



A Sound Education

Student Achievement Report

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## Overview

Carteret Community College serves and empowers our students and coastal community by providing high-quality education, workforce training, and lifelong enrichment in an innovative and inclusive learning environment.

The College has chosen nine student achievement criteria consistent with its mission to ensure student success is achieved. Seven of these success criteria are defined by the North Carolina Community College System (NCCCS). While the NCCCS does not require a specific threshold to be met, the College annually reviews these measures and compares its current cohort achievement levels meet or exceed the average of similar schools in the NCCCS. These “similarities” are defined in the next section.

The eighth criteria is the College’s graduation rates. The College uses IPEDS definition first-time, full-time cohort graduation rates. This metric was chosen due to the College being classified by the Carnegie Classification of Institutions of Higher Education as *Mixed Transfer/Career & Technical – High Traditional*.

The ninth and final criteria chosen is the College’s fall-to-fall retention rates. This metric was chosen because fall-to-fall retention rates provide a reliable indicator of persistence and completion. This is an Institutional metric, allowing the College to view progress of all students rather than those that are considered “traditional, full-time students”.

### Comparison Institutions

When possible, Carteret Community College uses similar institutions for comparison when determining its Student Achievement Goals and during the analysis of outcomes.

For the first seven criteria, the NCCCS Performance Measures, the College compares its metrics with those institutions that are similar in FTE size. The group of institutions is chosen because they have similar budgets and comparable number of employees to support their institution’s success metrics.

For the eight criteria, IPEDS graduation rates, the College uses the following criteria to determine similar institutions:

- Public, two-year, Associate degree granting institutions
- Institutions with the same Carnegie Classification of Institutions of Higher Education
  - Basic
  - Undergraduate Profile
  - Size and Setting
- Similar in FTE Size
- Similar in Fall Enrollment

This set of criteria are used so that comparisons are with institutions of a similar student enrollment profile and resources to assist students in meeting their educational and career goals.

# Student Achievement Measures & Outcomes

## North Carolina Community College System Performance Measures

### Data Disaggregation & Methodology

Data for this performance Measure is disaggregated by Sex, Race/Ethnicity, Pell Grant recipients. If cohorts in a success measure are not eligible to receive Pell Grants, student's employment status is substituted. When this substitution occurs, it is noted in the success measure. Data percentages are calculated within groups and then compared between groups. This methodology was selected because it affords the College to monitor achievement and to identify gaps. This ensures a deficit analysis is avoided.

### Weighted Index Score Interpretation

Index scores can be interpreted as follows:

- A score below 1 implies the College is below the North Carolina Community College System (NCCCS) average.
- A score equal to 1 implies the College is identical to the NCCCS average.
- A score above 1 implies the College is higher to the NCCCS average.

Weighted Index Scores follow a standard normal distribution. The categories are shown in the figure below.

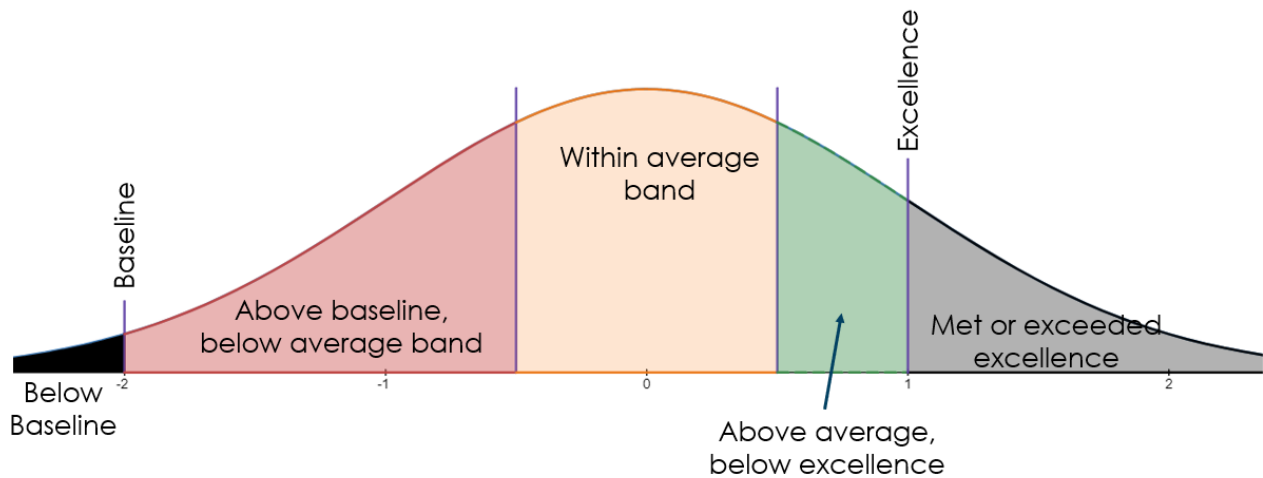


Figure 1: NCCCS Performance Measure Categories

### Tabular Interpretations

For the NCCCS performance measure Race/Ethnicity disaggregation tables, indicators of “-”, “\*”, and “#” are provided. The indicators are interpreted as follows:

- “\*” indicates the cohort size was less than 10 students
- “-” indicates the cohort size was 10 or more students
- “#” indicates there were no students in the cohort

As an example, the category may be listed as (Pell Recipient ( \* - #)). For the first cohort year listed in second column, the cohort had less than 10 students; for the second cohort year listed in the third column, the cohort had 10 or more students; For the third cohort year listed in the fourth column, the cohort had no students; etc.

Download the complete, most current NCCCS State Performance Measures Report:

<https://www.nccommunitycolleges.edu/analytics/state-and-federal-reports>

Use the NCCCS Performance Measure Dashboards for an explorative experience:

<https://www.nccommunitycolleges.edu/analytics/dashboards/performance-measure-pm-summary>

## 1. Basic Skills Student Progress

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

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

**Denominator:** Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

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

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

**Index Score:** College success rate divided by the systemwide success rate.

**Note:** Employment Status has been substituted for Pell Grant recipients.

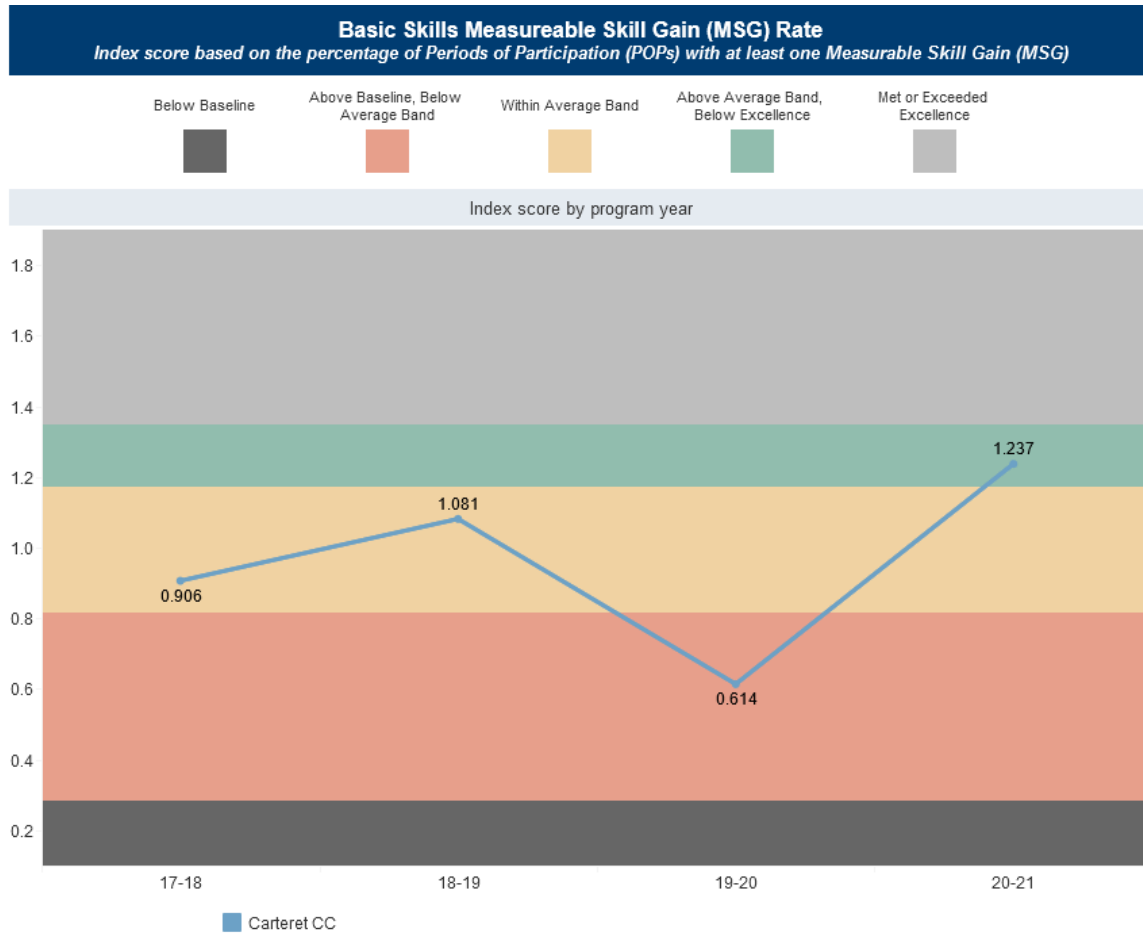


Figure 2: Carteret CC's Student Success in Basic Skills Measurable Skills Gain Over Time

Overall	19-20	20-21	21-22	22-23	23-24
Success Rate	21%	46%			
by Race/Ethnicity	19-20	20-21	21-22	22-23	23-24
American Indian or Alaska Native ( * * )	0%	0%			
Asian ( * * )	25%	0%			
Black or African American ( - - )	15%	39%			
Hawaiian or Other Pacific Islander ( # * )		100%			
Hispanic ( - - )	15%	49%			
Two or More Races ( - * )	15%	80%			
White ( - - )	25%	45%			
by Sex	19-20	20-21	21-22	22-23	23-24
Female	22%	41%			
Male	20%	50%			
by Employment Status at Entry	19-20	20-21	21-22	22-23	23-24
Employed	23%	52%			
Unemployed	20%	42%			

Table 1: Disaggregated Success Rates

## 2. Student Success Rates in College-Level English Courses

- Purpose:** To ensure students are successfully completing a credit-bearing English course within their first three academic years (summer, fall, spring)
- Description:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years.
- 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  $\geq 100$ ) English course within three years (by the end of the third summer term).
- Index Score:** The weighted index score is computed using those students who did and did not receive Pell Grants.
- Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
  - Non-Pell Index Score: College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
  - Pell Denominator: Number of cohort students receiving Pell
  - Non-Pell Denominator: Number of cohort students not receiving Pell
  - Total Numerator: Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
  - Total Denominator: Pell Denominator + Non-Pell Denominator
  - Total Index Score: Total Numerator divided by Total Denominator
- Note:** Pell category based on Pell status during a student’s first fall semester

Data Figures and Tables

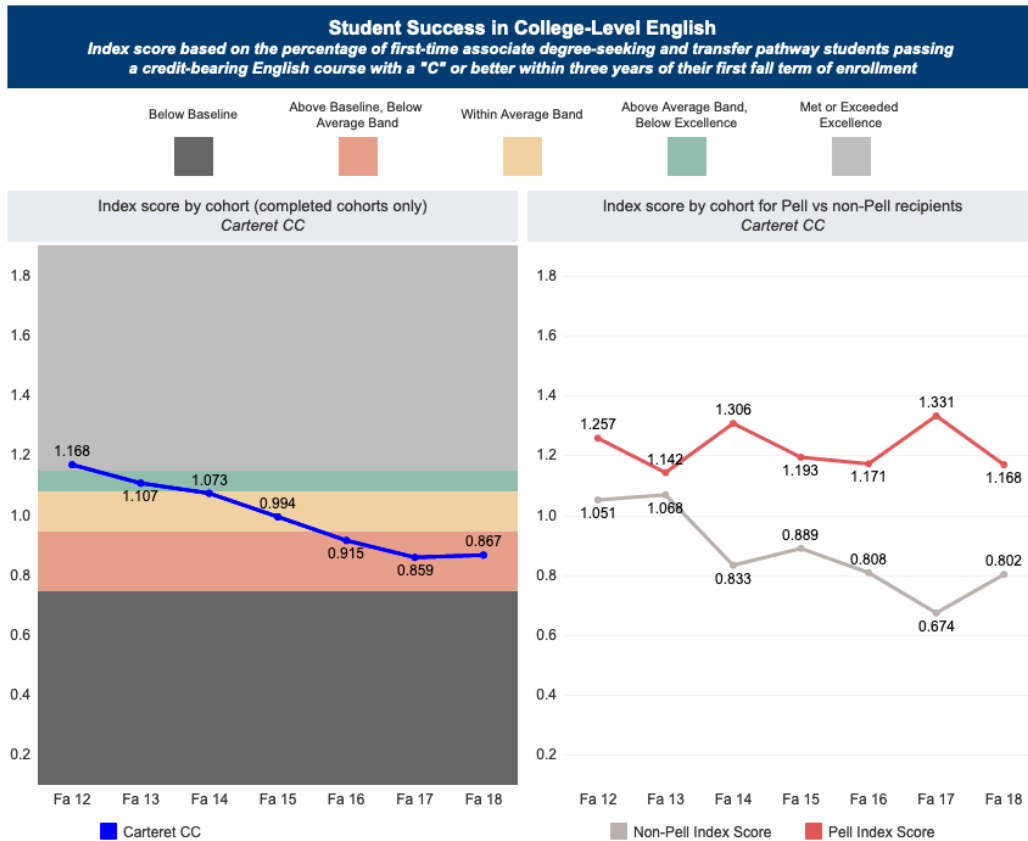


Figure 3: Carteret CC's Student Success in College-Level English Over Time

Overall	2017	2018	2019	2020	2021
Success Rate	53%	54%			
by Race/Ethnicity	2017	2018	2019	2020	2021
American Indian or Alaska Native ( * * )	50%	100%			
Asian ( * * )	0%	57%			
Black or African American ( - - )	50%	53%			
Hawaiian or Other Pacific Islander ( * * )	100%	100%			
Hispanic ( - - )	50%	47%			
Two or More Races ( * - )	63%	47%			
Unknown ( * * )	67%	20%			
White ( - - )	52%	55%			
by Sex	2017	2018	2019	2020	2021
Female	52%	61%			
Male	54%	45%			
by Pell Status	2017	2018	2019	2020	2021
Not Pell Recipient	43%	51%			
Pel Recipient	76%	68%			

Table 2: Disaggregated Success Rates



### 3. Student Success Rates in College-Level Math Courses

**Purpose:** To ensure students are successfully completing credit-bearing Math courses within their first three academic years (summer, fall, spring)

**Description:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years.

**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  $\geq 100$ ) Math course within three years (by the end of the third summer term).

**Index Score:** The weighted index score is computed using those students who did and did not receive Pell Grants.

- **Pell Index Score:** College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- **Non-Pell Index Score:** College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- **Pell Denominator:** Number of cohort students receiving Pell
- **Non-Pell Denominator:** Number of cohort students not receiving Pell
- **Total Numerator:** Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- **Total Denominator:** Pell Denominator + Non-Pell Denominator
- **Total Index Score:** Total Numerator divided by Total Denominator

**Note:** Pell category based on Pell status during a student’s first fall semester

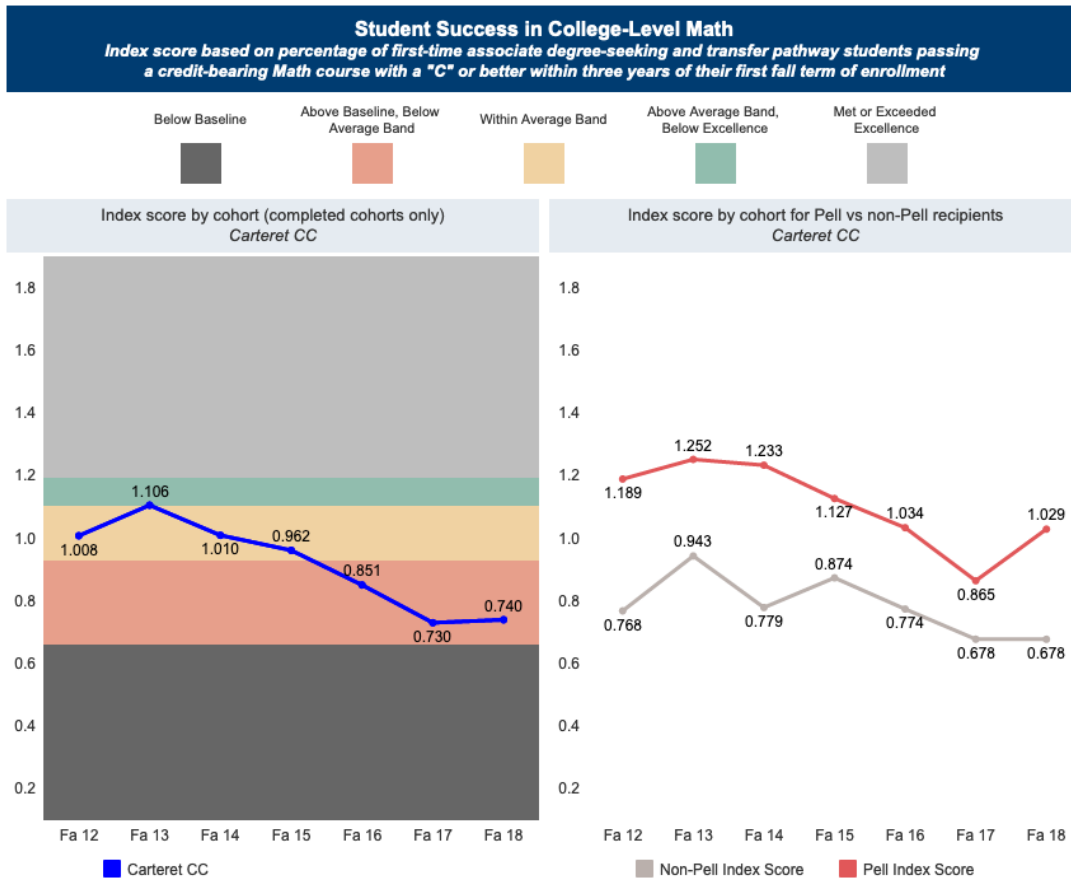


Figure 4: Carteret CC's Student Success in College-Level Math Over Time

Overall	2018	2019	2020	2021	2022
Success Rate	33%	35%			
by Race/Ethnicity	2018	2019	2020	2021	2022
American Indian or Alaska Native ( * * )	50%	0%			
Asian ( * * )	0%	29%			
Black or African American ( - - )	25%	21%			
Hawaiian or Other Pacific Islander ( * * )	100%	50%			
Hispanic ( - - )	19%	41%			
Two or More Races ( * - )	0%	47%			
Unknown ( * * )	44%	20%			
White ( - - )	35%	36%			
by Sex	2018	2019	2020	2021	2022
Female	36%	39%			
Male	30%	31%			
by Pell Status	2018	2019	2020	2021	2022
Not Pell Recipient	35%	35%			
Pel Recipient	29%	35%			

Table 3: Disaggregated Success Rates

#### 4. First Year Progression

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

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

Denominator: First-time fall credential-seeking 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.

Index Score: The weighted index score is computed using those students who did and did not receive Pell Grants.

- Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- Non-Pell Index Score: College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- Pell Denominator: Number of cohort students receiving Pell
- Non-Pell Denominator: Number of cohort students not receiving Pell
- Total Numerator: Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- Total Denominator: Pell Denominator + Non-Pell Denominator
- Total Index Score: Total Numerator divided by Total Denominator

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

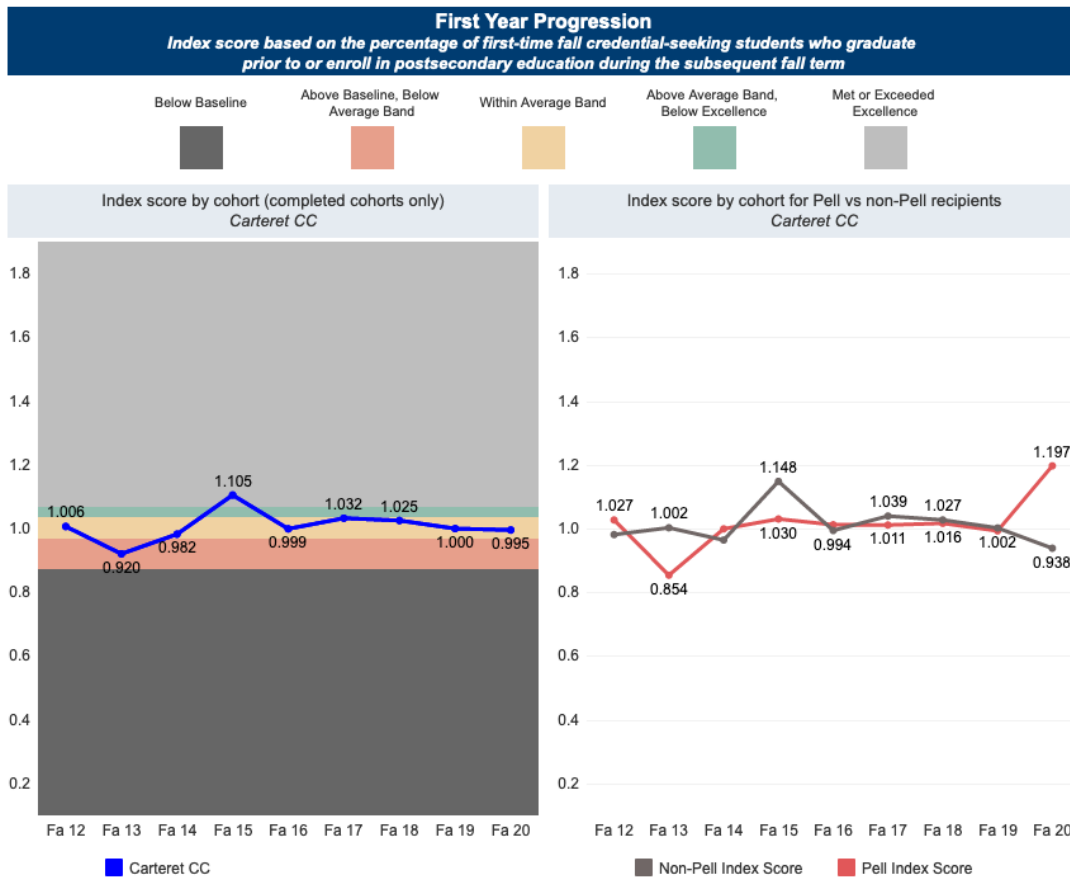


Figure 5: Carteret Community College's Student Success in First Year Progression Over Time

Overall	2019	2020	2021	2022	2023
Success Rate	67%	66%			
by Race/Ethnicity	2019	2020	2021	2022	2023
American Indian or Alaska Native ( * * )	100%	100%			
Asian ( * * )	80%	67%			
Black or African American ( - * )	40%	50%			
Hawaiian or Other Pacific Islander ( * # )	0%				
Hispanic ( - - )	70%	61%			
Two or More Races ( - * )	60%	75%			
Unknown ( * * )	57%	75%			
White ( - - )	69%	66%			
by Sex	2019	2020	2021	2022	2023
Female	67%	69%			
Male	68%	61%			
by Pell Status	2019	2020	2021	2022	2023
Not Pell Recipient	71%	66%			
Pel Recipient	54%	67%			

Table 4: Disaggregated Success Rates

## 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.
- 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.
- Index Score:** The weighted index score is computed using those students who did and did not receive Pell Grants.
- **Pell Index Score:** College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
  - **Non-Pell Index Score:** College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
  - **Pell Denominator:** Number of cohort students receiving Pell
  - **Non-Pell Denominator:** Number of cohort students not receiving Pell
  - **Total Numerator:** Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
  - **Total Denominator:** Pell Denominator + Non-Pell Denominator
  - **Total Index Score:** Total Numerator divided by Total Denominator
- Note:** Pell category based on Pell status during a student's first fall semester

Data Figures and Tables

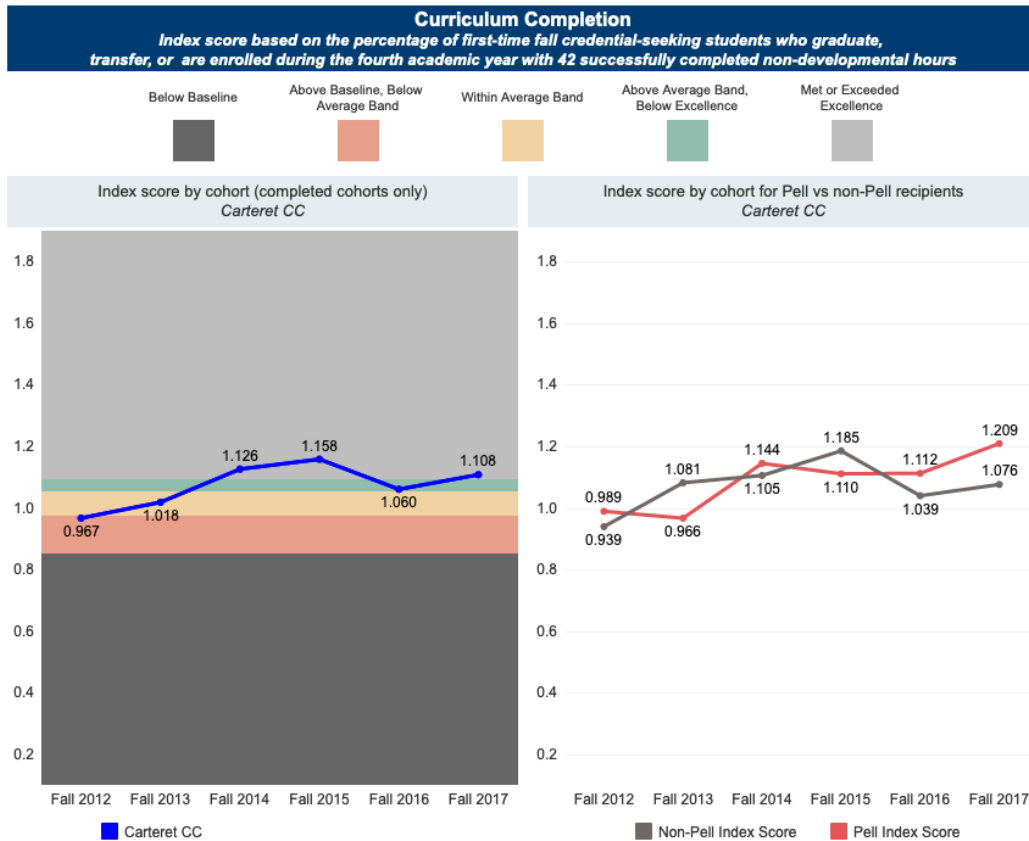


Figure 6: Carteret CC's Student Success in Curriculum Completion Over Time

Overall	2016	2017	2018	2019	2020
Success Rate	58%	63%			
by Race/Ethnicity	2016	2017	2018	2019	2020
American Indian or Alaska Native ( * * )	67%	67%			
Asian ( * * )	75%	52%			
Black or African American ( - - )	50%	50%			
Hawaiian or Other Pacific Islander ( * * )	100%	100%			
Hispanic ( - - )	67%	56%			
Two or More Races ( - * )	54%	44%			
Unknown ( * - )	80%	80%			
White ( - - )	57%	63%			
by Sex	2016	2017	2018	2019	2020
Female	60%	64%			
Male	53%	60%			
by Pell Status	2016	2017	2018	2019	2020
Not Pell Recipient	64%	67%			
Pel Recipient	43%	47%			

Table 5: Disaggregated Success Rates

## 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.
- 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:** The weighted index score is computed using the exams attempted by students at the College during the cohort year.
- **License Index Score (LIS):** College license success rate divided by the statewide license success rate on same exam
  - **License Denominator (LD):** Number of first-time test-takers within each exam
  - **Total Numerator:** Sum of the product of each License Index Score and their License Denominator [(LIS1 × LD1) + (LIS2 × LD2) + ...]
  - **Total Denominator:** Sum of License Denominators across all exams (LD1 + LD2 + LD3 +...)
  - **Total Index Score:** Total Numerator divided by Total Denominator
- Note:** The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in italics. Selection of exams based on:
- Requirement to pass in order to practice in NC
  - Strong association with an occupation (not part of a job)
  - At least 50-test takers statewide during the cohort year
  - At least 5 colleges with test takers during the cohort year
- Data is not disaggregated.

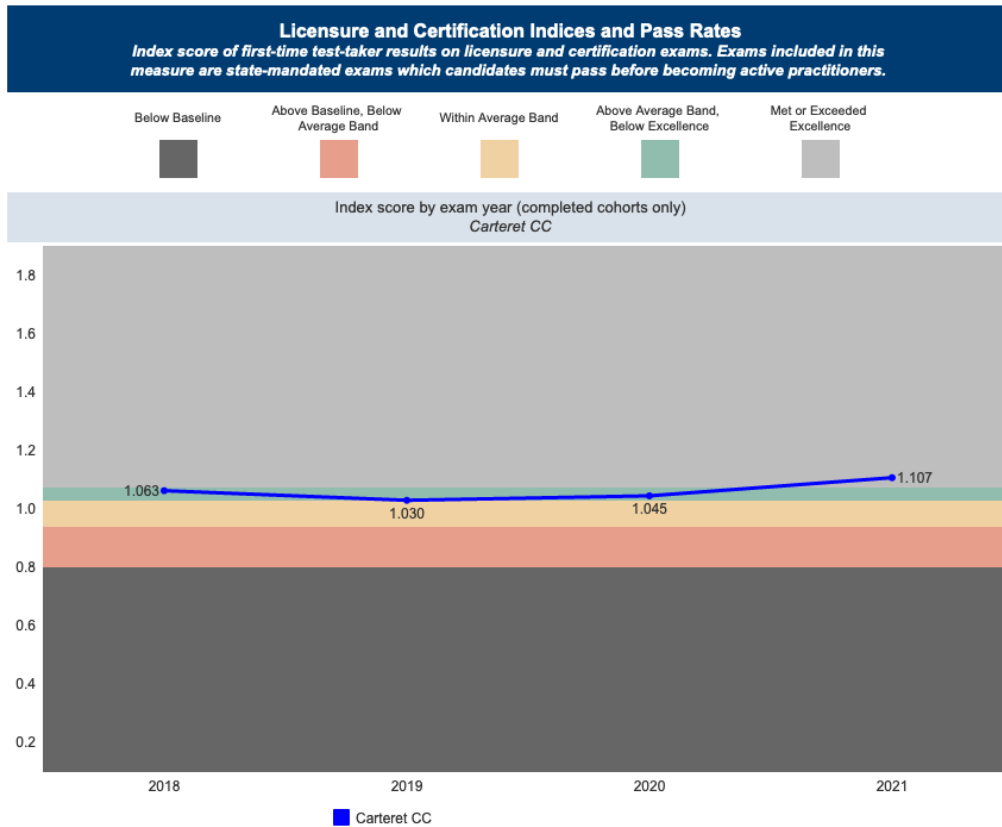


Figure 7: Carteret CC's Student Success in Licensure and Certification over Time

Overall	2020	2021	2022	2023	2024
Success Rate	80%	76%			
Test Type	2020	2021	2022	2023	2024
Basic Law Enforcement Training ( - * )	79%	70%			
Cosmetology ( * * )	100%	92%			
Cosmetology: Esthetician ( # - )		87%			
Cosmetology: Manicurist ( * # )	50%				
Detention Officer ( * - )	100%	100%			
EMT: Basic ( - * )	79%	71%			
EMT: EMR ( * * )	75%	89%			
EMT: Paramedic ( * * )	100%	75%			
Inspector: Fire ( * * )	38%	38%			
Massage and Body Work ( * * )	86%	81%			
Nurse Aide ( - - )	94%	85%			
Nurse: Practical Nurse ( # # )					
Nurse: Registered Nurse ( - - )	86%	91%			
Radiography ( - - )	100%	64%			
Real Estate ( - - )	48%	46%			

Table 6: Disaggregated Success Rates



## 7. Transfer Performance

- Purpose:** To ensure the academic success of community college students at a four-year university or college
- Description:** Index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.
- Denominator:** Students who earned an Associate Degree during the fall, spring, and/or summer of the academic year and/or accumulated at least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year, who enrolled the subsequent fall in any 4-year college or university that participates in the National Student Clearinghouse Student Tracker program.
- Numerator:** Of those in the denominator, the number who graduate with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year college or university during the subsequent fall semester.
- Index Score:** College success rate divided by the systemwide success rate

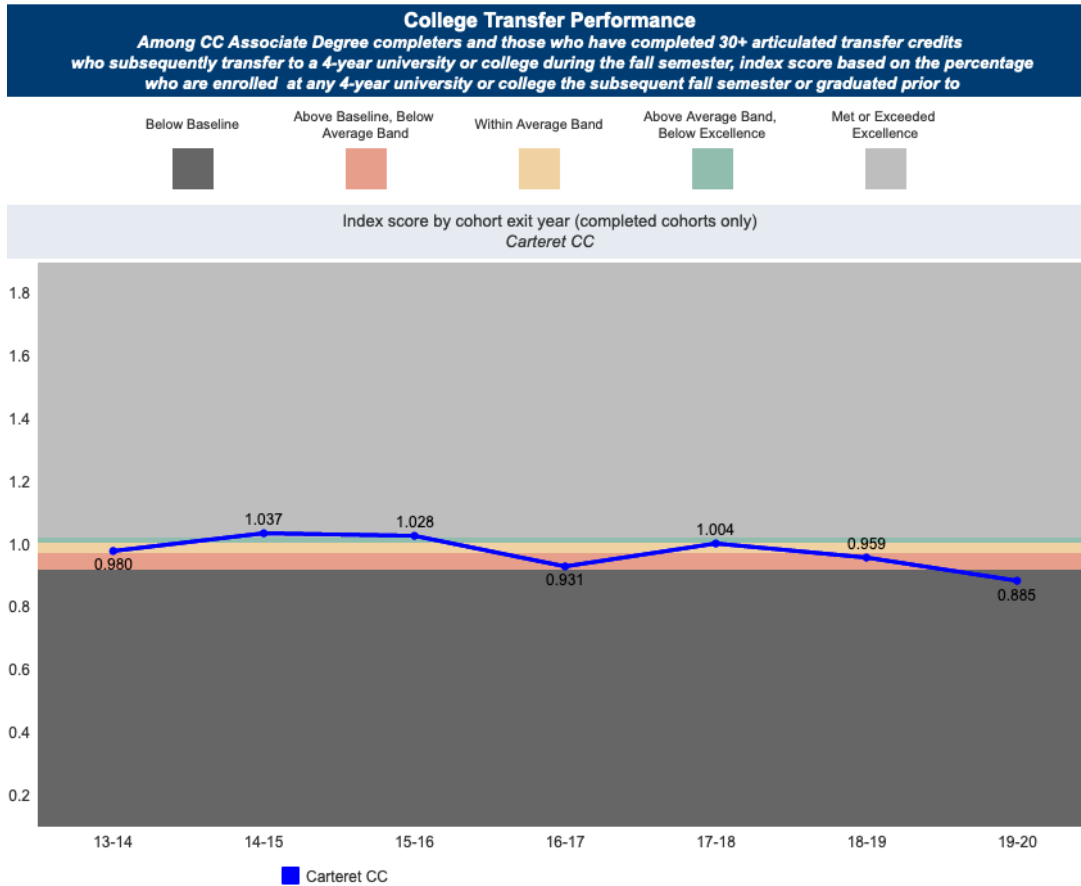


Figure 8: Carteret CC's Student Success in Transfer Performance Over Time

Overall	18-19	19-20	20-21	21-22	22-23
Success Rate	84%	63%			
by Race/Ethnicity	18-19	19-20	20-21	21-22	22-23
American Indian or Alaska Native ( * # )	0%				
Asian ( # # )					
Black or African American ( * * )	80%	50%			
Hawaiian or Other Pacific Islander ( * * )	100%	100%			
Hispanic ( * * )	80%	38%			
Two or More Races ( * * )	33%	67%			
Unknown ( * * )	67%	100%			
White ( - - )	87%	82%			
by Sex	18-19	19-20	20-21	21-22	22-23
Female	82%	79%			
Male	88%	75%			
by Pell Status	18-19	19-20	20-21	21-22	22-23
Not Pell Recipient	85%	77%			
Pel Recipient	82%	79%			

Table 7: Disaggregated Success Rates

## IPEDS Performance Measures

### 8. Graduation Rates

**Purpose:** To track the cohorts of first-time, full-time, degree/certificate-seeking undergraduates, as well as their completion status at 150% of normal time at postsecondary institutions. This data is collected to comply with the Student-Right-to-Know Act.

**Denominator:** First-time, Full-time, degree seeking students who enroll at the College during the Fall term and whose first term at any post-secondary institution is the Fall term (or prior summer).

**Numerator:** Of those in the denominator, the number who graduate with a post-secondary credential within 3 years (150%).

**Success Rate:** Numerator divided by Denominator

<b>Overall</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Success Rates	43%				
<b>by Race/Ethnicity</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
American Indian or Alaska Native ( # )					
Asian ( * )	50%				
Black or African American ( * )	38%				
Hispanic/Latino ( * )	33%				
Native Hawaiian or Other Pacific Islander ( # )					
Race and ethnicity unknown ( * )	100%				
Two or more races ( * )	50%				
US Nonresident ( * )	100%				
White ( - )	41%				
<b>by Sex</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Female	39%				
Male	46%				
<b>by Pell Status</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Not Pell Recipient	37%				
Pell Recipient	50%				

Table 8: Carteret CC Student Success in Graduation Rates Over Time

## Institutional Success Measures

### 9. Retention Rates

Purpose: To ensure students progress at a sufficient pace to meet their educational goals

Denominator: All non-dually enrolled students in credential seeking programs whose first term of enrollment at the College is the Fall (or prior Summer) term.

Numerator: Of those in the denominator, the number who either return the subsequent fall semester or complete at least one credential during the academic year.

Success Rate: Numerator divided by Denominator

Overall	2021	2022	2023	2024	2025
Success Rates	45%				
by Race/Ethnicity	2021	2022	2023	2024	2025
American Indian or Alaska Native ( * )	33%				
Asian ( * )	67%				
Black or African American ( * )	39%				
Hispanic/Latino ( - )	49%				
Native Hawaiian or Other Pacific Islander ( # )					
Race and ethnicity unknown ( * )	25%				
Two or more races ( - )	52%				
US Nonresident ( * )	33%				
White ( - )	45%				
by Sex	2021	2022	2023	2024	2025
Female	43%				
Male	49%				
by Pell Status	2021	2022	2023	2024	2025
Not Pell Recipient	43%				
Pell Recipient	47%				

Table 9: Carteret CC Student Retention Over Time