

# NC

COMMUNITY  
COLLEGES

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CREATING SUCCESS

**2026** PERFORMANCE  
MEASURES **for**  
STUDENT SUCCESS



**2026 PERFORMANCE MEASURES for STUDENT SUCCESS**

May 2026

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5/11/26

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**More detailed analysis for each of these measures can be accessed at:**

<https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/performance-measure-pm-summary/>

# 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 modifications. Recommendations from the most recent review were approved in 2024.

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 or Science 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.

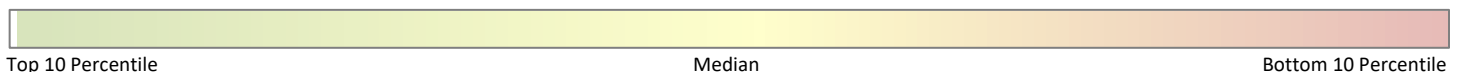
Baseline levels are set two standard deviations below the system’s average index score and excellence levels are set one standard deviation above the system’s average index scores. The average band is within 0.5 standard deviations above or below the average index score.

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	 $\geq$ Average Band Max, Below Excellence	 $\geq$ Average Band Min, < Average Band Max	 $\geq$ Baseline, < Average Band Min	 Below Baseline Level
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## 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 college-level analysis and results based on student demographics and characteristics can be accessed at:

<https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/performance-measure-pm-summary/>.

# Performance Summary

Met or Exceeded Excellence Level	Basic Skills Progress	Credit English Success	Credit Math or Science Success	First Year Progression	Curriculum Completion Rate	Licensure Pass Rate Index	Transfer Performance						
≥ Avg Band Max, Below Excellence													
≥ Avg Band Min, < Avg Band Max													
≥ Baseline, < Avg Band Min													
Below Baseline Level													
System Excellence Level	1.236	1.090	1.144	1.056	1.056	1.078	1.047						
Average Band Max	1.139	1.011	1.059	1.030	1.010	1.028	1.008						
System Mean	1.041	0.933	0.973	1.004	0.964	0.979	0.970						
Average Band Min	0.943	0.854	0.888	0.977	0.919	0.929	0.931						
System Baseline	0.650	0.618	0.631	0.898	0.781	0.780	0.814	Met or Exceeded Excellence Level	≥ Average Band Max, Below Excellence	≥ Average Band Min, < Average Band Max	≥ Baseline, < Average Band Min	Below Baseline Level	
Alamance CC	1.173	0.952	0.934	1.026	0.958	0.900	0.980	0	1	5	1	0	
Asheville-Buncombe TCC	1.023	0.789	0.874	0.814	0.819	1.117	0.882	1	0	1	4	1	
Beaufort County CC	0.867	0.772	0.883	1.002	0.950	0.963	1.002	0	0	4	3	0	
Bladen CC	1.454	0.912	1.186	1.028	0.762	0.834	0.902	2	0	2	2	1	
Blue Ridge CC	0.927	0.996	1.036	0.935	0.907	1.114	0.936	1	0	3	3	0	
Brunswick CC	1.287	0.987	0.941	0.984	0.897	1.004	0.919	1	0	4	2	0	
Caldwell CC & TI	1.191	1.087	1.129	0.950	1.010	1.134	0.992	1	4	1	1	0	
Cape Fear CC	0.966	0.988	1.018	1.045	0.951	1.013	1.046	0	2	5	0	0	
Carteret CC	0.789	0.859	0.843	1.011	1.075	1.032	1.045	1	2	2	2	0	
Catawba Valley CC	1.033	1.068	1.119	1.057	1.055	1.027	1.048	2	3	2	0	0	
Central Carolina CC	0.988	0.831	0.934	1.001	0.933	0.904	1.035	0	1	4	2	0	
Central Piedmont CC	0.937	1.169	1.170	1.019	1.066	1.048	1.070	4	1	1	1	0	
Cleveland CC	1.189	0.830	0.935	1.007	1.017	0.996	0.976	0	2	4	1	0	
Coastal Carolina CC	0.943	1.153	1.084	1.029	1.148	1.023	0.911	2	1	3	1	0	
College of the Albemarle	1.013	1.018	1.004	1.004	1.035	0.971	0.964	0	2	5	0	0	
Craven CC	1.277	1.092	1.048	1.003	0.850	0.996	1.048	3	0	3	1	0	
Davidson-Davie CC	0.949	1.082	1.149	1.049	1.112	0.984	0.953	2	2	3	0	0	
Durham TCC	0.839	0.980	1.022	0.965	1.047	1.046	1.059	1	2	2	2	0	
Edgecombe CC	1.403	0.812	0.793	1.076	0.771	0.757	0.949	2	0	1	2	2	
Fayetteville TCC	1.030	0.886	0.751	0.999	1.071	0.964	1.128	2	0	4	1	0	
Forsyth TCC	1.035	1.040	1.137	0.967	1.002	0.989	0.931	0	2	4	1	0	
Gaston College	1.094	0.974	1.123	0.986	1.036	1.077	1.040	0	4	3	0	0	
Guilford TCC	0.946	1.029	1.031	0.975	1.021	1.038	1.012	0	4	2	1	0	
Halifax CC	0.910	1.146	0.979	0.939	0.944	0.712	1.006	1	0	3	2	1	
Haywood CC	0.751	0.865	0.832	0.937	0.857	1.022	0.849	0	0	2	5	0	
Isothermal CC	0.653	0.898	0.874	1.003	1.036	0.995	0.898	0	1	3	3	0	
James Sprunt CC	0.762	0.757	0.860	1.061	0.973	0.996	0.891	1	0	2	4	0	
Johnston CC	0.921	0.930	1.063	1.053	1.083	1.038	1.065	2	3	1	1	0	
Lenoir CC	0.946	0.755	0.974	0.987	0.986	0.892	0.903	0	0	4	3	0	
Martin CC	0.930	0.656	0.610	1.040	0.951	1.039	0.846	0	2	1	3	1	
Mayland CC	1.048	0.659	0.701	0.980	0.881	1.058	0.979	0	1	3	3	0	
McDowell TCC	1.036	0.875	0.969	1.014	0.878	1.010	0.800	0	0	5	1	1	
Mitchell CC	1.158	0.996	0.964	1.015	1.030	0.999	0.995	0	2	5	0	0	
Montgomery CC	0.945	0.840	1.208	1.027	0.806	0.760	0.915	1	0	2	3	1	
Nash CC	1.097	0.882	1.042	0.955	0.972	0.953	0.969	0	0	6	1	0	
Pamlico CC	1.365	0.938	1.053	1.035	0.805	0.886	1.016	1	2	2	2	0	
Piedmont CC	1.061	0.831	0.837	1.011	0.822	0.950	0.912	0	0	3	4	0	
Pitt CC	1.104	0.773	0.749	0.931	0.864	1.067	1.013	0	2	1	4	0	
Randolph CC	0.965	1.134	1.080	0.976	0.964	0.976	0.890	1	1	3	2	0	
Richmond CC	0.953	0.874	0.751	0.980	0.929	1.030	0.886	0	1	4	2	0	
Roanoke-Chowan CC	1.731	0.724	0.777	1.135	0.916	0.725	0.952	2	0	1	3	1	
Robeson CC	0.764	0.846	0.976	0.950	0.959	0.752	1.097	1	0	2	3	1	
Rockingham CC	1.056	1.047	0.859	0.972	0.885	0.869	1.120	1	1	1	4	0	
Rowan-Cabarrus CC	1.196	0.884	0.813	1.010	0.915	0.980	0.958	0	1	4	2	0	
Sampson CC	1.217	0.628	0.635	1.096	1.045	0.980	0.800	1	2	1	2	1	
Sandhills CC	0.832	0.974	0.924	1.076	0.993	0.985	1.038	1	1	4	1	0	
South Piedmont CC	1.061	0.984	1.113	1.008	0.946	0.909	1.023	0	2	4	1	0	
Southeastern CC	0.746	0.831	0.886	0.877	0.954	1.047	0.954	0	1	2	3	1	
Southwestern CC	1.358	0.814	0.943	0.953	0.887	0.985	0.946	1	0	3	3	0	
Stanly CC	0.854	0.847	0.876	1.040	0.935	1.023	0.980	0	1	3	3	0	
Surry CC	1.090	1.552	1.627	1.006	0.984	1.064	0.935	2	1	4	0	0	
Tri-County CC	1.228	1.049	1.304	1.013	0.933	0.917	0.770	1	2	2	1	1	
Vance-Granville CC	0.990	0.907	1.119	1.033	0.982	0.867	0.977	0	2	4	1	0	
Wake TCC	1.092	1.039	0.965	0.997	1.105	1.106	1.072	3	1	3	0	0	
Wayne CC	0.901	1.184	1.052	1.098	1.160	1.055	1.021	3	2	1	1	0	
Western Piedmont CC	1.255	1.072	1.155	0.984	1.000	1.166	0.946	3	1	3	0	0	
Wilkes CC	0.982	0.830	0.838	1.033	0.994	1.034	1.014	0	3	2	2	0	
Wilson CC	1.061	0.767	0.898	1.054	1.071	0.984	0.968	1	1	4	1	0	

# 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 (POPs) with a measurable skill gain (MSG).

## Calculation

### Success Rate

**Denominator:** Number of Periods of Participation (POPs) during the Basic Skills program year (July 1 to June 30). A POP begins each time an individual enters adult education and receives at least 12 hours of service. If an individual has a gap in service of more than 90 days, and returns during the same program year, a new POP is established. 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 six ways:

- **Pre and Post-tested:** Scored high enough on a post-test to place into a higher educational functioning level within the POP
- **Adult High School (AHS) Credits:** Entered the program year with less than 75% of required AHS credits and obtained enough AHS credits to exceed the 75% threshold during the program year
- **Adult High School (AHS) Graduate:** Attainment of an adult high school diploma during the program year
- **High School Equivalency (HSE) Graduate:** Attainment of a high school equivalency diploma during the program year
- **Postsecondary Enrollment:** Enrollment in postsecondary education during the program year after initial enrollment in adult education
- **HSE Subtest:** Passed a subtest on a state-recognized high school equivalency examination
- **Integrated Education and Training (IET):** Applicable to participants in IET or workplace literacy programs only; includes exhibiting progress on a secondary or post-secondary transcript, showing progress toward milestones, or passing a technical/occupational knowledge-based exam

### Index Score

**ABE 1-2 Index Score:** College MSG rate among POPs with EFL at Beginning Literacy or Beginning Basic divided by the statewide success rate for the same subpopulation of students.

**ABE 3-4 Index Score:** College MSG rate among POPs with EFL at Low Intermediate or High Intermediate divided by the statewide success rate for the same subpopulation of students.

**ABE 5-6 Index Score:** College MSG rate among POPs with EFL at Low Adult Secondary or High Adult Secondary divided by the statewide success rate for the same subpopulation of students.

**ESL 1-3 Index Score:** College MSG rate among POPs with EFL at Beginning ESL Literacy, Low Beginning ESL, or High Beginning ESL divided by the statewide success rate for the same subpopulation of students.

**ESL 4-6 Index Score:** College MSG rate among POPs with EFL at Low Intermediate ESL, High Intermediate ESL, or Advanced ESL divided by the statewide success rate for the same subpopulation of students.

**ABE 1-2 Denominator:** Number of POPs with EFL at Beginning Literacy or Beginning Basic

**ABE 3-4 Denominator:** Number of POPs with EFL at Low Intermediate or High Intermediate

**ABE 5-6 Denominator:** Number of POPs with EFL at Low Adult Secondary or High Adult Secondary

**ESL 1-3 Denominator:** Number of POPs with EFL at Beginning ESL Literacy, Low Beginning ESL, or High Beginning ESL

**ESL 4-6 Denominator:** Number of POPs with EFL at Low Intermediate ESL, High Intermediate ESL, or Advanced ESL

**Total Numerator:** [(ABE 1-2 Index Score) × (ABE 1-2 Denominator)] + [(ABE 3-4 Index Score × ABE 3-4 Denominator)] + [(ABE 5-6 Index Score × ABE 5-6 Denominator)] + [(ESL 1-3 Index Score × ESL 1-3 Denominator)] + [(ESL 4-6 Index Score × ESL 4-6 Denominator)]

**Total Denominator:** (ABE 1-2 Denominator) + (ABE 3-4 Denominator) + (ABE 5-6 Denominator) + (ESL 1-3 Denominator) + (ESL 4-6 Denominator)

**Total Index Score:** (Total Numerator) divided by (Total Denominator)

## Data Sources

Benchmark Advansys, Comprehensive Curriculum Student Report , Continuing Education Registration Report, Diploma Sender, National Student Clearinghouse

**TABLE 1. BASIC SKILLS STUDENT PROGRESS, 2024-2025**

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

Excellence: 1.236  
 Avg Band Max: 1.139  
 Avg Band Min: 0.943  
 Baseline: 0.650

	POPs						SUCCESS RATE						INDEX SCORE BY LEVEL					TOTAL INDEX SCORE		
	ABE	ABE	ABE	ESL	ESL	Total	ABE	ABE	ABE	ESL	ESL	Total	ABE	ABE	ABE	ESL	ESL	24-25	23-24	22-23
	1-2	3-4	5-6	1-3	4-6		1-2	3-4	5-6	1-3	4-6		1-2	3-4	5-6	1-3	4-6			
<b>System Totals</b>	<b>7,280</b>	<b>11,553</b>	<b>6,437</b>	<b>12,838</b>	<b>8,448</b>	<b>46,556</b>	<b>43%</b>	<b>52%</b>	<b>57%</b>	<b>51%</b>	<b>48%</b>	<b>50%</b>								
Alamance CC	142	229	20	426	156	973	46%	52%	70%	62%	65%	58%	1.070	1.004	1.230	1.229	1.356	1.173	1.416	1.358
Asheville-Buncombe TC	74	212	206	567	211	1,270	24%	37%	50%	59%	62%	52%	0.560	0.711	0.870	1.156	1.290	1.023	1.027	0.829
Beaufort County CC	191	136	12	34	26	399	44%	46%	58%	6%	27%	41%	1.012	0.895	1.025	0.116	0.564	0.867	1.081	1.185
Bladen CC	49	68	2	32	10	161	78%	68%	*	63%	80%	70%	1.785	1.306	*	1.230	1.675	1.454	0.554	1.167
Blue Ridge CC	153	236	39	256	87	771	42%	52%	67%	42%	39%	46%	0.978	0.998	1.172	0.830	0.818	0.927	1.177	1.088
Brunswick CC	105	129	109	6	16	365	49%	74%	75%	*	50%	66%	1.118	1.422	1.322	*	1.047	1.287	1.298	1.271
Caldwell CC & TI	45	121	154	69	44	433	33%	67%	81%	42%	52%	63%	0.767	1.293	1.427	0.827	1.095	1.191	1.094	1.079
Cape Fear CC	71	280	260	343	224	1,178	49%	51%	60%	44%	45%	50%	1.135	0.979	1.061	0.860	0.944	0.966	1.045	1.063
Carteret CC	104	153	15	30	5	307	30%	52%	47%	7%	*	39%	0.686	0.997	0.820	0.131	*	0.789	1.077	1.094
Catawba Valley CC	144	250	37	173	88	692	46%	48%	57%	54%	60%	51%	1.055	0.927	0.998	1.058	1.261	1.033	1.128	1.059
Central Carolina CC	94	234	245	459	202	1,234	48%	56%	60%	41%	54%	50%	1.102	1.081	1.062	0.810	1.140	0.988	0.910	1.083
Central Piedmont CC	226	589	600	1,935	2,197	5,547	31%	43%	42%	51%	47%	47%	0.713	0.836	0.729	1.006	0.983	0.937	1.069	0.988
Cleveland CC	54	62	12	39	3	170	54%	66%	50%	51%	*	58%	1.236	1.277	0.879	1.009	*	1.189	1.133	1.593
Coastal Carolina CC	137	325	67	177	58	764	42%	50%	33%	53%	45%	47%	0.958	0.957	0.577	1.045	0.939	0.943	1.256	1.403
Coll of the Albemarle	32	86	64	7	35	224	56%	57%	53%	*	34%	52%	1.295	1.100	0.934	*	0.718	1.013	1.120	0.863
Craven CC	115	195	17	61	54	442	65%	75%	41%	39%	44%	62%	1.501	1.446	0.724	0.774	0.931	1.277	1.337	1.309
Davidson-Davie CC	154	435	396	151	141	1,277	47%	63%	52%	24%	30%	49%	1.076	1.208	0.914	0.469	0.624	0.949	1.088	1.059
Durham TCC	275	288	52	640	468	1,723	33%	35%	50%	49%	39%	41%	0.770	0.677	0.879	0.959	0.810	0.839	0.996	0.953
Edgecombe CC	56	151	88	7	37	339	63%	69%	77%	*	81%	72%	1.439	1.330	1.358	*	1.698	1.403	1.351	1.606
Fayetteville TCC	197	444	1,336	316	252	2,545	37%	59%	67%	35%	30%	56%	0.853	1.144	1.172	0.697	0.632	1.030	0.781	0.870
Forsyth TCC	130	308	195	422	285	1,340	42%	34%	59%	62%	57%	52%	0.974	0.665	1.037	1.212	1.198	1.035	0.835	0.627
Gaston College	184	286	130	104	47	751	37%	62%	74%	50%	53%	56%	0.851	1.195	1.298	0.984	1.114	1.094	0.833	0.676
Guilford TCC	322	403	69	1,191	961	2,946	40%	52%	51%	46%	48%	47%	0.922	1.002	0.892	0.895	0.998	0.946	0.822	0.902
Halifax CC	70	77	4	15	4	170	37%	55%	*	33%	*	44%	0.855	1.053	*	0.656	*	0.910	0.575	0.532
Haywood CC	0	33	45	13	18	109	*	42%	67%	0%	6%	41%	*	0.819	1.172	0.000	0.116	0.751	1.119	1.236
Isothermal CC	22	84	183	61	37	387	27%	37%	40%	21%	32%	35%	0.628	0.713	0.701	0.419	0.679	0.653	0.681	0.735
James Sprunt CC	114	65	9	94	113	395	39%	42%	*	40%	29%	36%	0.888	0.802	*	0.795	0.612	0.762	0.812	0.688
Johnston CC	127	231	26	308	76	768	49%	51%	38%	40%	47%	46%	1.124	0.987	0.676	0.792	0.992	0.921	1.108	0.788
Lenoir CC	190	284	36	52	20	582	44%	52%	53%	21%	35%	46%	1.018	1.013	0.928	0.416	0.733	0.946	0.992	1.031
Martin CC	23	78	51	0	0	152	30%	42%	69%	*	*	49%	0.700	0.817	1.206	*	*	0.930	0.848	0.833
Mayland CC	49	108	74	55	18	304	47%	60%	69%	27%	56%	54%	1.080	1.162	1.211	0.537	1.163	1.048	1.082	1.165
McDowell TCC	83	110	69	119	60	441	75%	41%	55%	48%	38%	51%	1.719	0.790	0.968	0.942	0.803	1.036	1.147	1.082
Mitchell CC	151	122	6	173	81	533	58%	71%	*	49%	43%	56%	1.326	1.377	*	0.955	0.905	1.158	1.338	1.349
Montgomery CC	59	95	6	27	14	201	36%	60%	*	30%	36%	47%	0.819	1.159	*	0.583	0.748	0.945	0.489	0.746
Nash CC	105	90	3	90	18	306	64%	61%	*	31%	44%	52%	1.469	1.180	*	0.612	0.931	1.097	1.281	1.055
Pamlico CC	36	58	7	0	0	101	81%	60%	*	*	*	65%	1.854	1.165	*	*	*	1.365	1.035	0.922
Piedmont CC	28	96	46	4	1	175	39%	64%	50%	*	*	55%	0.904	1.227	0.879	*	*	1.061	0.412	0.393
Pitt CC	455	295	27	95	88	960	45%	45%	59%	88%	76%	53%	1.032	0.871	1.042	1.740	1.594	1.104	1.255	1.163
Randolph CC	148	150	19	381	104	802	36%	52%	26%	47%	63%	48%	0.824	1.004	0.463	0.930	1.329	0.965	1.059	1.083
Richmond CC	215	282	19	74	52	642	43%	51%	58%	45%	35%	46%	0.985	0.986	1.018	0.877	0.725	0.953	0.761	0.681
Roanoke-Chowan CC	28	58	3	14	20	123	93%	83%	*	100%	70%	85%	2.137	1.598	*	1.968	1.466	1.731	0.757	0.852
Robeson CC	128	161	219	166	107	781	21%	47%	51%	31%	41%	40%	0.485	0.900	0.891	0.616	0.861	0.764	0.813	0.834
Rockingham CC	40	143	66	27	20	296	58%	57%	59%	22%	50%	54%	1.323	1.107	1.039	0.437	1.047	1.056	0.942	0.868
Rowan-Cabarrus CC	203	310	127	325	122	1,087	54%	51%	28%	82%	61%	59%	1.236	0.984	0.498	1.610	1.287	1.196	1.328	1.241
Sampson CC	200	120	6	205	157	688	63%	80%	*	60%	34%	59%	1.439	1.545	*	1.190	0.720	1.217	1.120	1.298
Sandhills CC	165	180	13	145	157	660	41%	53%	85%	37%	26%	41%	0.935	1.030	1.487	0.719	0.547	0.832	0.864	1.034
South Piedmont CC	104	287	214	660	455	1,720	38%	61%	58%	53%	51%	54%	0.885	1.184	1.019	1.040	1.072	1.061	1.082	1.109
Southeastern CC	74	197	251	15	6	543	15%	42%	46%	53%	*	40%	0.342	0.814	0.812	1.049	*	0.746	0.745	1.049
Southwestern CC	73	160	37	14	32	316	67%	76%	70%	50%	34%	68%	1.545	1.461	1.235	0.984	0.720	1.358	0.824	0.782
Stanly CC	130	227	160	40	33	590	45%	48%	53%	5%	6%	44%	1.045	0.927	0.934	0.098	0.127	0.854	0.894	0.661
Surry CC	51	84	55	88	49	327	49%	63%	82%	36%	53%	55%	1.128	1.219	1.438	0.715	1.111	1.090	1.105	1.110
Tri-County CC	54	87	65	1	10	217	57%	66%	62%	*	70%	62%	1.321	1.265	1.082	*	1.466	1.228	1.150	1.075
Vance-Granville CC	142	179	27	68	18	434	46%	45%	67%	54%	44%	48%	1.070	0.874	1.172	1.071	0.931	0.990	0.721	0.877
Wake TCC	470	801	226	1,453	469	3,419	36%	39%	50%	65%	69%	55%	0.823	0.762	0.887	1.280	1.447	1.092	0.950	1.008
Wayne CC	210	355	29	435	419	1,448	26%	35%	48%	56%	49%	44%	0.603	0.685	0.849	1.099	1.030	0.901	1.031	0.959
Western Piedmont CC	96	158	21	78	16	369	63%	64%	76%	50%	75%	62%	1.439	1.235	1.339	0.984	1.571	1.255	1.169	1.174
Wilkes CC	60	131	180	107	29	507	30%	58%	59%	47%	38%	52%	0.690	1.120	1.045	0.919	0.794	0.982	1.072	1.037
Wilson CC	152	103	6	33	62	356	49%	57%	*	33%	50%	50%	1.121	1.106	*	0.656	1.047	1.061	1.063	1.056

\* Subcategory results suppressed when at least one of the subcategories contains less than 10 in the denominator

## 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 non-dually enrolled associate degree seeking students passing a credit-bearing English course with a “C” or better within three years.

### Calculation

#### Success Rate

**Denominator:** First-time fall non-dually enrolled associate degree students (i.e., students with a curriculum code that begins with an A) 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

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**Pell and Underserved Race/Ethnicity (URE) Index Score:** College success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Non-Pell and Underserved Race/Ethnicity (URE) Index Score:** College success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Non-Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

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**Pell and URE Denominator:** Number of cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

**Pell and Non-URE Denominator:** Number of cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

**Non-Pell and URE Index Denominator:** Number of cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

**Non-Pell and Non-URE Index Denominator:** Number of cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

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**Total Numerator:** [(Pell and URE Index Score) × (Pell and URE Denominator)] + [(Pell and Non-URE Index Score × Pell and Non-URE Denominator)] + [(Non-Pell and URE Index Score × Non-Pell and Non-URE Denominator)] + [(Non-Pell and Non-URE Index Score × Non-Pell and Non-URE Denominator)]

**Total Denominator:** (Pell and URE Denominator) + (Pell and Non-URE Denominator) + (Non-Pell and URE Denominator) + (Non-Pell and Non-URE Denominator)

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**Total Index Score:** (Total Numerator) divided by (Total Denominator)

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### Data Sources

Comprehensive Curriculum Student Report, National Student Clearinghouse

### Additional Details

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

Underserved minority race/ethnicities include American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races.

**TABLE 2. STUDENT SUCCESS RATE IN COLLEGE-LEVEL ENGLISH COURSES, FALL 2022 COHORT**

Index score based on the percentage of not dual enrolled first-time fall associate degree seeking students passing a credit-bearing English course with a "C" or better within three years.

Excellence: 1.090

Avg Band Max: 1.011

Avg Band Min: 0.854

Baseline: 0.618

	FALL COHORT					SUCCESS RATE					GROUP INDEX SCORE				TOTAL INDEX SCORE			
	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	2022	2021	2020	
<b>System Totals</b>	<b>6,829</b>	<b>4,458</b>	<b>3,669</b>	<b>6,348</b>	<b>21,304</b>	<b>50%</b>	<b>61%</b>	<b>53%</b>	<b>65%</b>	<b>57%</b>								
Alamance CC	149	87	61	127	424	48%	69%	43%	59%	55%	0.954	1.123	0.798	0.906	0.952	0.916	1.041	
Asheville-Buncombe TC	71	133	42	112	358	39%	51%	36%	51%	47%	0.790	0.832	0.669	0.781	0.789	0.893	0.888	
Beaufort County CC	30	41	2	23	96	40%	49%	*	39%	45%	0.801	0.794	*	0.601	0.772	0.615	0.725	
Bladen CC	19	16	3	11	49	37%	56%	*	73%	53%	0.738	0.916	*	1.116	0.912	0.873	1.144	
Blue Ridge CC	50	60	27	89	226	56%	67%	44%	60%	59%	1.121	1.085	0.832	0.914	0.996	0.914	1.043	
Brunswick CC	40	64	14	61	179	53%	61%	43%	64%	59%	1.051	0.992	0.802	0.981	0.987	1.003	1.146	
Caldwell CC & TI	40	96	20	104	260	63%	66%	60%	67%	65%	1.252	1.069	1.123	1.033	1.087	1.168	1.043	
Cape Fear CC	177	227	93	431	928	45%	59%	54%	68%	60%	0.894	0.954	1.006	1.040	0.988	0.979	0.997	
Carteret CC	18	48	6	41	113	61%	50%	*	51%	51%	1.224	0.814	*	0.786	0.859	0.985	0.899	
Catawba Valley CC	72	91	25	146	334	60%	66%	68%	63%	63%	1.196	1.074	1.273	0.967	1.068	1.096	1.126	
Central Carolina CC	116	85	69	86	356	42%	51%	41%	57%	47%	0.846	0.824	0.760	0.874	0.831	0.836	0.796	
Central Piedmont CC	1,001	307	739	769	2,816	61%	76%	60%	73%	66%	1.226	1.230	1.115	1.124	1.169	1.199	1.160	
Cleveland CC	44	59	16	34	153	48%	41%	25%	74%	48%	0.956	0.662	0.468	1.129	0.830	1.050	1.024	
Coastal Carolina CC	83	83	121	187	474	71%	82%	52%	70%	68%	1.424	1.334	0.975	1.067	1.153	1.219	1.214	
Coll of the Albemarle	36	51	28	66	181	47%	55%	68%	68%	60%	0.946	0.894	1.270	1.046	1.018	1.077	0.985	
Craven CC	56	60	35	72	223	57%	63%	60%	71%	64%	1.144	1.031	1.123	1.087	1.092	0.957	1.023	
Davidson-Davie CC	73	115	28	107	323	56%	61%	64%	73%	64%	1.125	0.991	1.203	1.119	1.082	1.235	1.219	
Durham TCC	243	58	147	107	555	49%	66%	49%	66%	54%	0.981	1.067	0.917	1.018	0.980	1.069	0.872	
Edgecombe CC	52	9	6	2	69	33%	*	*	*	43%	0.655	*	*	*	0.812	0.694	0.662	
Fayetteville TCC	519	241	259	201	1,220	42%	61%	47%	57%	49%	0.849	0.993	0.875	0.870	0.886	0.920	0.964	
Forsyth TCC	469	214	251	272	1,206	55%	63%	51%	67%	58%	1.110	1.020	0.947	1.021	1.040	1.014	1.046	
Gaston College	109	138	39	166	452	45%	64%	54%	63%	58%	0.900	1.038	1.008	0.962	0.974	1.016	0.987	
Guilford TCC	492	243	200	273	1,208	54%	65%	53%	61%	58%	1.079	1.065	0.992	0.933	1.029	0.999	0.988	
Halifax CC	26	13	4	9	52	58%	77%	*	*	63%	1.155	1.252	*	*	1.146	0.857	1.196	
Haywood CC	9	56	6	32	103	*	55%	*	47%	52%	*	0.901	*	0.719	0.865	0.849	0.864	
Isothermal CC	25	62	16	26	129	36%	58%	44%	65%	53%	0.721	0.945	0.819	1.004	0.898	0.804	0.889	
James Sprunt CC	31	12	9	15	67	39%	42%	*	40%	42%	0.775	0.678	*	0.614	0.757	0.947	0.817	
Johnston CC	84	78	57	138	357	46%	54%	47%	64%	55%	0.930	0.877	0.887	0.979	0.930	1.002	1.026	
Lenoir CC	66	36	14	40	156	32%	47%	43%	60%	44%	0.637	0.769	0.802	0.921	0.755	0.625	0.722	
Martin CC	13	16	1	9	39	54%	31%	*	*	36%	1.078	0.509	*	*	0.656	0.758	0.671	
Mayland CC		14	2	11	27	*	43%	*	36%	41%	*	0.698	*	0.558	0.659	0.794	0.555	
McDowell TCC	2	24	3	13	42	*	50%	*	77%	55%	*	0.814	*	1.181	0.875	1.026	1.037	
Mitchell CC	68	59	42	111	280	53%	58%	50%	66%	59%	1.060	0.938	0.936	1.009	0.996	0.985	0.965	
Montgomery CC	11	11	4	12	38	36%	55%	*	67%	50%	0.728	0.888	*	1.023	0.840	0.843	0.505	
Nash CC	76	40	18	29	163	46%	50%	44%	59%	49%	0.922	0.814	0.832	0.900	0.882	0.888	1.046	
Pamlico CC	4	6	4	8	22	*	*	*	*	55%	*	*	*	*	0.938	0.584	0.775	
Piedmont CC	15	21	5	15	56	20%	57%	*	67%	50%	0.401	0.930	*	1.023	0.831	0.789	0.793	
Pitt CC	354	119	70	111	654	32%	50%	56%	62%	43%	0.651	0.807	1.043	0.954	0.773	0.809	0.858	
Randolph CC	56	90	16	71	233	77%	67%	69%	55%	66%	1.538	1.085	1.287	0.843	1.134	1.174	1.073	
Richmond CC	50	23	8	17	98	38%	65%	*	53%	49%	0.761	1.062	*	0.813	0.874	0.935	0.695	
Roanoke-Chowan CC	12	2	9	1	24	50%	*	*	*	38%	1.001	*	*	*	0.724	0.669	0.788	
Robeson CC	151	30	24	8	213	41%	60%	46%	*	45%	0.822	0.977	0.858	*	0.846	0.763	0.856	
Rockingham CC	38	54	11	41	144	55%	69%	64%	56%	61%	1.107	1.116	1.191	0.861	1.047	0.804	0.805	
Rowan-Cabarrus CC	204	146	110	159	619	41%	60%	45%	60%	51%	0.815	0.970	0.834	0.927	0.884	0.776	0.855	
Sampson CC	47	19	11	12	89	38%	21%	27%	42%	34%	0.767	0.343	0.511	0.640	0.628	0.731	0.898	
Sandhills CC	95	51	37	64	247	45%	65%	57%	63%	55%	0.906	1.054	1.062	0.959	0.974	0.961	1.140	
South Piedmont CC	75	46	66	118	305	48%	57%	62%	60%	57%	0.961	0.920	1.163	0.923	0.984	0.966	0.900	
Southeastern CC	47	36	1	22	106	36%	44%	*	77%	48%	0.724	0.724	*	1.186	0.831	0.966	0.655	
Southwestern CC	16	38	13	30	97	63%	37%	54%	50%	47%	1.252	0.600	1.008	0.767	0.814	0.811	0.826	
Stanly CC	13	39	9	29	90	38%	62%	*	48%	51%	0.770	1.002	*	0.741	0.847	0.917	0.964	
Surry CC	2	12	5	15	34	*	92%	*	93%	94%	*	1.493	*	1.432	1.552	1.031	0.944	
Tri-County CC	4	27	2	11	44	*	70%	*	55%	64%	*	1.146	*	0.837	1.049	1.041	1.199	
Vance-Granville CC	65	36	10	41	152	40%	67%	20%	68%	53%	0.801	1.085	0.374	1.048	0.907	0.886	1.069	
Wake TCC	971	513	790	1,479	3,753	51%	67%	56%	67%	61%	1.025	1.089	1.040	1.032	1.039	1.007	0.971	
Wayne CC	134	69	45	70	318	62%	71%	60%	74%	66%	1.240	1.156	1.123	1.140	1.184	1.187	1.142	
Western Piedmont CC	23	58	9	42	132	61%	60%	*	64%	64%	1.219	0.983	*	0.987	1.072	1.032	1.031	
Wilkes CC	41	58	1	35	135	44%	43%	*	66%	49%	0.879	0.702	*	1.009	0.830	1.076	0.832	
Wilson CC	41	18	10	20	89	32%	39%	50%	70%	44%	0.635	0.633	0.936	1.074	0.767	0.965	0.883	

\* Subcategory results suppressed when at least one of the subcategories contains less than 10 in the denominator

Note: System totals are up duplicated and may not be equal to the summation across colleges and categories

### 3. Student Success Rate in College-Level Math or Science Courses

#### Purpose

To ensure students are successfully completing credit-bearing Math or Science courses within their first three academic years.

#### Description

Index score based on the percentage of first-time fall non-dually enrolled associate degree seeking students passing a credit-bearing Math or Science course with a “C” or better within three years.

#### Calculation

##### Success Rate

**Denominator:** First-time fall non-dually enrolled associate degree students (i.e., students with a curriculum code that begins with an A) 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 (MAT) or Science (AST, BIO, CHM, GEL, PHY) course within three years (by the end of the third summer term).

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

##### Index Score

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**Pell and Underserved Race/Ethnicity (URE) Index Score:** College success rate among cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Non-Pell and Underserved Race/Ethnicity (URE) Index Score:** College success rate among cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Non-Pell and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

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**Pell and URE Denominator:** Number of cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

**Pell and Non-URE Denominator:** Number of cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

**Non-Pell and URE Index Denominator:** Number of cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

**Non-Pell and Non-URE Index Denominator:** Number of cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

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**Total Numerator:** [(Pell and URE Index Score) × (Pell and URE Denominator)] + [(Pell and Non-URE Index Score × Pell and Non-URE Denominator)] + [(Non-Pell and URE Index Score × Non-Pell and Non-URE Denominator)] + [(Non-Pell and Non-URE Index Score × Non-Pell and Non-URE Denominator)]

**Total Denominator:** (Pell and URE Denominator) + (Pell and Non-URE Denominator) + (Non-Pell and URE Denominator) + (Non-Pell and Non-URE Denominator)

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**Total Index Score:** (Total Numerator) divided by (Total Denominator)

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#### Data Sources

Comprehensive Curriculum Student Report, National Student Clearinghouse

#### Additional Details

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

Underserved minority race/ethnicities include American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races.

**TABLE 3. STUDENT SUCCESS RATE IN COLLEGE-LEVEL MATH OR SCIENCE COURSES, FALL 2022 COHORT**

Index score based on the percentage of not dual enrolled first-time fall associate degree seeking students passing a credit-bearing Math or Science course with a “C” or better within three years.

Excellence: 1.144

Avg Band Max: 1.059

Avg Band Min: 0.888

Baseline: 0.631

	FALL COHORT					SUCCESS RATE					GROUP INDEX SCORE				TOTAL INDEX SCORE			
	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/URE	Non-Pell/Non-URE	2022	2021	2020	
<b>System Totals</b>	<b>6,829</b>	<b>4,458</b>	<b>3,669</b>	<b>6,348</b>	<b>21,304</b>	<b>41%</b>	<b>52%</b>	<b>44%</b>	<b>58%</b>	<b>49%</b>								
Alamance CC	149	87	61	127	424	38%	62%	28%	53%	46%	0.929	1.186	0.640	0.908	0.934	0.944	0.968	
Asheville-Buncombe TC	71	133	42	112	358	38%	47%	33%	49%	44%	0.924	0.905	0.765	0.845	0.874	0.926	0.877	
Beaufort County CC	30	41	2	23	96	37%	46%	*	43%	44%	0.890	0.886	*	0.748	0.883	0.618	0.903	
Bladen CC	19	16	3	11	49	53%	56%	*	64%	57%	1.278	1.075	*	1.095	1.186	0.795	1.202	
Blue Ridge CC	50	60	27	89	226	60%	52%	37%	52%	52%	1.457	0.987	0.850	0.889	1.036	1.098	1.234	
Brunswick CC	40	64	14	61	179	43%	50%	29%	54%	48%	1.032	0.955	0.656	0.931	0.941	0.924	1.178	
Caldwell CC & TI	40	96	20	104	260	55%	55%	55%	63%	58%	1.336	1.055	1.263	1.092	1.129	1.254	1.121	
Cape Fear CC	177	227	93	431	928	42%	51%	43%	61%	53%	1.029	0.968	0.988	1.046	1.018	1.070	1.080	
Carteret CC	18	48	6	41	113	50%	38%	*	49%	43%	1.214	0.717	*	0.839	0.843	0.978	1.098	
Catawba Valley CC	72	91	25	146	334	47%	59%	64%	60%	57%	1.147	1.134	1.469	1.037	1.119	1.073	1.125	
Central Carolina CC	116	85	69	86	356	35%	47%	43%	59%	46%	0.858	0.899	0.998	1.020	0.934	0.876	0.834	
Central Piedmont CC	1,001	307	739	769	2,816	51%	65%	49%	64%	56%	1.230	1.251	1.131	1.098	1.170	1.228	1.200	
Cleveland CC	44	59	16	34	153	45%	44%	19%	65%	46%	1.104	0.842	0.430	1.113	0.935	1.103	1.145	
Coastal Carolina CC	83	83	121	187	474	60%	66%	37%	57%	54%	1.463	1.266	0.854	0.984	1.084	1.242	1.187	
Coll of the Albemarle	36	51	28	66	181	36%	45%	61%	59%	51%	0.877	0.862	1.394	1.017	1.004	0.886	0.922	
Craven CC	56	60	35	72	223	39%	57%	51%	60%	52%	0.954	1.083	1.181	1.027	1.048	0.826	0.987	
Davidson-Davie CC	73	115	28	107	323	55%	57%	54%	63%	58%	1.331	1.080	1.230	1.077	1.149	1.271	1.207	
Durham TCC	243	58	147	107	555	42%	59%	39%	67%	48%	1.009	1.120	0.906	1.158	1.022	1.100	0.905	
Edgecombe CC	52	9	6	2	69	31%	*	*	*	35%	0.747	*	*	*	0.793	0.548	0.666	
Fayetteville TCC	519	241	259	201	1,220	29%	44%	32%	45%	35%	0.711	0.848	0.727	0.770	0.751	0.841	0.842	
Forsyth TCC	469	214	251	272	1,206	51%	56%	45%	65%	54%	1.227	1.072	1.043	1.119	1.137	1.118	1.103	
Gaston College	109	138	39	166	452	48%	61%	41%	64%	57%	1.159	1.163	0.942	1.109	1.123	1.109	1.090	
Guilford TCC	492	243	200	273	1,208	42%	55%	47%	58%	49%	1.017	1.054	1.079	1.002	1.031	0.983	0.889	
Halifax CC	26	13	4	9	52	35%	62%	*	*	46%	0.841	1.176	*	*	0.979	0.809	0.923	
Haywood CC	9	56	6	32	103	*	43%	*	38%	43%	*	0.819	*	0.645	0.832	0.954	0.855	
Isothermal CC	25	62	16	26	129	40%	45%	44%	42%	43%	0.971	0.863	1.004	0.728	0.874	0.808	0.975	
Johns Sprunt CC	31	12	9	15	67	39%	42%	*	47%	40%	0.940	0.796	*	0.803	0.860	0.716	0.822	
Johnston CC	84	78	57	138	357	43%	54%	47%	63%	54%	1.041	1.029	1.088	1.085	1.063	1.158	1.151	
Lenoir CC	66	36	14	40	156	35%	47%	43%	73%	48%	0.846	0.902	0.984	1.247	0.974	0.804	0.806	
Martin CC	13	16	1	9	39	38%	25%	*	*	28%	0.934	0.478	*	*	0.610	0.844	0.463	
Mayland CC		14	2	11	27	*	43%	*	27%	37%	*	0.819	*	0.469	0.701	0.586	0.632	
McDowell TCC	2	24	3	13	42	*	50%	*	69%	52%	*	0.955	*	1.191	0.969	0.992	0.954	
Mitchell CC	68	59	42	111	280	37%	51%	45%	57%	49%	0.893	0.972	1.039	0.976	0.964	0.941	0.940	
Montgomery CC	11	11	4	12	38	55%	73%	*	67%	61%	1.325	1.390	*	1.147	1.208	0.824	0.472	
Nash CC	76	40	18	29	163	43%	48%	50%	66%	49%	1.054	0.908	1.148	1.127	1.042	1.166	1.153	
Pamlico CC	4	6	4	8	22	*	*	*	*	50%	*	*	*	*	1.053	0.795	0.915	
Piedmont CC	15	21	5	15	56	20%	43%	*	60%	43%	0.486	0.819	*	1.032	0.837	0.736	0.881	
Pitt CC	354	119	70	111	654	25%	41%	49%	56%	35%	0.597	0.787	1.115	0.961	0.749	0.769	0.835	
Randolph CC	56	90	16	71	233	63%	56%	44%	45%	53%	1.518	1.062	1.004	0.775	1.080	0.859	0.873	
Richmond CC	50	23	8	17	98	26%	43%	*	47%	36%	0.631	0.831	*	0.810	0.751	0.635	0.622	
Roanoke-Chowan CC	12	2	9	1	24	42%	*	*	*	33%	1.012	*	*	*	0.777	0.587	0.838	
Robeson CC	151	30	24	8	213	42%	47%	42%	*	42%	1.013	0.892	0.957	*	0.976	0.904	0.973	
Rockingham CC	38	54	11	41	144	42%	44%	45%	39%	42%	1.023	0.849	1.044	0.671	0.859	0.592	0.603	
Rowan-Cabarrus CC	204	146	110	159	619	30%	45%	39%	48%	40%	0.726	0.851	0.898	0.833	0.813	0.656	0.772	
Sampson CC	47	19	11	12	89	32%	16%	36%	25%	28%	0.775	0.302	0.835	0.430	0.635	0.824	0.939	
Sandhills CC	95	51	37	64	247	34%	55%	35%	61%	45%	0.818	1.049	0.807	1.048	0.924	0.918	0.969	
South Piedmont CC	75	46	66	118	305	49%	41%	59%	61%	55%	1.198	0.789	1.357	1.050	1.113	0.966	0.963	
Southeastern CC	47	36	1	22	106	28%	47%	*	73%	44%	0.672	0.902	*	1.251	0.886	0.956	0.941	
Southwestern CC	16	38	13	30	97	56%	34%	46%	60%	47%	1.366	0.654	1.060	1.032	0.943	0.727	0.829	
Stanly CC	13	39	9	29	90	15%	54%	*	45%	46%	0.374	1.029	*	0.771	0.876	0.914	0.945	
Surry CC	2	12	5	15	34	*	75%	*	93%	85%	*	1.433	*	1.606	1.627	0.917	0.918	
Tri-County CC	4	27	2	11	44	*	70%	*	73%	68%	*	1.345	*	1.251	1.304	1.159	1.307	
Vance-Granville CC	65	36	10	41	152	46%	64%	30%	66%	55%	1.121	1.221	0.689	1.133	1.119	1.119	1.179	
Wake TCC	971	513	790	1,479	3,753	38%	54%	42%	57%	48%	0.920	1.028	0.962	0.974	0.965	0.967	0.976	
Wayne CC	134	69	45	70	318	44%	62%	36%	60%	50%	1.069	1.191	0.816	1.032	1.052	1.022	0.947	
Western Piedmont CC	23	58	9	42	132	52%	57%	*	55%	58%	1.267	1.087	*	0.942	1.155	1.070	0.978	
Wilkes CC	41	58	1	35	135	41%	28%	*	69%	42%	1.007	0.527	*	1.180	0.838	0.979	0.904	
Wilson CC	41	18	10	20	89	32%	56%	30%	65%	44%	0.770	1.062	0.689	1.118	0.898	0.839	0.978	

\* Subcategory results suppressed when at least one of the subcategories contains less than 10 in the denominator

Note: System totals are up duplicated and may not be equal to the summation across colleges and categories

## 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 who 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

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**Not Dual Enrolled, Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Underserved Race/Ethnicity (URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

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**Not Dual Enrolled, Pell, and URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Pell, and Non-URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and Non-URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

**Dual Enrolled and URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is identified as historically underserved.

**Dual Enrolled and Non-URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is not identified as historically underserved.

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**Total Numerator:** [(Not Dual Enrolled, Pell, and URE Index Score) × (Not Dual Enrolled, Pell, and URE Denominator)] + [(Not Dual Enrolled, Pell, and Non-URE Index Score) × (Not Dual Enrolled, Pell, and Non-URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and URE Index Score) × (Not Dual Enrolled, Non-Pell, and URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and Non-URE Index Score) × (Not Dual Enrolled, Non-Pell, and Non-URE Denominator)] + [(Dual Enrolled and URE Index Score) × (Dual Enrolled and URE Denominator)] + [(Dual Enrolled and Non-URE Index Score) × (Dual Enrolled and Non-URE Denominator)]

**Total Denominator:** (Not Dual Enrolled, Pell, and URE Denominator) + (Not Dual Enrolled, Pell, and Non-URE Denominator) + (Not Dual Enrolled, Non-Pell, and URE Denominator) + (Not Dual Enrolled, Non-Pell, and Non-URE Denominator) + (Dual Enrolled and URE Denominator) + (Dual Enrolled and Non-URE Denominator)

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**Total Index Score:** (Total Numerator) divided by (Total Denominator)

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### 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.

Underserved minority race/ethnicities include American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races.

**TABLE 4. FIRST YEAR PROGRESSION, FALL 2024 COHORT**

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.

	FALL COHORT						SUCCESS RATE								GROUP INDEX SCORE						TOTAL INDEX SCORE		
	Not Dual Enrolled			Dual Enrolled			Not Dual Enrolled			Dual Enrolled			Not Dual Enrolled			Dual Enrolled			2024	2023	2022		
	Pell/URE	Pell/Non-URE	Non-Pell/Non-URE	URE	Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/Non-URE	Non-Pell/Non-URE	URE	Non-URE	Total	Pell/URE	Pell/Non-URE	Non-Pell/Non-URE	Non-Pell/Non-URE	URE				Non-URE	
Excellence:	1.056																						
Avg Band Max:	1.030																						
Avg Band Min:	0.977																						
Baseline:	0.898																						
<b>System Totals</b>	<b>9,499</b>	<b>5,841</b>	<b>4,183</b>	<b>6,436</b>	<b>12,601</b>	<b>26,476</b>	<b>65,036</b>	<b>58%</b>	<b>63%</b>	<b>62%</b>	<b>69%</b>	<b>75%</b>	<b>78%</b>	<b>71%</b>	1.178	1.078	0.925	1.029	0.918	1.048	<b>1.026</b>	0.960	0.918
Alamance CC	184	98	72	105	372	644	1,475	68%	68%	57%	71%	69%	82%	74%	1.178	1.078	0.925	1.029	0.918	1.048	<b>1.026</b>	0.960	0.918
Asheville-Buncombe TC	79	154	66	148	188	1,024	1,659	57%	58%	58%	55%	59%	61%	60%	0.980	0.911	0.935	0.798	0.777	0.787	<b>0.814</b>	0.817	0.837
Beaufort County CC	32	32	10	17	101	172	364	69%	41%	50%	71%	76%	81%	74%	1.183	0.640	0.812	1.017	1.013	1.039	<b>1.002</b>	1.037	1.043
Bladen CC	42	21	7	3	99	91	263	52%	52%	*	85%	84%	75%	0.901	0.826	*	*	1.127	1.074		<b>1.028</b>	1.082	0.968
Blue Ridge CC	50	66	39	86	58	399	698	54%	67%	62%	50%	60%	76%	68%	0.929	1.051	1.000	0.720	0.802	0.976	<b>0.935</b>	0.915	0.950
Brunswick CC	75	93	15	70	90	241	584	64%	67%	47%	60%	69%	78%	70%	1.101	1.051	0.758	0.864	0.915	0.998	<b>0.984</b>	1.003	1.025
Caldwell CC & TI	73	124	23	74	137	525	956	49%	63%	70%	54%	72%	75%	69%	0.848	0.991	1.130	0.779	0.960	0.967	<b>0.950</b>	0.919	0.953
Cape Fear CC	233	244	117	364	262	1,131	2,351	61%	66%	68%	70%	70%	84%	75%	1.041	1.046	1.097	1.005	0.933	1.080	<b>1.045</b>	1.028	1.041
Carteret CC	32	85	12	56	26	221	432	56%	68%	50%	75%	88%	75%	72%	0.968	1.075	0.812	1.080	1.175	0.966	<b>1.011</b>	0.924	1.037
Catawba Valley CC	103	141	53	160	294	778	1,529	67%	63%	58%	71%	75%	85%	78%	1.153	0.995	0.950	1.026	0.994	1.094	<b>1.057</b>	1.088	1.066
Central Carolina CC	149	91	98	114	656	725	1,833	56%	62%	59%	66%	76%	80%	73%	0.958	0.970	0.961	0.948	1.004	1.025	<b>1.019</b>	1.018	0.960
Central Piedmont CC	1,266	357	819	732	957	1,935	6,066	61%	71%	60%	73%	76%	77%	70%	1.052	1.126	0.976	1.053	1.012	0.987	<b>1.001</b>	1.019	1.013
Cleveland CC	74	99	11	54	194	391	823	45%	63%	73%	74%	70%	84%	74%	0.767	0.987	1.181	1.067	0.924	1.085	<b>1.007</b>	0.989	0.933
Coastal Carolina CC	161	157	79	120	199	352	1,068	68%	69%	57%	60%	75%	81%	72%	1.176	1.084	0.925	0.864	0.995	1.037	<b>1.029</b>	0.987	0.976
Coll of the Albemarle	65	81	43	95	110	594	988	60%	59%	70%	72%	74%	78%	74%	1.032	0.934	1.133	1.031	0.978	1.002	<b>1.004</b>	1.046	1.063
Craven CC	89	77	40	76	106	304	692	62%	65%	65%	61%	77%	78%	72%	1.063	1.023	1.056	0.872	1.028	0.998	<b>1.003</b>	1.002	1.002
Davidson-Davie CC	99	148	30	108	241	664	1,290	61%	63%	70%	79%	76%	82%	77%	1.043	0.990	1.137	1.134	1.014	1.057	<b>1.049</b>	1.053	1.042
Durham TCC	290	87	227	128	367	302	1,401	51%	74%	58%	66%	78%	72%	67%	0.884	1.159	0.945	0.957	1.031	0.924	<b>0.965</b>	0.989	0.953
Edgecombe CC	55	12	12	8	124	85	296	53%	75%	25%	*	85%	93%	78%	0.907	1.182	0.406	*	1.125	1.195	<b>1.076</b>	0.961	0.959
Fayetteville TCC	766	312	161	183	681	535	2,638	56%	58%	59%	75%	77%	82%	68%	0.961	0.919	0.959	1.078	1.024	1.050	<b>0.999</b>	0.959	0.925
Forsyth TCC	608	298	245	299	340	632	2,422	58%	56%	54%	63%	77%	79%	66%	0.990	0.889	0.875	0.911	1.024	1.013	<b>0.967</b>	0.985	1.035
Gaston College	165	181	61	140	303	1,286	2,136	68%	60%	59%	68%	70%	76%	72%	1.178	0.949	0.959	0.977	0.934	0.982	<b>0.986</b>	1.030	0.998
Guilford TCC	841	344	213	302	420	793	2,913	52%	59%	58%	70%	80%	80%	67%	0.896	0.925	0.946	1.006	1.063	1.030	<b>0.975</b>	1.020	1.027
Halifax CC	35	21	13	9	89	64	231	60%	43%	54%	*	72%	77%	67%	1.032	0.675	0.875	*	0.955	0.984	<b>0.939</b>	1.029	0.999
Haywood CC	16	47	6	51	29	186	335	50%	55%	*	63%	72%	75%	69%	0.860	0.872	*	0.904	0.962	0.961	<b>0.937</b>	0.993	0.896
Isothermal CC	31	100	8	41	56	254	490	48%	64%	*	51%	80%	81%	73%	0.833	1.009	*	0.738	1.067	1.038	<b>1.003</b>	1.071	0.966
James Sprunt CC	46	21	18	11	209	144	449	67%	71%	67%	73%	78%	82%	77%	1.159	1.126	1.083	1.048	1.036	1.054	<b>1.061</b>	1.056	1.063
Johnston CC	235	128	144	188	317	541	1,553	58%	66%	65%	70%	82%	83%	75%	1.003	1.047	1.049	1.004	1.094	1.072	<b>1.053</b>	1.073	1.058
Lenoir CC	91	47	18	31	223	216	626	58%	68%	50%	71%	73%	77%	71%	1.002	1.073	0.812	1.022	0.965	0.994	<b>0.987</b>	1.050	0.999
Martin CC	20	15	2	8	119	109	273	60%	33%	*	*	82%	85%	78%	1.032	0.525	*	*	1.094	1.097	<b>1.040</b>	1.109	0.999
Mayland CC	4	12	1	10	40	224	291	*	42%	*	30%	83%	77%	75%	*	0.657	*	0.432	1.096	0.993	<b>0.980</b>	0.938	0.947
McDowell TCC	15	40	9	19	46	204	333	60%	55%	*	53%	78%	81%	75%	1.032	0.867	*	0.758	1.039	1.040	<b>1.014</b>	0.953	1.078
Mitchell CC	128	108	45	136	210	763	1,390	58%	62%	67%	68%	75%	80%	74%	0.995	0.978	1.083	0.974	0.999	1.031	<b>1.015</b>	1.049	1.012
Montgomery CC	11	14	1	15	131	81	253	64%	71%	*	73%	74%	84%	76%	1.095	1.126	*	1.056	0.984	1.079	<b>1.027</b>	1.052	0.966
Nash CC	121	52	42	58	213	233	719	58%	63%	43%	79%	69%	75%	68%	0.995	1.000	0.696	1.142	0.917	0.960	<b>0.955</b>	1.009	0.986
Pamlico CC	5	7	4	5	16	48	85	*	*	*	*	81%	79%	76%	*	*	*	*	1.079	1.018	<b>1.035</b>	1.110	0.966
Piedmont CC	21	30	5	18	110	233	417	67%	40%	*	56%	77%	83%	76%	1.147	0.630	*	0.800	1.026	1.065	<b>1.011</b>	1.028	0.999
Pitt CC	429	128	48	98	360	483	1,546	43%	66%	60%	71%	70%	82%	66%	0.734	1.034	0.981	1.029	0.926	1.057	<b>0.931</b>	0.961	0.966
Randolph CC	66	92	24	54	123	658	1,017	52%	61%	58%	65%	75%	77%	72%	0.886	0.959	0.948	0.934	0.993	0.989	<b>0.976</b>	0.932	1.017
Richmond CC	92	39	9	12	184	181	517	53%	46%	*	67%	75%	83%	71%	0.916	0.727	*	0.960	0.996	1.073	<b>0.980</b>	0.856	0.984
Roanoke-Chowan CC	15	6			100	47	168	67%	*	*	*	85%	87%	84%	1.147	*	*	*	1.129	1.122	<b>1.135</b>	0.982	1.058
Robeson CC	205	55	32	19	291	63	665	55%	56%	59%	58%	72%	79%	65%	0.948	0.888	0.965	0.834	0.954	1.020	<b>0.950</b>	0.956	0.904
Rockingham CC	39	56	21	57	77	273	523	62%	55%	57%	74%	75%	74%	71%	1.059	0.872	0.928	1.061	1.000	0.956	<b>0.972</b>	1.003	0.968
Rowan-Cabarrus CC	271	161	90	166	429	992	2,109	62%	64%	72%	69%	77%	76%	73%	1.073	1.008	1.173	0.989	1.022	0.976	<b>1.010</b>	0.989	0.955
Sampson CC	77	29	15	19	152	139	431	69%	83%	60%	84%	77%	84%	78%	1.184	1.304	0.975	1.213	1.022	1.082	<b>1.096</b>	1.091	1.012
Sandhills CC	106	88	30	88	259	551	1,122	57%	64%	57%	77%	86%	84%	79%	0.974	1.003	0.921	1.113	1.144	1.078	<b>1.076</b>	1.057	1.056
South Piedmont CC	128	77	88	144	278	905	1,620	63%	69%	57%	59%	77%	79%	74%	1.075	1.085	0.923	0.850	1.022	1.021	<b>1.008</b>	0.940	0.968
Southeastern CC	45	42	6	13	104	198	408	56%	48%	*	62%	68%	67%	64%	0.956	0.751	*	0.886	0.907	0.864	<b>0.877</b>	0.881	0.988
Southwestern CC	28	63	10	26	107	326	560	39%															

## 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 4<sup>th</sup> 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 4<sup>th</sup> summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the 4<sup>th</sup> 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

**Not Dual Enrolled, Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Underserved Race/Ethnicity (URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Pell, and URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Pell, and Non-URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and Non-URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

**Dual Enrolled and URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is identified as historically underserved.

**Dual Enrolled and Non-URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is not identified as historically underserved.

**Total Numerator:** [(Not Dual Enrolled, Pell, and URE Index Score) × (Not Dual Enrolled, Pell, and URE Denominator)] + [(Not Dual Enrolled, Pell, and Non-URE Index Score) × (Not Dual Enrolled, Pell, and Non-URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and URE Index Score) × (Not Dual Enrolled, Non-Pell, and URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and Non-URE Index Score) × (Not Dual Enrolled, Non-Pell, and Non-URE Denominator)] + [(Dual Enrolled and URE Index Score) × (Dual Enrolled and URE Denominator)] + [(Dual Enrolled and Non-URE Index Score) × (Dual Enrolled and Non-URE Denominator)]

**Total Denominator:** (Not Dual Enrolled, Pell, and URE Denominator) + (Not Dual Enrolled, Pell, and Non-URE Denominator) + (Not Dual Enrolled, Non-Pell, and URE Denominator) + (Not Dual Enrolled, Non-Pell, and Non-URE Denominator) + (Dual Enrolled and URE Denominator) + (Dual Enrolled and Non-URE 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.

Underserved minority race/ethnicities include American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races.



## 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  $[(LIS1 \times LD1) + (LIS2 \times LD2) + \dots]$

**Total Denominator:** Sum of License Denominators across all exams  $(LD1 + LD2 + LD3 + \dots)$

**Total Index Score:** Total Numerator divided by Total Denominator

### Data Sources

Council of Interstate Testing

- *Dental Hygiene (Jan-Dec)*

NC Board of Occupational Therapy

- *Occupational Therapist Assistant (July-June)*

NC Board of Nursing

- *Practical Nursing (Jan-Dec)*
- *Registered Nursing (Jan-Dec)*

NC Board of Physical Therapy Examiners

- *Physical Therapist Assistant (Jan-Dec)*

American Registry of Radiologic Technologists

- *Radiography (July-June)*

NC Department of Insurance, Office of State Fire Marshall - Code Officials Qualification Board

- *Building Inspector (July-June)*
- *Electrical Inspector (July-June)*
- *Fire Inspector (July-June)*
- *Mechanical Inspector (July-June)*
- *Plumbing Inspector (July-June)*

Federation of State Massage Therapy Boards

- *Massage & Body Work Therapist (July-June)*

NC Veterinary Medical Board

- *Veterinary Medicine Technology (Jan-Dec)*

NC Office of Emergency Medical Services

- *EMR (Jan-Dec)*
- *EMT (Jan-Dec)*
- *EMT-P (Jan-Dec)*
- *AEMT (Jan-Dec)*

NC Department of Health and Human Services

- *Nurse Aide I (Jan-Dec)*

NC Department of Justice, Sheriff's Training & Standards Division

- *Detention Officer (Jan-Dec)*

NC Board of Barber Examiners

- *Barber Apprentice (July-June)*

Prov, Inc.

- *Apprentice (Jan-Dec)*
- *Cosmetology (Jan-Dec)*
- *Esthetician (Jan-Dec)*
- *Manicurist (Jan-Dec)*

NC Real Estate Commission

- *Provisional Real Estate Broker (July-June)*

### 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 North Carolina
- Strong association with an occupation (not part of a job)
- At least 50 test-takers statewide in 2022-23
- At least 5 colleges with test-takers in 2022-23
- Identical assessment used across the System for the licensure or certification.
- Availability of results for a full year (January-December or July-June) that do not overlap previously reported results for the exam



## 7. College Transfer Performance

### Purpose

To ensure the successful transition of community college transfer program students to a four-year university or college.

### Description

Index score based on the percentage of community college graduating exiters with an AA/AS/AFA/AE degree and non-graduating transfer program exiters completing 30 or more articulated transfer credits who enroll at a four-year university or college within two academic years following community college exit.

### Calculation

#### Success Rate

**Denominator:** Students enrolled during the fall, spring, and/or summer who earned an AA/AS/AFA/AE degree 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 are not enrolled at a community college in the subsequent year.

**Numerator:** Of those in the denominator, those who enroll in and/or graduate from any 4-year college or university that participates in the National Student Clearinghouse Student Tracker by the second August following exit from the community college.

#### Index Score

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**Not Dual Enrolled, Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Underserved Race/Ethnicity (URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Not Dual Enrolled, Non-Pell, and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Underserved Race/Ethnicity (URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

**Dual Enrolled and Non-Underserved Race/Ethnicity (Non-URE) Index Score:** College success rate among dual enrolled cohort students whose race/ethnicity is not identified as historically underserved divided by the statewide success rate for the same subpopulation of students.

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**Not Dual Enrolled, Pell, and URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Pell, and Non-URE Denominator:** Number of non-dual enrolled cohort students receiving Pell whose race/ethnicity is not identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is identified as historically underserved.

**Not Dual Enrolled, Non-Pell, and Non-URE Index Denominator:** Number of non-dual enrolled cohort students not receiving Pell whose race/ethnicity is not identified as historically underserved.

**Dual Enrolled and URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is identified as historically underserved.

**Dual Enrolled and Non-URE Index Denominator:** Number of dual enrolled cohort students whose race/ethnicity is not identified as historically underserved.

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**Total Numerator:** [(Not Dual Enrolled, Pell, and URE Index Score) × (Not Dual Enrolled, Pell, and URE Denominator)] + [(Not Dual Enrolled, Pell, and Non-URE Index Score) × (Not Dual Enrolled, Pell, and Non-URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and URE Index Score) × (Not Dual Enrolled, Non-Pell, and URE Denominator)] + [(Not Dual Enrolled, Non-Pell, and Non-URE Index Score) × (Not Dual Enrolled, Non-Pell, and Non-URE Denominator)] + [(Dual Enrolled and URE Index Score) × (Dual Enrolled and URE Denominator)] + [(Dual Enrolled and Non-URE Index Score) × (Dual Enrolled and Non-URE Denominator)]

**Total Denominator:** (Not Dual Enrolled, Pell, and URE Denominator) + (Not Dual Enrolled, Pell, and Non-URE Denominator) + (Not Dual Enrolled, Non-Pell, and URE Denominator) + (Not Dual Enrolled, Non-Pell, and Non-URE Denominator) + (Dual Enrolled and URE Denominator) + (Dual Enrolled and Non-URE Denominator)

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**Total Index Score:** (Total Numerator) divided by (Total Denominator)

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### Data Sources

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



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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. Students with curriculum codes that begin with T (Basic Skills Plus (T90950), Special Credit (T90990), and NC Rural Innovative Schools (T90900)) are excluded.

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 15<sup>th</sup> 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 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

An additional check is conducted to ensure multiple calculated IDs are resolved to one Colleague ID within institution.

The following measures are impacted based on the First-Time Fall Cohort:

Student Success Rate in College-Level English Courses (\*Dual enrollment and students with a primary curriculum code beginning with C, D, or P excluded)

Student Success Rate in College-Level Math or Science Courses (\*Dual enrollment and students with a primary curriculum code beginning with C, D, or P excluded)

First Year Progression

Curriculum Completion

### Data Sources

Comprehensive Curriculum Student Report, National Student Clearinghouse