

## 2014 Performance Measures Summary Robeson Community College

| Performance Measure |  | System Goal | Number of Colleges Meeting System Goal | System Mean | RCC Results | RCC Performance            |
|---------------------|--|-------------|--|-------------|-------------|----------------------------|
| A                   | Progress of Basic Skills Students  | 51.2%       | 6                                      | 41.3%       | 41.8%       | Below Goal, Above Mean     |
| B                   | GED Diploma Passing Rate   | 82.0%       | 10                                     | 73.6%       | 95.7%       | Met/Exceeded Goal          |
| C                   | Success Rate of Developmental Students in Subsequent College-Level English Courses | 74.9%       | 4                                      | 64.4%       | 53.3%       | Above Baseline, Below Mean |
| D                   | Success Rate of Developmental Students in Subsequent College-Level Math Courses    | 75.4%       | 8                                      | 64.4%       | 51.2%       | Above Baseline, Below Mean |
| E                   | First Year Progression (2011 Cohort)   | 74.6%       | 10                                     | 68.3%       | 47.3%       | Below Baseline             |
| F                   | Curriculum Completion (2006 Cohort)  | 45.6%       | 21                                     | 43.6%       | 38.6%       | Above Baseline, Below Mean |
| G                   | Licensure and Certification Passing Rate   | 91.7%       | 3                                      | 83.2%       | 89.7%       | Below Goal, Above Mean     |
| H                   | College Transfer Performance   | 93.8%       | 5                                      | 87.8%       | 86.4%       | Above Baseline, Below Mean |

Source: Need to link to system page and 2014 Critical Success Factors

= Met/Exceeded Goal

= Below Goal, Above Mean

= Above Baseline, Below Mean

**Measure definitions:**

- A. Progress of Basic Skills Students: Percentage of students post-tested during the program year who progress or move up an educational functioning level.
- B. Percentage of GED students who attempt all five tests during a program year who receive a GED Diploma.
- C. Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a “C” or better upon the first attempt (within one year of developmental completion). The denominator will include all grades earned except transfer or credit for prior learning.
- D. Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt (within one year of developmental completion). The denominator will include all grades earned except transfer or credit for prior learning.
- E. Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“C” or better) at least twelve of those hours.
- F. Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.
- G. Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams for which candidates must pass before becoming active practitioners. Passing rates for individual exams will be provided for informational purposes only.
- H. Percentage of community college associate degree completers and those who have completed 30 or more credit hours with a GPA of 2.00 or better at a North Carolina four-year college or university after two consecutive semesters within the academic year.

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\*Format inspired by Asheville-Buncombe Technical Community College