.81	0.85
Bladen CC	1.08	0.79	0.71	0.98
Edgecombe CC	0.95	0.99	0.94	1.02
Isothermal CC	1.09	1.09	1.18	1.10
James Sprunt CC	1.23	1.21	1.20	1.04
Mayland CC	0.83	0.80	0.82	0.91
Robeson CC	0.92	0.98	0.92	0.95
Rockingham CC	**0.98**	**0.95**	**0.96**	**0.95**
Sampson CC	1.08	1.10	1.13	1.09
Tri-County CC	1.03	1.00	0.95	0.90
Western Piedmont CC	1.04	1.09	1.17	1.06
Wilson CC	1.00	1.07	1.02	0.99

6. Licensure and Certification Passing Rate

Purpose

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

Description

Index score based on the percentage of first-time test-takers passing licensure and certification exams within each exam. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Calculation

Success Rate

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

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

Index Score

License Index Score (LIS): College license success rate divided by the statewide license success rate on same exam

License Denominator (LD): Number of first-time test-takers within each exam

Total Numerator: Sum of the product of each License Index Score and their License Denominator [(LIS1 × LD1) + (LIS2 × LD2) + …)]

Total Denominator: Sum of License Denominators across all exams (LD1 + LD2 + LD3 +…)

Total Index Score: Total Numerator divided by Total Denominator

Data Sources

Council of Interstate Testing
- *Dental Hygiene*

NC Board of Occupational Therapy
- *Occupational Therapist Assistant*

NC Board of Nursing
- *Practical Nursing*
- *Registered Nursing*

NC Board of Physical Therapy Examiners
- *Physical Therapist Assistant*

American Registry of Radiologic Technologists
- *Radiography*

NC Department of Insurance, Office of State Fire Marshall - Code Officials Qualification Board
- *Building Inspector*
- *Electrical Inspector*
- *Fire Inspector*
- *Mechanical Inspector*
- *Plumbing Inspector*

Federation of State Massage Therapy Boards
- *Massage & Body Work Therapist*

NC Veterinary Medical Board
- *Veterinary Medicine Technology*

NC Office of Emergency Medical Services
- *EMR*
- *EMT*
- *EMT-P*
- *AEMT*

NC Department of Health and Human Services
- *Nurse Aide I*

NC Department of Justice, Criminal Justice Standards Division
- *Basic Law Enforcement Training*

NC Department of Justice, Sheriff's Training & Standards Division
- *Detention Officer*

NC Board of Barber Examiners
- *Barber*

DL Roope Administrations Inc.
- *Apprentice*
- *Cosmetology*
- *Esthetician*
- *Manicurist*

NC Real Estate Commission
- *Provisional Real Estate Broker*

6. Licensure and Certification Passing Rate

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
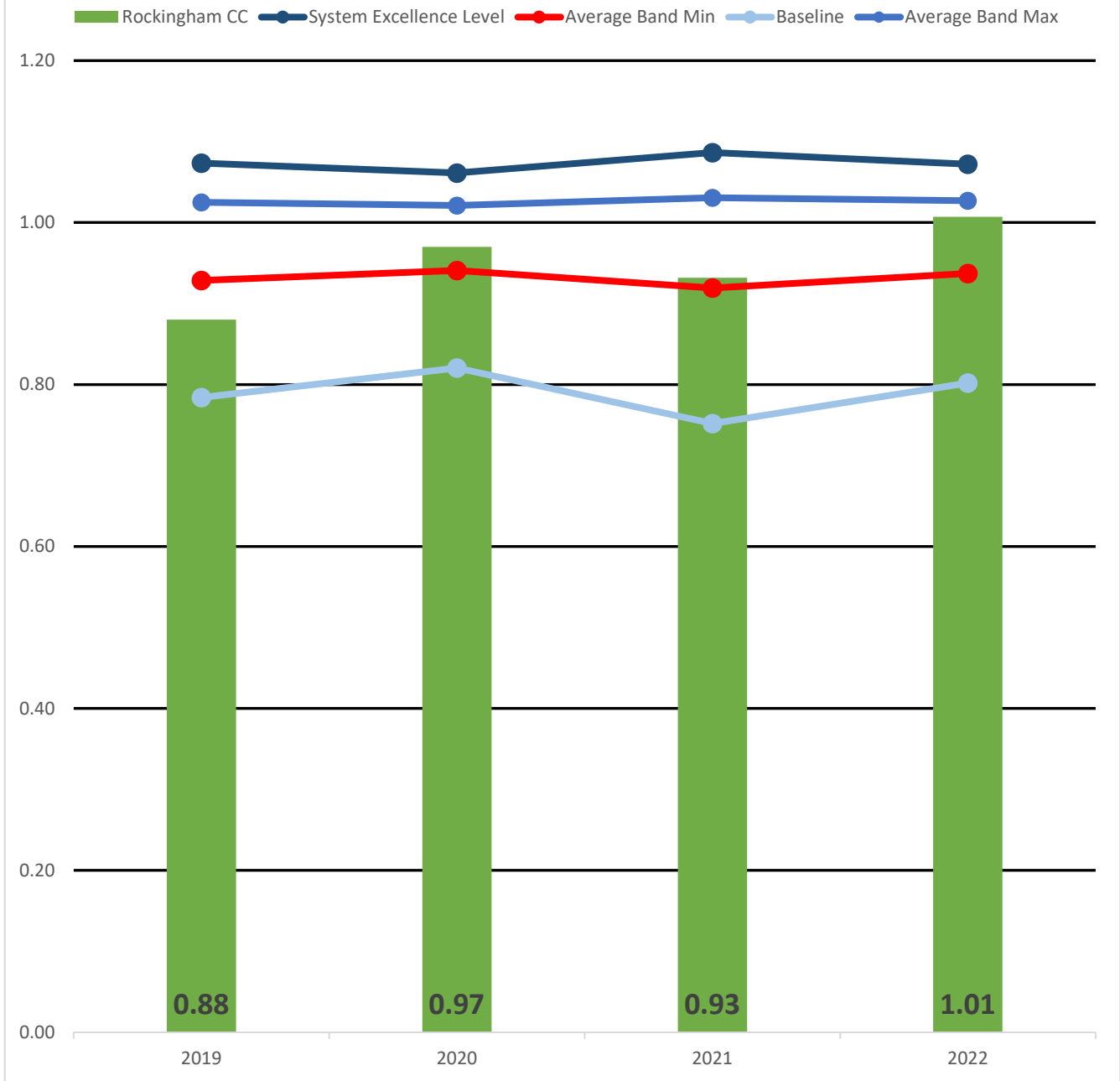
Excellence level: 1.07
Average Band Max: 1.03
Average Band Min: 0.94
Peer Group Average: 0.93
**Baseline level: 0.80**
RCC: 1.01

Licensure and Certification Passing Rate - RCC
Performance Measures 2019-2022

Licensure and Certification Passing Rate				
	2019	**2020**	**2021**	**2022**
Rockingham CC	0.88	0.97	0.93	1.01
System Excellence Level	1.07	1.06	1.09	1.07
Average Band Max	1.03	1.02	1.03	1.03
Average Band Min	0.93	0.94	0.92	0.94
Baseline	0.78	0.82	0.75	0.80

Licensure and Certification Passing Rate (Peer Group) Performance Measures 2019-2022
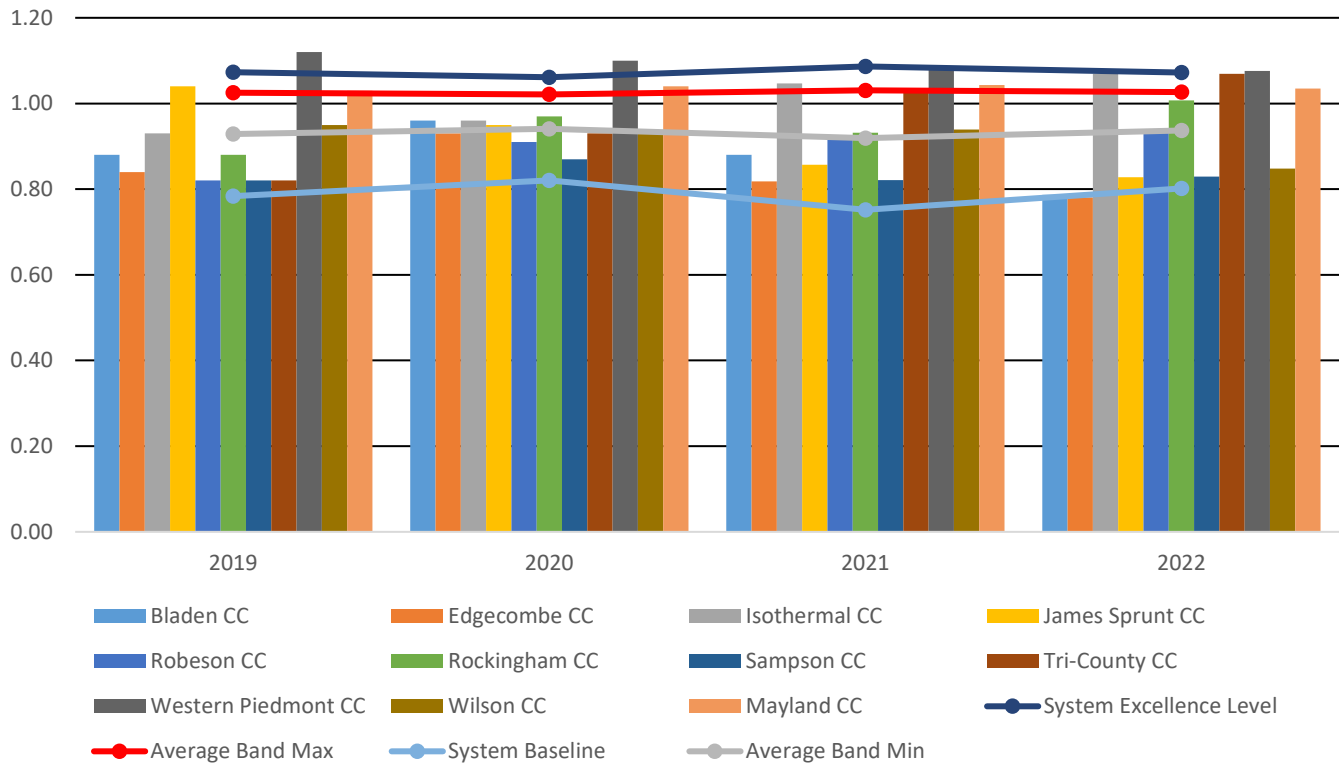
Licensure and Certification Passing Rate (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.07	1.06	1.09	1.07
Average Band Max	1.03	1.02	1.03	1.03
Average Band Min	0.93	0.94	0.92	0.94
System Baseline	0.78	0.82	0.75	0.80
Bladen CC	0.88	0.96	0.88	0.79
Edgecombe CC	0.84	0.93	0.82	0.78
Isothermal CC	0.93	0.96	1.05	1.07
James Sprunt CC	1.04	0.95	0.86	0.83
Mayland CC	1.03	1.04	1.04	1.04
Robeson CC	0.82	0.91	0.92	0.94
Rockingham CC	**0.88**	**0.97**	**0.93**	**1.01**
Sampson CC	0.82	0.87	0.82	0.83
Tri-County CC	0.82	0.93	1.04	1.07
Western Piedmont CC	1.12	1.10	1.08	1.08
Wilson CC	0.95	0.93	0.94	0.85

7. College Transfer Performance

Purpose

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

Description

Index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.

Calculation

Success Rate

Denominator: Students who earned an Associate Degree during the fall, spring, and/or summer of the academic year and/or accumulated at 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.

Index Score

College success rate divided by the systemwide success rate

Data Sources

Comprehensive Curriculum Student Report
Graduation Extract data file
National Student Clearinghouse
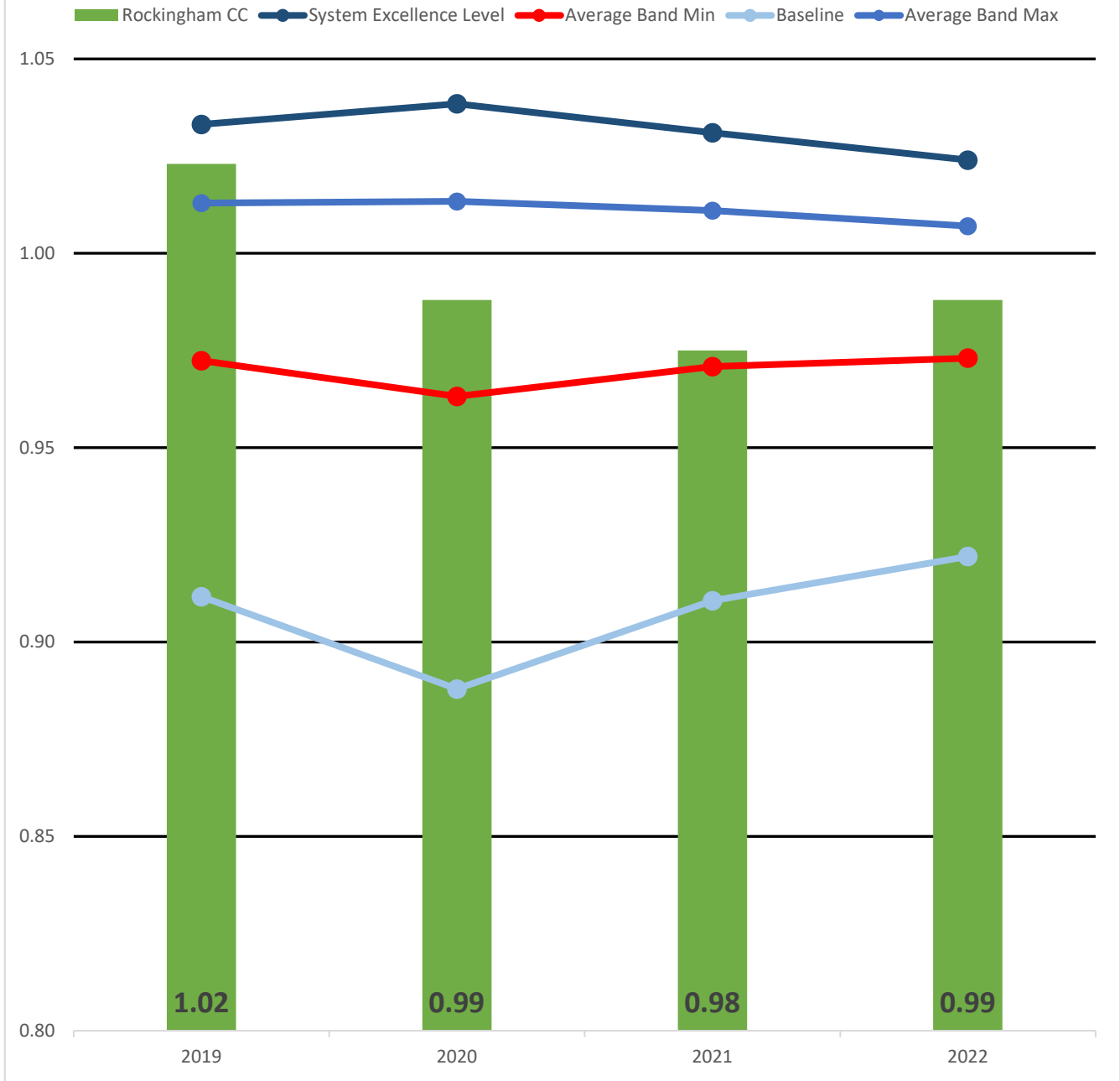
Excellence level: 1.02
Average Band Max: 1.01
Average Band Min: 0.97
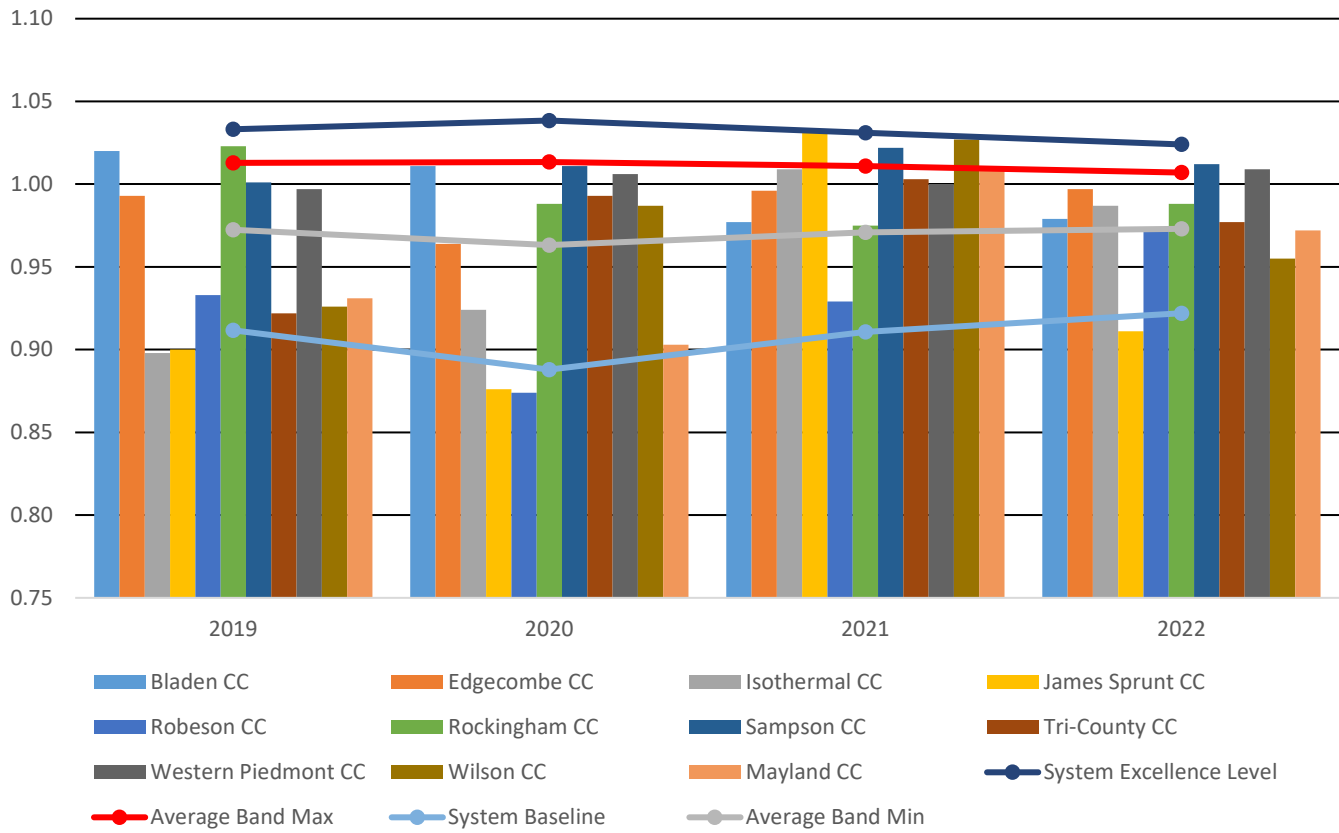**Peer Group Average: 0.98**
Baseline level: 0.92
RCC: 0.99

College Transfer Performance - RCC
Performance Measures 2019-2022

College Transfer Performance				
	2019	2020	2021	2022
Rockingham CC	1.02	0.99	0.98	0.99
System Excellence Level	1.03	1.04	1.03	1.02
Average Band Max	1.01	1.01	1.01	1.01
Average Band Min	0.97	0.96	0.97	0.97
Baseline	0.91	0.89	0.91	0.92

College Transfer Performance (Peer Group)
Performance Measures 2019-2022

College Transfer Performance (Peer Group)				
	2019	**2020**	**2021**	**2022**
System Excellence Level	1.03	1.04	1.03	1.02
Average Band Max	1.01	1.01	1.01	1.01
Average Band Min	0.97	0.96	0.97	0.97
System Baseline	0.91	0.89	0.91	0.92
Bladen CC	1.02	1.01	0.98	0.98
Edgecombe CC	0.99	0.96	1.00	1.00
Isothermal CC	0.90	0.92	1.01	0.99
James Sprunt CC	0.90	0.88	1.03	0.91
Mayland CC	0.93	0.90	1.01	0.97
Robeson CC	0.93	0.87	0.93	0.97
Rockingham CC	**1.02**	**0.99**	**0.98**	**0.99**
Sampson CC	1.00	1.01	1.02	1.01
Tri-County CC	0.92	0.99	1.00	0.98
Western Piedmont CC	1.00	1.01	1.00	1.01
Wilson CC	0.93	0.99	1.03	0.96

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 related to HIGH SCHOOL DIPLOMA, ADULT HIGH SCHOOL DIPLOMA, GED, or 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 Comprehensive Curriculum Student Report 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

Comprehensive Curriculum Student Report
National Student Clearinghouse