

**NCCCS Performance Measures for Student Success
MTCC Performance Results, 2015-2016
(Reported September 2017)**

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 from the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.

In 2010, President Scott Ralls established a Performance Measures Committee to develop new performance based student success measures to go into effect in 2013. During the development of these measures, it was determined that it was important to establish a three year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success.

To facilitate the first three year review of the measures, the Performance Measures Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions. This included individuals representing college leadership and research. The Committee formally presented the following seven measures to the State Board in March 2015.

- 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

These measures were approved by the State Board and adopted by the General Assembly in 2016 through Section 10.1 of S.L.2016-94.

Complete details for all 58 North Carolina Community Colleges can be found at the NCCCS Website.

MTCC’s performance results for 2015-16 are:

A. Basic Skills Student Progress

Purpose

To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency.

Description

Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

Data Source: Literacy Education Information System annual data file

Goal: 68.3% Baseline: 34.5%

MTCC’s 2015-16 performance level: 69.6%

B. Student Success Rate in College-Level English Courses

Purpose

To ensure students are successfully completing credit-bearing English courses within their first two 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 two years of their first term of enrollment.

Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file;

National Student Clearinghouse

Goal: 55.9% Baseline: 23.8%

MTCC's 2015-16 performance level: 66.2%

D. Student Success Rate in College-Level Math Courses

Purpose

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

Description

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within their two years of their first term of enrollment.

Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file;

National Student Clearinghouse

Goal: 32.5% Baseline: 10.1%

MTCC's 2015-16 performance level: 51.0%

E. First Year Progression

Purpose

To ensure first-year students reach an academic momentum point that helps predict future credential completion.

Description

Percentage of first-time fall curriculum students attempting at least twelve credit hours who successfully complete at least twelve hours within their first academic year (fall, spring, summer).

Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file;

National Student Clearinghouse

Goal: 75.0% Baseline: 54.1%

MTCC's 2015-16 performance level: 74.2%

F. Curriculum Completion

Purpose

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

Description

Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.

Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file;

National Student Clearinghouse

Goal: 51.9% Baseline: 35.9%

MTCC's 2015-16 performance level: 40.9%

G. Licensure and Certification Passing Rates

Purpose

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

Description

Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Data Source: Licensing agencies

Goal: 90.9% Baseline: 69.9%

MTCC's 2015-16 performance level: 92.2%

Individual scores:

BLET-86% (28 tested)

Cosmetology Apprentice-*

Cosmetology-90% (21 tested)

Cosmetology Instructor-*

Esthetics-100% (7 tested)

EMT-88% (8 tested)
EMT-P-80% (5 tested)
Practical Nursing-97% (32 tested)
Associate Degree Nursing (RN)-100% (13 tested)

*= number too small to report without violating privacy laws

H. College Transfer Performance

Purpose

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

Description

The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 Cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or University and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file;

National Student Clearinghouse;

UNC-General Administration

Goal: 87.6% Baseline: 65.1%

MTCC's 2015-16 performance level: 84.8%