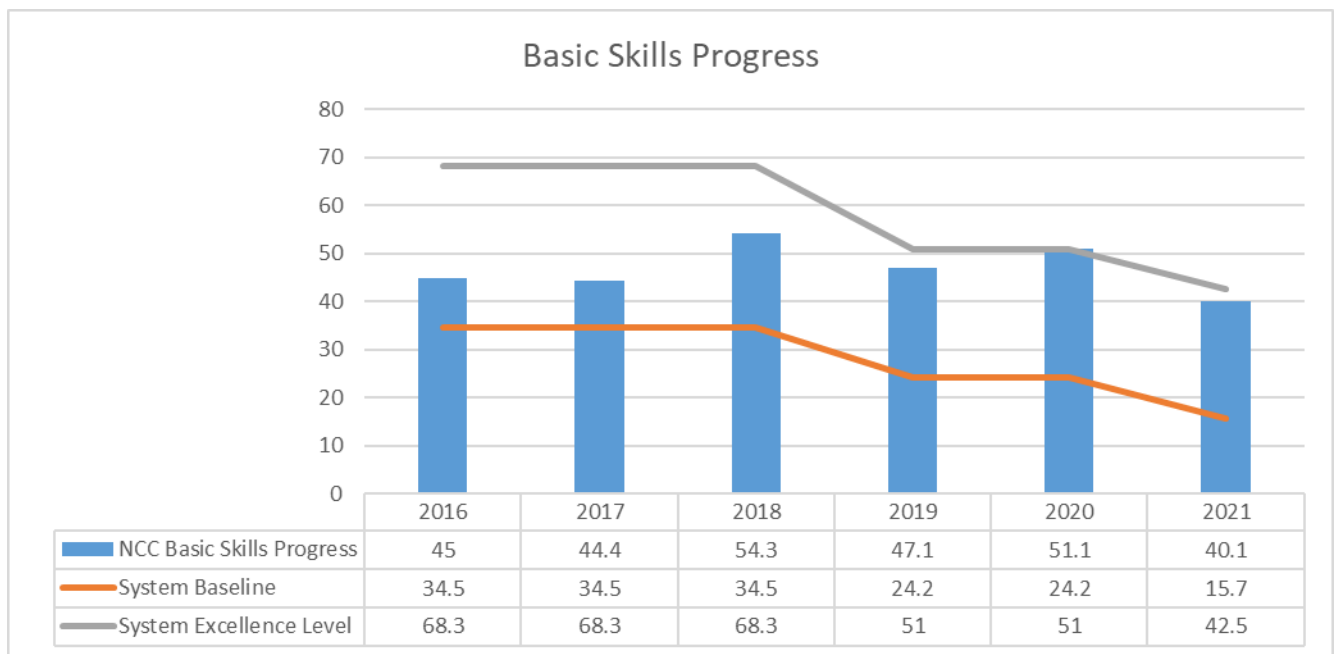


Student Achievement Data

Seven student achievement/success measures are used by all 58 community colleges within the North Carolina Community College System (NCCCS). These measures are called the NCCCS Performance Measures of Student Success and are commonly referred to as the Performance Measures. Each Performance Measure has goals that include a baseline as the minimum threshold level as well as an excellence level. These levels remain the same for three years and are then reset based on statewide performance.

1. Basic Skills Student Progress



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

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

Calculation:

Denominator: Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and

accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

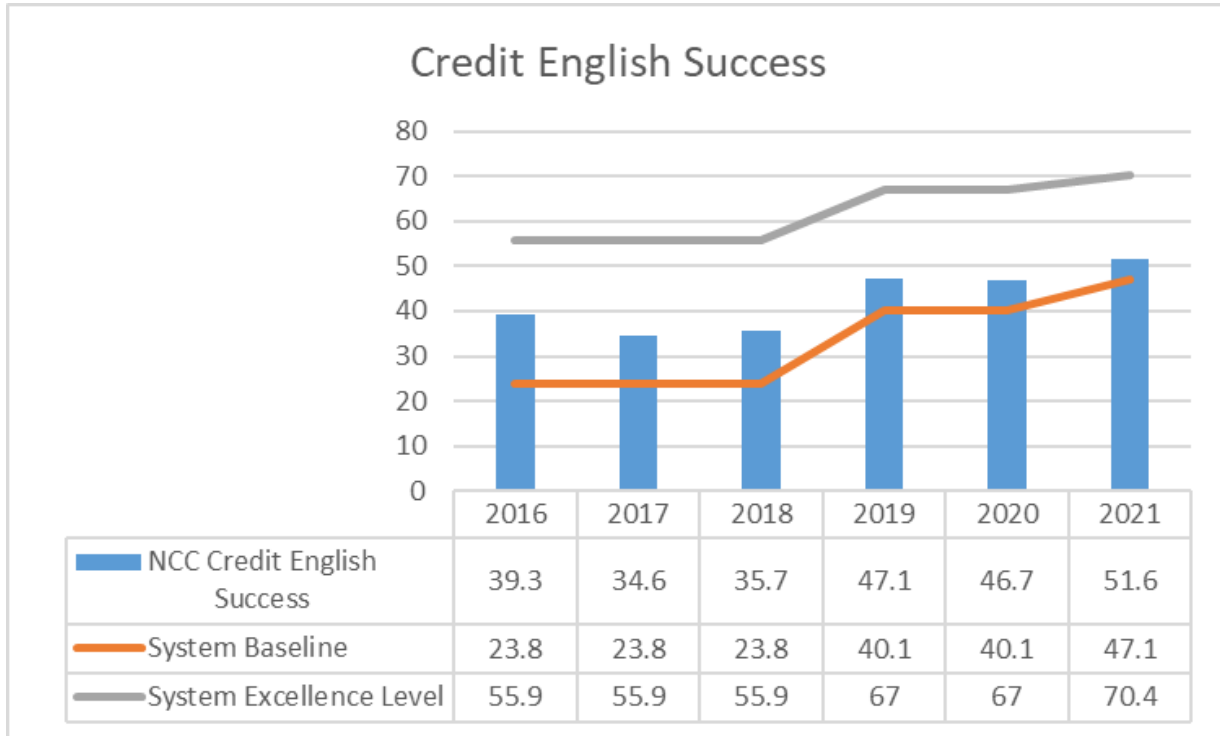
Numerator: Based on the denominator, number of periods of participation in which at least one measurable skill gain was achieved. Participants can demonstrate MSG in in five ways:

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

Data Sources

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

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.

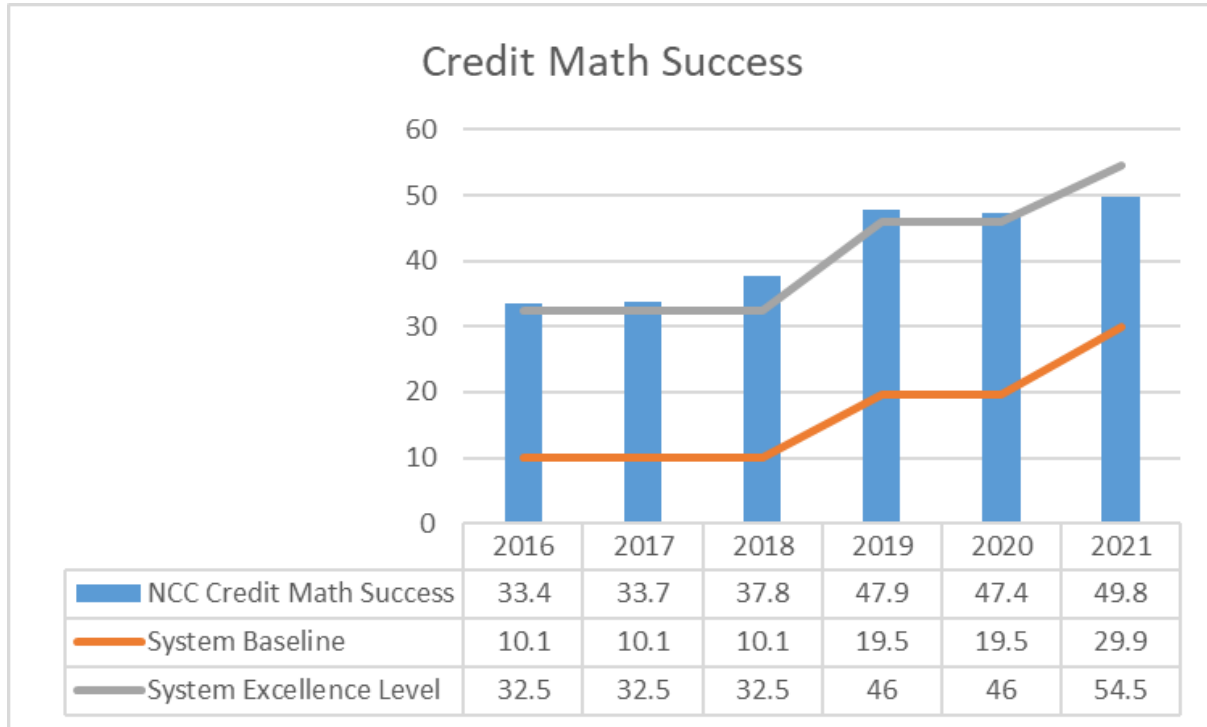
Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit bearing (course number ≥ 100) English course within three years (by the end of the third summer term).

Note: See appendix for new first-time fall cohort definition

Data Sources

- Comprehensive Curriculum Student Report
- National Student Clearinghouse

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.

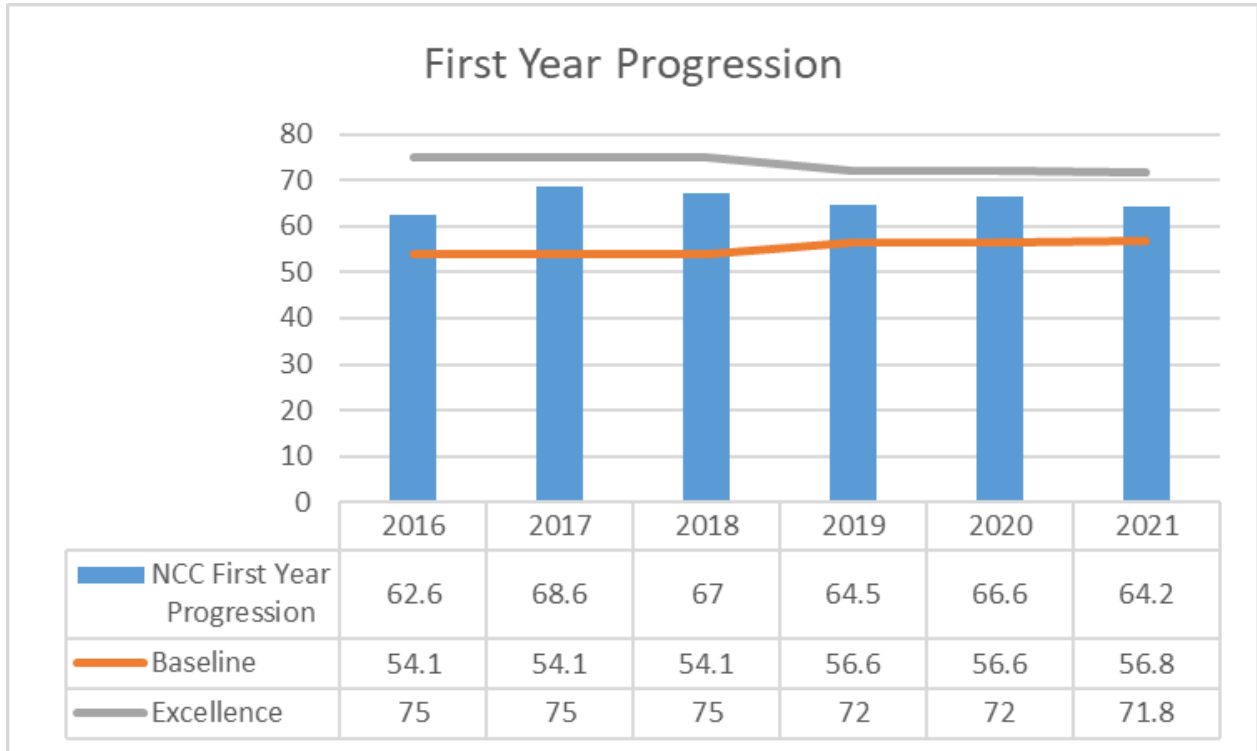
Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit bearing (course number ≥ 100) Math course within three years (by the end of the third summer term).

Note: See appendix for new first-time fall cohort definition

Data Sources

- Comprehensive Curriculum Student Report
- National Student Clearinghouse

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.

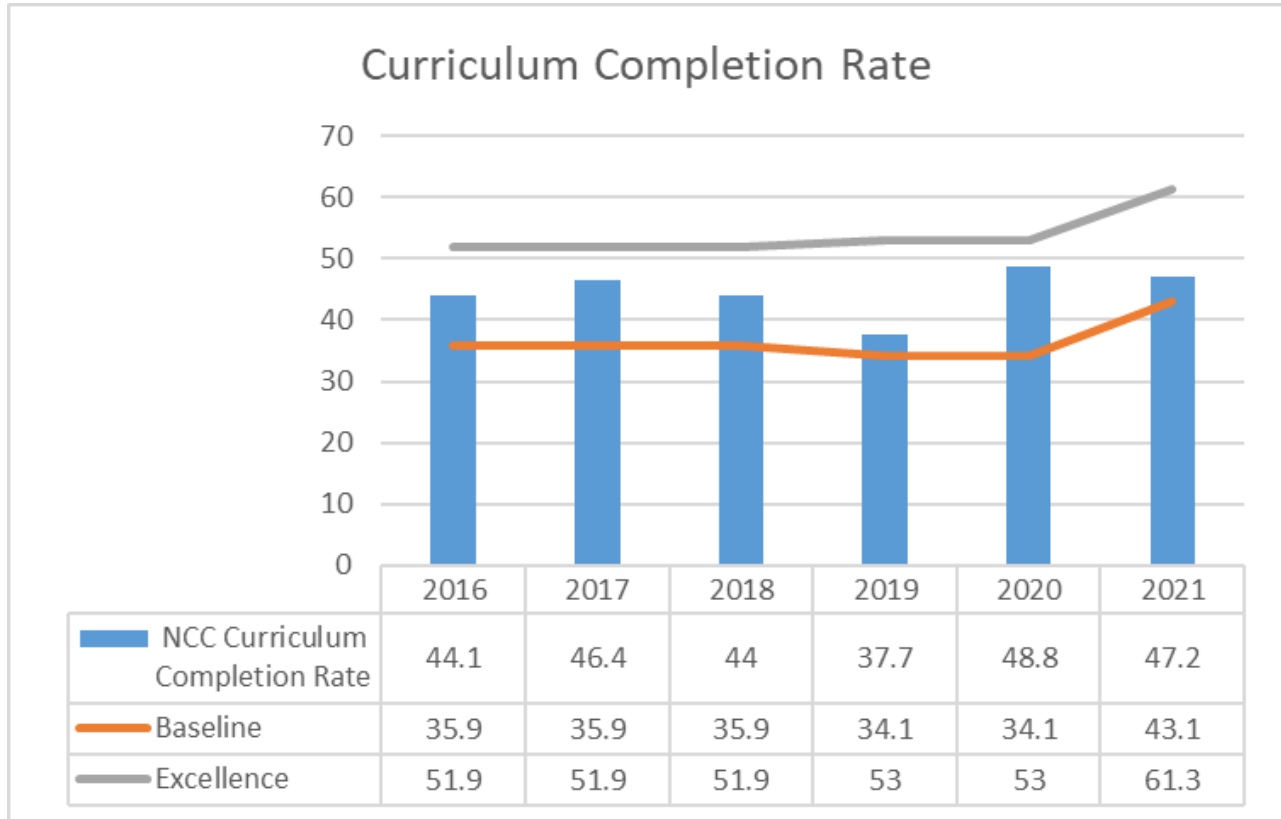
Numerator: Of those in the denominator, the number who graduate with a postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

Note: See appendix for new first-time fall cohort definition

Data Sources

- Comprehensive Curriculum Student Report
- Graduation Extract data file
- National Student Clearinghouse

5. Curriculum Student 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.

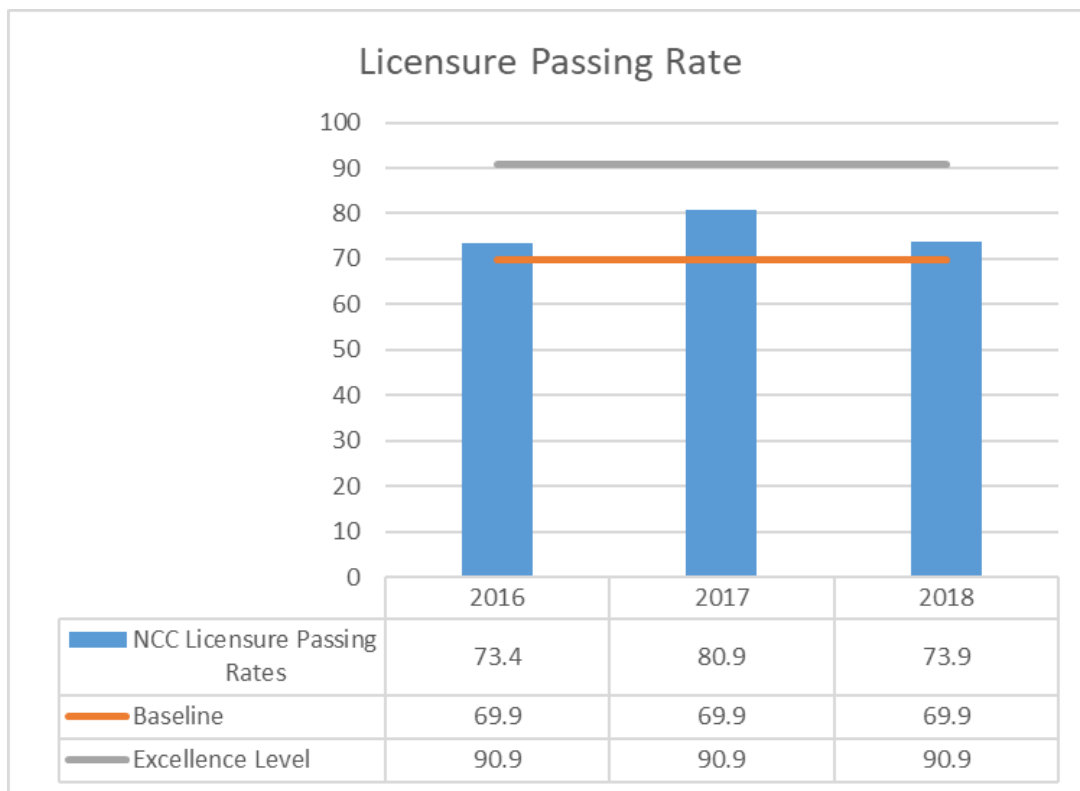
- Transfer: Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4th summer term following the first fall semester.
- Persistence: Student is enrolled in an NCCCS college during the 4th academic year (fall, spring or summer) and 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.

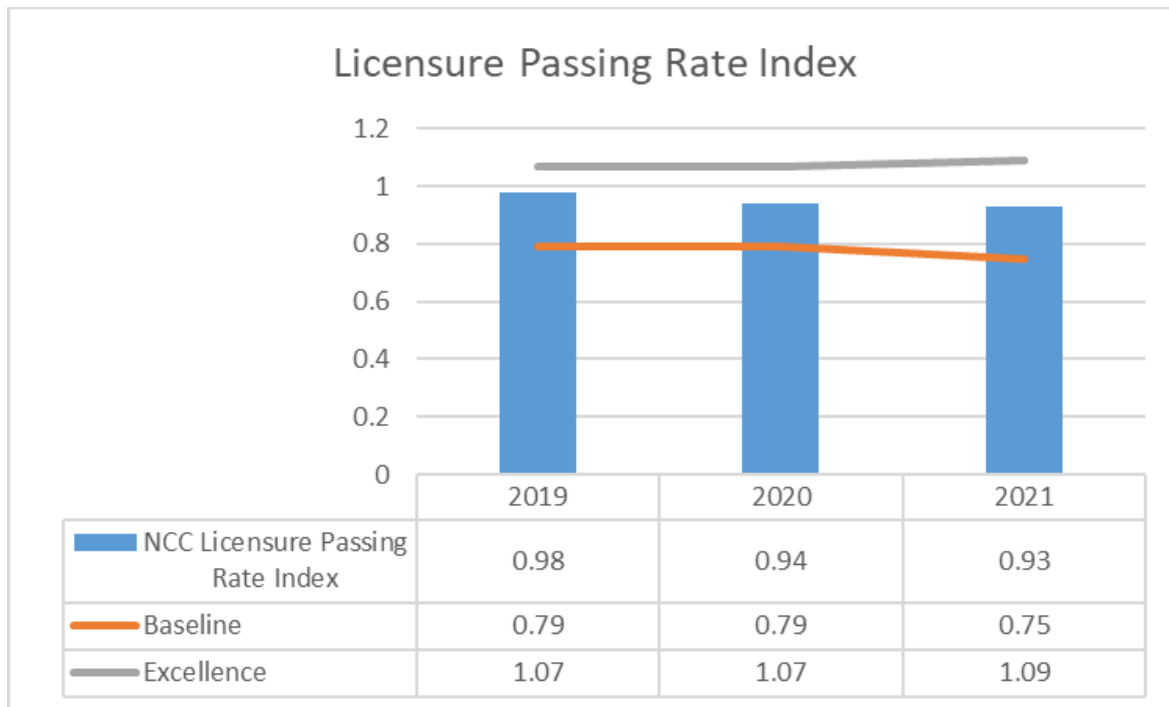
Note: See appendix for new first-time fall cohort definition

Data Sources

- Comprehensive Curriculum Student Report
- Graduation Extract data file
- National Student Clearinghouse

6. Licensure and Certification Passing Rate





**Licensure passing rate changed to a weighted test score index in the 2019 report.*

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+...)

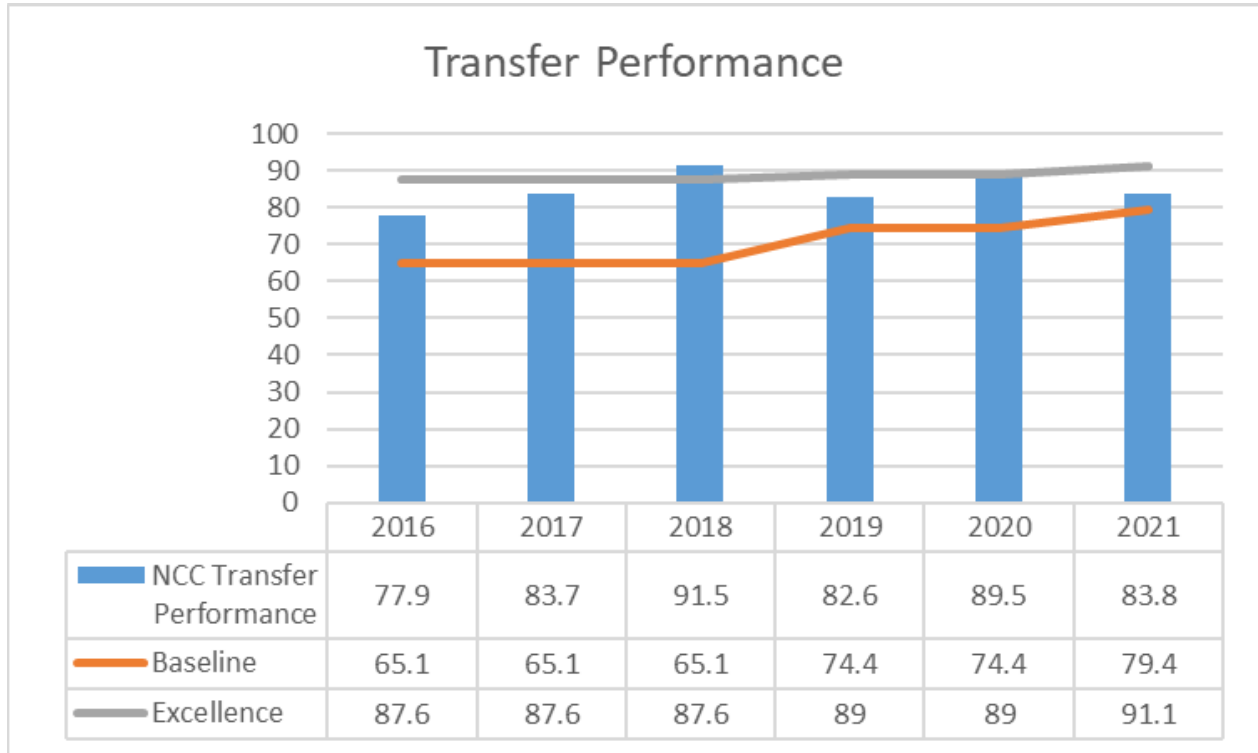
Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS1 × LWD1) + (LIS2 × LWD2) + (LIS3 × LWD3) + ...]

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

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 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.

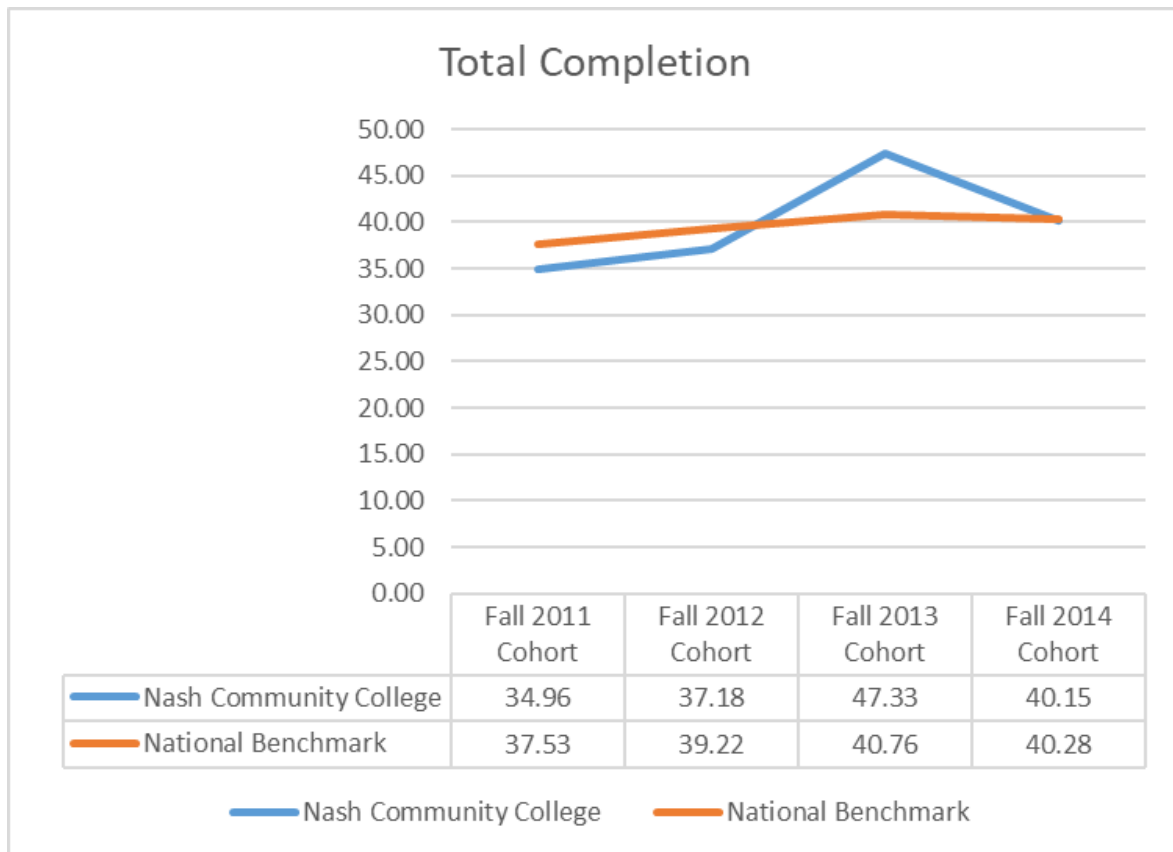
Numerator: Of those in the denominator, the number who graduate with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year college or university during the subsequent fall semester.

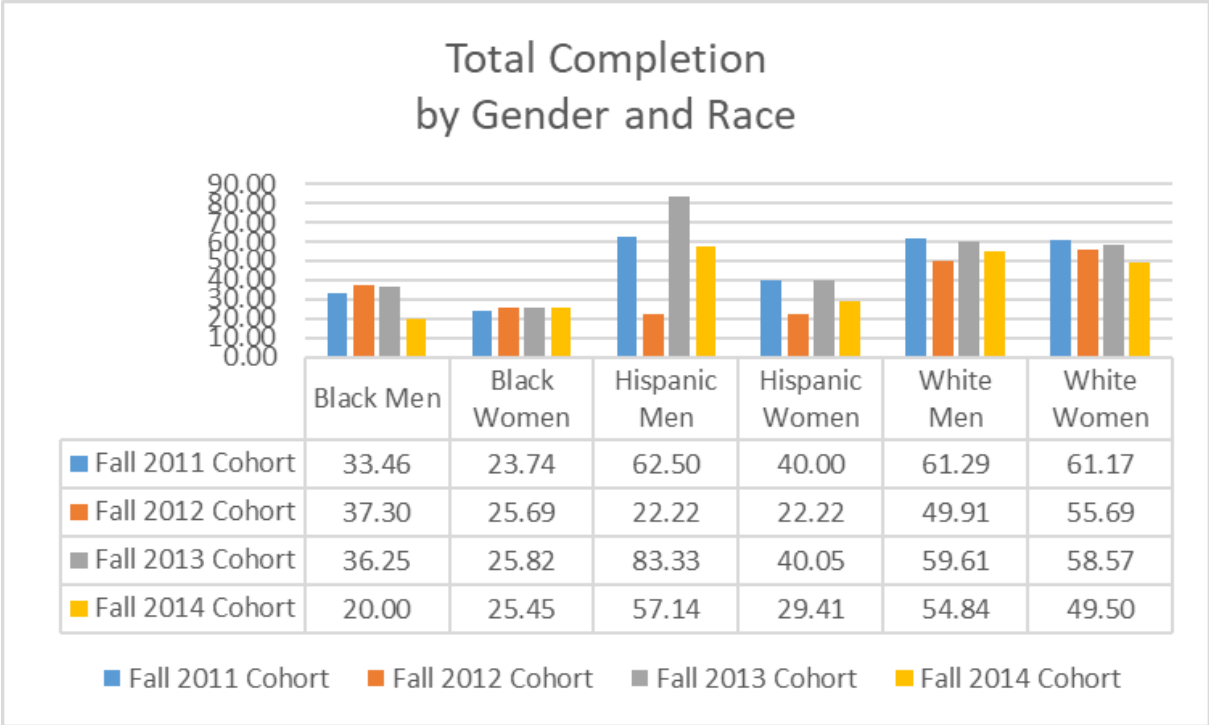
Data Sources

- Comprehensive Curriculum Student Report
- Graduation Extract data file
- National Student Clearinghouse

Graduation Rates

Nash Community College evaluates the graduation rate of students using data from the National Student Clearinghouse (NSC). To monitor completion rates, the NSC uses a 6-year cohort to track the progress of first-time-in-college degree-seeking students. As a result, the data is slightly outdated from current results while awaiting the end of the 6-year cycle for each cohort of students. NCC utilizes NSC data due to its comprehensive completion data for institutions nation-wide.





The data for this report were drawn from the Enrollment Reporting and DegreeVerifySM services of the National Student Clearinghouse®, which tracks 96 percent of college enrollments nationwide. Completions were identified using degree and certificate records submitted by institutions as part of their participation in DegreeVerify. For institutions that do not participate in DegreeVerify, completions were identified using enrollment records indicating the enrollment status of graduated.

The cohort examined in this study is made up of first-time degree-seeking students, of any age, who began their postsecondary studies in the Fall term of the cohort year. Showing intent to seek a degree or certificate is defined in the national report as follows:

1. For students who started at four-year institution, enrolled at least one term with an intensity of halftime or higher, and
2. For students who started at two-year institutions, either:
 - a. Enrolled full time for at least one term within the first academic year or
 - b. Enrolled at least half time for any two terms before December 31st of the second academic year.

The study followed the cohort through June 30th of the sixth academic year and highlights six-year student outcomes, including degree and certificate completion as well as continuing enrollment (persistence).