

KEY PERFORMANCE INDICATORS

Related Board of Trustees Policy: BP 1.10

OPR: Vice President for Instruction

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KEY PERFORMANCE INDICATORS

The College utilizes the following Key Performance Indicators (KPI) to assess the success of academic instruction and student success. These measures are selected to allow longitudinal trend data for analysis as a key input to the College's on-going continuous improvement efforts. The College President provides a KPI report to the Board of Trustees annually.

The College measures each KPI against two threshold benchmarks:

- “Baseline” indicates the minimum threshold for satisfactory student outcomes. Substantive improvement opportunities may be available towards reaching the higher threshold
- “Excellence” indicates a high level of achievement, which other community colleges may wish to model. Emphasis will focus on sustaining this level of achievement and mentoring peer institutions.

NATIONAL MEASURES

Six-Year Completion Rate

The National Student Clearinghouse (NSC) provides this primary national-level student achievement measure as the most comprehensive assessment of long-term student success. The NSC Six-Year Completion Rate is defined as the percentage of a cohort of first-time degree-seeking students who complete a credential at the College or at another reporting institution at the six-year point. The College makes comparisons to schools nationally, within the North Carolina Community College System (NCCCS), and with selected peer Colleges.

To smooth statistical fluctuations that might occur nationally, the College uses a three-year running average to establish Baseline and Excellence levels. For example, the College's 2025 data (2019 cohort) is compared against the national averages of the 2017 through 2019 cohorts.

- Baseline (Acceptability Threshold): National three-year average. The College's minimum aspiration is for its students to outperform at an above-average level nationally.
- Excellence: NCCCS three-year average. The NCCCS has historically achieved greater student success, on average, than other state community college systems. The College's excellence goal is to be among the superior schools within NC.

For example, the Craven CC six-year completion rate for the 2019 cohort is **45.0%**. The national three-year running average (cohorts 2017-2019) is **43.5%**. The North Carolina three-year running average (cohorts 2017-2019) is **49.7%**. Therefore, the College met the *Baseline* level for the current cycle.

First Time Fall-to-Fall Student Retention

This measure is defined as the percentage of students who enroll at Craven Community College for the first time in a given fall term—regardless of enrollment intensity or prior postsecondary experience—and who re-enroll at the College the following fall term. This measure provides a high-level view by including both part-time and full-time students. Trend data informs decision-making with respect to course scheduling, early alert interventions, advising strategies, resource allocation, and other considerations.

The NSC does not report state-level data disaggregated by institutional sector at entry. Therefore, national data provides the only readily available benchmark. As with the six-year completion rate, the College utilizes a three-year running average as its Excellence threshold.

- **Baseline (Acceptability Threshold):** National three-year average minus three percentage points. The College's minimum aspiration is for student retention to be within a modest bandwidth of the national level.
- **Excellence:** National three-year average plus three percentage points. The College's excellence goal is for student retention to be substantially superior to the national level.

For example, the Craven CC First Time Student Fall-to-Fall Retention Rate for the 2023 cohort is **59.3%**. The baseline/excellence thresholds, using the three-year national average is $55.0 \pm 3\%$. Therefore, the College met the *Excellence* level for the current cycle.

STATE MEASURES

The NCCCS has established seven annual performance measures for all 58 community colleges. These KPIs allow consistent comparisons across a statistically significant sample size using a standardized statewide methodology, and results may be disaggregated into a variety of informative demographics.

The College has adopted the NCCCS' annually indexed definitions for Baseline and Excellence Performance levels.

The seven measures are:

- **Basic Skills Student Progress.** The NCCCS-calculated index score based on the percentage of Basic Skills periods of participation (POPs) with a measurable skill gain (MSG).
- **Student Success Rate in College-Level English Courses.** The NCCCS-calculated index score based on the percentage of first-time fall non-dually enrolled associate degree seeking students passing a credit-bearing English course with a "C" or better within three years.
- **Student Success Rates in College-Level Math Courses.** The NCCCS-calculated Index score based on the percentage of first-time fall non-dually enrolled associate degree seeking students passing a credit-bearing Math or Science course with a "C" or better within three years.
- **First Year Progression.** The NCCCS-calculated index score based on the percentage of first-time fall credential-seeking curriculum students who graduated prior to or enrolled in postsecondary education the subsequent fall semester.
- **Curriculum Completion.** The NCCCS-calculated 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.
- **Licensure and Certification Passing Rate.** The NCCCS-calculated 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.

- **College Transfer Performance.** The NCCCS-calculated Index score based on the percentage of community college graduating exiters with an AA/AS/AFA/AE degree and non-graduating transfer program exiters completing 30 or more articulated transfer credits who enroll at a four-year university or college within two academic years following community college exit.

During the current cycle, the College met *Excellence* Level for three of these measures and met the *Baseline* Level for four.