

Carteret CC Student Achievement Data

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Mission:

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.

Student Achievement

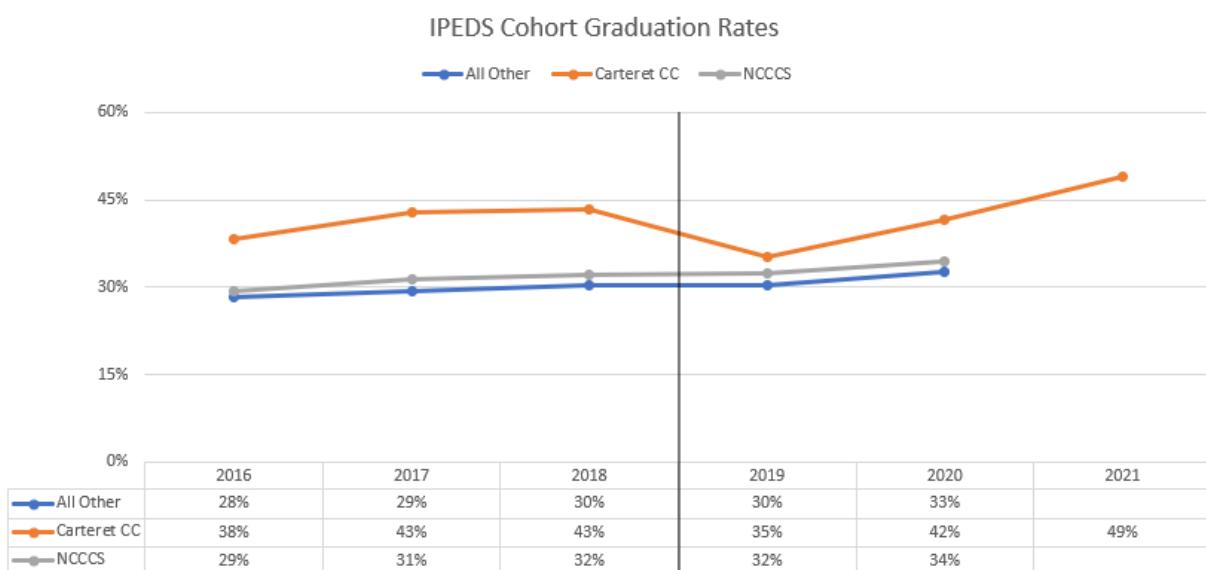
SACSCOC accredits Carteret Community College. Part of this accreditation process requires the College to use multiple measures to document student success. The College has chosen three key performance indicators to measure the achievement of its students. These indicators are the following:

- Integrated Postsecondary Education Data System (IPEDS) Graduation Rates
- North Carolina Community College System (NCCCS) Curriculum Completion Rates
- NCCCS Licensure Pass Rates

IPEDS Graduation Rates

Threshold of Acceptability: 40% minimum for each Cohort Year, Fall 2019 through Fall 2025

Target Completion Rate: 45% achievement by the Fall 2025 Cohort



Graduation Rates Proportionality Index (PI)

Carteret CC is a predominantly White (Non-Hispanic) county with this group representing over 75% of the student population. For disaggregated groups of race/ethnicity, sex, and Pell Recipients, Carteret CC researched multiple methods to measure equity gaps. The College decided to use a proportionality index (Ramirez-Faghih & Fuller, 2017). The following formula is used to calculate the proportionality index:

$$\text{Proportionality Index} = \text{proportion of completers} / \text{proportion in cohort}$$

In the equation above, the proportion of students in a particular cohort reflects that subgroup's relative representation across all students. The proportion of students in the completers group reflects that same subgroup among all students who graduate." (Ramirez-Faghah & Fuller, 2017)

The proportionality index (PI) can be interpreted as follows:

- PI above 1 indicates completion group is proportional to the student population.
- PI of 0.80 to 0.89 indicates some evidence of disproportionate impact.
- PI below 0.80 reflects a clear instance of disproportionate impact.

Threshold of Acceptability: Proportionality index of 0.90 for all fall cohorts at all levels of disaggregation (yearly measure)

Target Proportionality Index: PI of 1.00 or higher for all cohorts at all levels of disaggregation by the Fall 2025 cohort

Graduation Rates PI by Race/Ethnicity

PI	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Black or African American	0.517	0.903	0.922
Hispanic or Latino	1.263	1.445	0.917
White	1.019	0.985	1.083
Other Race(s)	1.311	1.314	0.914

Graduation Rates PI by Sex and Pell/Non-Pell Recipient

PI	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Female	0.902	1.100	1.000
Male	1.045	0.913	1.000
Pell Recipient	0.947	0.930	0.902
Non-Pell Recipient	1.059	1.090	1.264

NCCCS Performance Measures

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges 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 is appointed to review the measures and recommend deletions, revisions, and additions.

The NCCCS has established baseline and excellence levels for its performance measures. These statistically defined levels were developed to provide consistency and promote transparency, simplicity, and objectivity. Baseline levels are set two standard deviations below the NCCCS average index score and excellence levels are set one standard deviation above the NCCCS average index scores. The average band is within 0.5 standard deviations above or below the NCCCS average index score. The following levels of performance are provided for each measure:

- Met or Exceeded Excellence Level
- Above Average Band, Below Excellence Level
- Within Average Band
- Below Average Band, Above Baseline Level
- Below Baseline Level

Curriculum Completion Rates

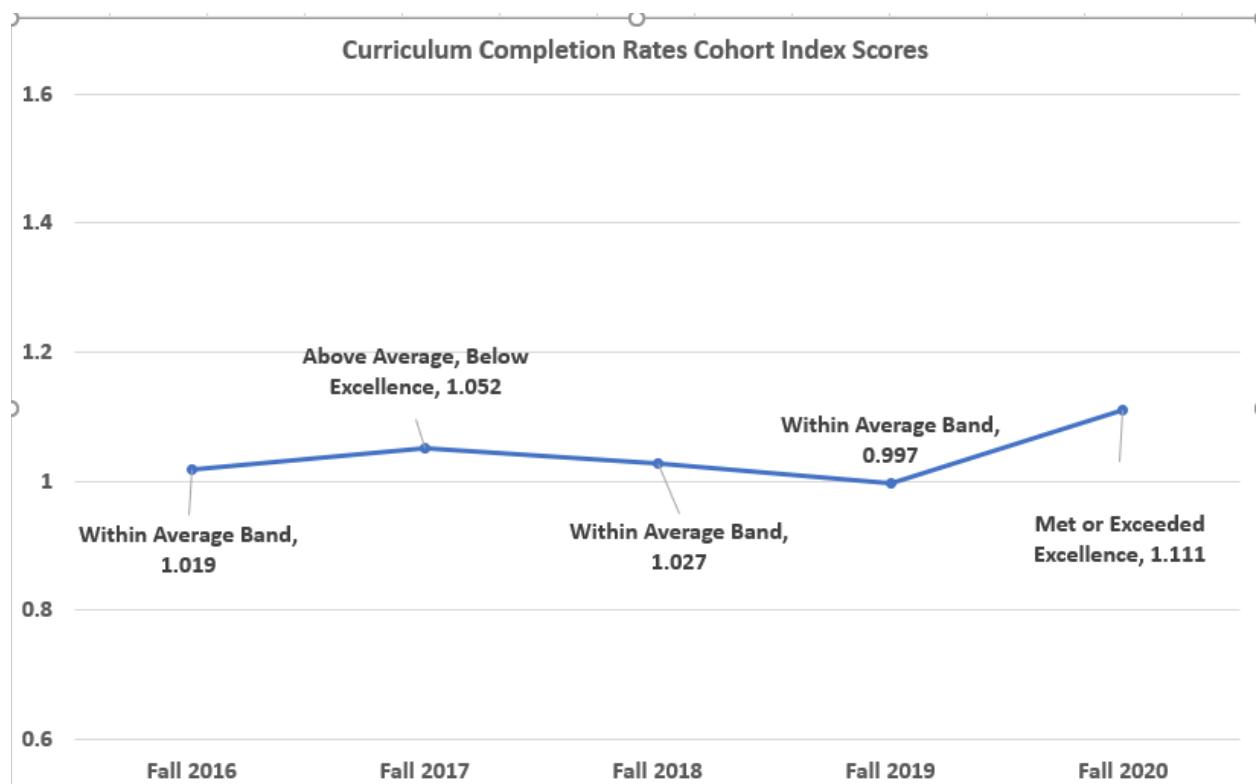
Curriculum Completion Rates measure the percentage of first-time, fall credential-seeking curriculum students who achieve at least one of the following:

- Graduate within three academic years of entry
- Transfer to another institution to continue their coursework
- Enroll during their fourth academic year with at least forty-two successfully completed credit hours in non-developmental coursework

Successful completion is defined as achieving a grade of A, B, C, or P. Non-developmental coursework is defined as any course at or above 100-level courses.

Minimum Threshold of Acceptability for Curriculum Completion Rates: Within Average Band

Target Performance Level: Carteret CC maintains that the institution's performance will annually meet or exceed the "Within Average Band" level of performance.



Licensure and Certification Pass Rates

Licensure and certification pass rates are established to ensure programmatic coursework prepares students to competently practice in their chosen profession. Pass rates are expressed as an index score based on the percentage of first-time test takers passing licensure and certification exams. Exams included in this measure are exams mandated by the state of North Carolina which candidates must pass before becoming active practitioners.

Minimum Threshold of Acceptability for Curriculum Completion Rates: Within Average Band

Target Performance Level: Carteret CC maintains that the institution's performance will annually meet or exceed the "Within Average Band" level of performance.

