

Internally, Craven Community College identifies and evaluates goals and outcomes for student achievement through academic program reviews, program learning outcomes, general education learning outcomes, and key performance indicators.

Student success at Craven is when a student successfully completes courses with a grade of a “C” or better; when a student has a cumulative grade point average of 2.00 or better; when a student earns academic credentials to include certificates, diplomas, and/or degrees; and/or when a student transfers to another college.

Curriculum Program Reviews

Curriculum Program Review (CPR) incorporates strategic planning with each academic area's program outcomes review and other assessments. It is designed to advance the quality of core teaching and learning, promote professional and creative activity, enhance academic outreach functions, and identify the best use of college resources.

Programs are generally reviewed on a five-year cycle. During the process, each academic program assesses its mission, curriculum, operations, and resources relative to seven core effectiveness standards. To ensure greater opportunities for faculty input and to align with outcome assessment procedures and with the revised SACS Principles of Accreditation, the program review guidelines (see CPR Handbook) were revised in 2019 to clearly tie the review standards to institutional standards, eliminate instances of repetition, and to make the result a more cogent yet informative self-study. The CPR process ties together unit outcomes (to the departmental level) and student learning outcomes in a comprehensive assessment process.

Program Learning Outcomes

Program learning outcomes (PLOs) are defined as outcomes that students who complete a specific program of study should have mastered upon graduation. Program learning outcomes are established and clearly defined in measurable terms (baselines, standards, and targets) by program leadership and faculty. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, and/or hybrid). PLOs for each educational program are published in Craven’s General Catalog and on course syllabi.

Annual Curriculum Headcount

The annual curriculum headcount aligns with two of the College’s institutional goals:

- Teaching and Learning Goal 1: Conduct high-quality and rigorous programs that are current and relevant to our community needs, and
- Student-Centered Experience Goal 1: Improve student retention and completion.

Craven works to achieve this goal by developing policies and practices that provide increased opportunities for students to enter into and successfully progress through, post-secondary education and training programs. In addition, this measure supports the College’s mission to meet the educational and training needs of the communities it serves.

The desired outcome of this measure is to increase the annual curriculum headcount by 2% each year. To assess gains in annual headcount, the Office of Institutional Effectiveness examined the College’s annual curriculum headcount for the previous three years and averaged the annual curriculum headcount to establish the threshold of acceptability. The academic years used in this report are reporting years 2016-2017, 2017-2018, and 2018-2019; the resulting threshold of acceptability was set at 2,946 students (Table 1) with a goal of 3,005 students.

Table 1

Craven Performance Measure Data 2017 through Spring 2021 by Academic Year

Outcome Measure	2017-2018	2018-2019	2019-2020	3-Year Mean	2020-2021
Annual Curriculum Headcount	3021	2852	2964	2946	2734

Craven did not meet the threshold of 2,946 students (by 212 students) and, subsequently, did not meet the goal of 3,005 students. This result was expected and is in alignment with national enrollment trends attributed to the impacts of COVID-19. College efforts to continuously improve in this metric include the expansion of advising practices –to all students--which demonstrated success in Craven’s most recent Quality Enhancement Plan. Additionally, an emphasis will be placed on increasing the annual curriculum headcount through the use of the College’s Institutional Effectiveness Committee.

First-Time Full-Time Student Retention

Fall-to-fall retention aligns with two of the College’s institutional goals:

- Teaching and Learning Goal 1: Conduct high-quality and rigorous programs that are current and relevant to our community needs, and
- Student-Centered Experience Goal 1: Improve student retention and completion.

Craven works to achieve these goals by developing policies and practices that provide increased opportunities for students to enter into and successfully proceed through post-secondary education and training. The College strives to achieve these by increasing the number of students leaving with job-ready credentials that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued educational attainment. In addition, this measure supports Craven’s mission to meet the educational and training needs of the communities it serves.

First-time full-time (FT/FT) students at Craven are defined as students who are, attending college for the first time or have obtained less than 12 semester credit hours at another post-secondary institution and enroll as full-time students with fall entry. Dual-entry students are excluded from the College’s classification of FT/FT.

The desired outcome of this measure is to increase the annual curriculum headcount by 2% each year. To assess gains in annual headcount, the Office of Institutional Effectiveness

examined the College’s annual curriculum headcount for the previous three years and averaged the annual curriculum headcount to establish the threshold of acceptability. The academic years used in this report are reporting years 2016-2017, 2017-2018, and 2018-2019; the resulting threshold of acceptability was set to retain 71.2% of FT/FT students from Fall-to-Fall (Table 2) with a goal of retaining 73.2% those students.

Table 2

Craven Performance Measure Data 2017 through Spring 2021 by Academic Year

Outcome Measure	2017-2018	2018-2019	2019-2020	3-Year Average	2020-2021
Fall-to-Fall Retention	69.7%	70.4%	73.5%	71.2%	71.2%

Although Craven did meet the threshold of 71.2% of retained FT/FT students, it did not meet the goal of 73.2% Fall-to-Fall retention. Similar to the annual curriculum headcount results, this result was expected and is in alignment with national enrollment trends attributed to the impacts of COVID-19. College efforts to continuously improve in this metric include the expansion of advising practices –to all students--which demonstrated success in Craven’s most recent Quality Enhancement Plan. Additionally, an emphasis will be placed on increasing the annual curriculum headcount through the use of the College’s Institutional Effectiveness Committee.

Career Programs Student Apprenticeship Placement

The number of curriculum Career Programs students placed in apprenticeships aligns with two of the College’s institutional goals Teaching and Learning Goal 2: Align curriculum and workforce development programs to provide ladderred credentialing. Craven works to achieve these goals by developing partnerships that provide increased opportunities for students to enter into and successfully proceed through post-secondary education and training. The College strives to achieve these by increasing the number of students leaving with job-ready credentials and career-ready skills that can lead to successful employment in a global economy. In addition, this measure supports Craven’s mission to meet the educational and training needs of the communities it serves.

The desired outcome of this measure is to increase the number of students placed in experiential learning apprenticeships by 10% each year. To assess gains in annual headcount, the Office of Institutional Effectiveness examined the number of student apprenticeships offered for the previous three years and averaged the results to establish the threshold of acceptability. The academic years used in this report are reporting years 2016-2017, 2017-2018, and 2018-2019; the resulting threshold of acceptability was set to place 27 students in apprenticeships aligned with their program of study (Table 3) with a goal of placing 30 students.

Table 3*Craven Performance Measure Data Fall 2017 through Spring 2021 by Academic Year*

Outcome Measure	2017-2018	2018-2019	2019-2020	3-Year Average	2020-2021
Student Apprenticeship Opportunities	10	20	50	27	23

Craven did not meet the threshold of 2,946 students (by 212 students) and, subsequently, did not meet the goal of 3,005 students. This result was expected with the height of the COVID-19 pandemic occurring during this time and local industries reducing or suspending on-site apprenticeships as a part of their risk management plan. Given the tremendous gains in this metric seen in the three years prior to the academic year 2020-21 -- an increase of 500% from 2017-2018 to 2019-2020-- College will continue with the strategies employed before the pandemic to improve in this metric. Additionally, an emphasis will be placed on increasing the annual curriculum headcount through the use of the College's Institutional Effectiveness Committee.

Multiple Methods of Evaluation

The College utilizes multiple measures to document student success that are appropriate to the College's mission of meeting the educational, training, and cultural needs of the communities it serves, as well as College goals through the following identified student goals and outcomes:

Teaching and Learning Goal 1: Conduct high-quality and rigorous programs that are current and relevant to our community needs

- Curriculum Program Review
- Learning Outcomes Assessment
- NCCCS Performance Measures for Student Success – Basic Skills Student Progress
- NCCCS Performance Measures for Student Success – Licensure and Certification Passing Rate
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level English Courses
- Student Apprenticeship Outcomes

Teaching and Learning Goal 2: Align curriculum and workforce development programs to provide ladder credentialing

- Student Apprenticeship Outcomes
- NCCCS Performance Measures for Student Success – Licensure and Certification Passing Rate

Teaching and Learning Goal 6: Promote growth opportunities in student writing skills in College curricula

- Curriculum Program Review
- Learning Outcomes Assessment

- NCCCS Performance Measures for Student Success – Basic Skills Student Progress
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level English Courses
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level Math Courses

Student-Centered Experience Goal 1: Improve student retention and completion

- Annual Curriculum Completers
- Fall-to-Spring and Fall-to-Fall Retention
- National Student Clearinghouse Six-Year Completion Rate
- NCCCS Performance Measures for Student Success – Basic Skills Student Progress
- NCCCS Performance Measures for Student Success – College Transfer Performance
- NCCCS Performance Measures for Student Success – Curriculum Student Completion
- NCCCS Performance Measures for Student Success – First Year Progression
- NCCCS Performance Measures for Student Success – Licensure and Certification Passing Rate
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level English Courses
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level Math Courses

Student-Centered Experience Goal 2: Utilize data-driven decision making

- Annual Curriculum Completers
- Curriculum Program Review
- Learning Outcomes Assessment
- Fall-to-Spring and Fall-to-Fall Retention
- National Student Clearinghouse Six-Year Completion Rate
- NCCCS Performance Measures for Student Success – Basic Skills Student Progress
- NCCCS Performance Measures for Student Success – College Transfer Performance
- NCCCS Performance Measures for Student Success – Curriculum Student Completion
- NCCCS Performance Measures for Student Success – First-Year Progression
- NCCCS Performance Measures for Student Success – Licensure and Certification Passing Rate
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level English Courses
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level Math Courses
- Student Apprenticeship Outcomes