

Martin Community College’s mission is to provide quality, affordable, and accessible learner-centered educational programs and services that are responsive to the needs of the communities we serve, and the College evaluates student achievement as it relates to the College's mission. MCC measures student achievement based on data from North Carolina Community College System (NCCCS) Performance Measures for Success, an annual report of performance measures and standards from each community college in the state. The NCCCS office collects, reports, and publishes this information and uses it as an accountability measure for all colleges within the system.

MCC evaluates student achievement success based on eight performance measures: Basic Skills Student progress, GED diploma passing rates, success of developmental English students in subsequent college-level English courses, success of developmental math students in subsequent college-level math courses, first year student success and persistence to second year, curriculum completion, success on licensure examinations, and success of college transfer students at senior institutions. In evaluating student achievement, MCC has adopted the NCCCS Performance Measures benchmarks for baseline and goal achievements in each measure.

**1. BASIC SKILLS STUDENT PROGRESS**

Using data from the annual North Carolina Community College System Performance Measures for Success report, MCC tracks the progress of its Basic Skills Students. MCC has set a baseline that 20.6% of Basic Skills students attempting 60 or more contact hours during program year will complete the program year at a higher educational functioning level, with a goal of 51.2% of these students. Educational levels are assessed by using pre- and post-tests approved by the National Reporting System. According to the 2014 NCCCS Performance Measures for Student Success report, MCC Basic Skills students exceeded the baseline in the two years for which the data has been collected, as show in Table 1:

**Table 1: Basic Skills Student Progress**

Academic Year	2012-2013	2011-2012
% of Basic Skills Students Completing Program Year at Higher Educational Functioning Level	31.9%	38%

**2. GED DIPLOMA PASSING RATE**

MCC also monitors the success of its GED students, using data from the annual NCCCS Performance Measures for Success report. MCC has set a baseline that 49.3% of students with an initial placement of Low Adult Secondary Education or High Adult Secondary Education who take at least one GED test during the program year (July 1 – June 30) and have 12 or more total contact hours will receive a GED diploma, with a goal of 82% of these students. According to the 2014 NCCCS Performance Measures for Student Success report, MCC GED students exceeded the baseline in one of two years for which data was collected and exceeded the state goal in one year, as displayed in Table 2. MCC was one of only 10 North Carolina community colleges to meet or exceed the goal of 82% in 2012-2013.

**Table 2: GED Success Rate**

Academic Year	2012-2013	2011-2012
% of GED Student taking Receiving Diplomas During Program Year	86.4%	67%

### **3. SUCCESS OF DEVELOPMENTAL ENGLISH STUDENTS**

MCC tracks the performance of its Developmental Education Students in subsequent college-level courses in order to evaluate the effectiveness of developmental courses.

MCC has set a baseline that 45.2% of previous developmental English students will successfully complete a credit English course with a “C” or better upon the first attempt, with a goal of 74.9% of these students. According to the 2014 NCCCS Performance Measures for Student Success report MCC previous developmental English students exceeded the state baseline in three of the most recent five years tracked, as presented in Table 3:

**Table 3: Success of Developmental English Students in Curriculum English Courses**

Academic Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% of Dev English Students Earning “C” or better in Curriculum English	65.6%	61%	56%	31%	35%

### **4. SUCCESS OF DEVELOPMENTAL MATH STUDENTS**

MCC has set a baseline that 47.5% of previous developmental math students will successfully complete a credit math course with a “C” or better upon the first attempt, with a goal of 75.4% of these students passing. According to the 2014 NCCCS Performance Measures for Student Success report, MCC previous developmental math students exceeded the state baseline in three of the most recent five years tracked and exceeded the state goal in two years, as indicated in Table 4. In fact, MCC was one of only 8 colleges to meet or exceed the goal of 75.4% in 2012-2013.

**Table 4: Success of Developmental Math Students in Curriculum Math Courses**

Academic Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% of Dev Math Students Earning “C” or better in Curriculum Math	77.8%	79%	69%	72%	52%

### **5. FIRST YEAR STUDENT SUCCESS AND PERSISTENCE**

MCC tracks the progress of its first year students at two points: First, the College tracks the number of first-time college students who attempt at least twelve hours within their first academic year and successfully complete (“P”, “C” or better) at least twelve of those hours. MCC has set a baseline that

53.2% of first year, first-time college students will successfully complete at least twelve hours within the first year with a “C” or better, and a goal of 74.6% of these students. According to the 2014 NCCCS Performance Measures for Student Success report, MCC first-year students exceeded the state baseline in four of the most recent five years tracked, as indicated in Table 5:

**Table 5: First Year Success**

Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% of First-Year, First-Time Students Completing 12 Credit Hours with a “C” or better	64.4%	72%	50%	61%	65%

## **6. CURRICULUM COMPLETION**

MCC also evaluates student achievement by considering its student retention and graduation rates, which are indirect measures of course completion. MCC has set a baseline that 28.6% of first-time fall credential-seeking students should graduate, transfer, or still be enrolled and have completed at least 36 hours after six years, with a goal of 45.6% of these students. According to the 2014 NCCCS Performance Measures for Student Success report, the percentage of MCC students who graduated, transferred or were still enrolled and had completed at least 36 hours after six years exceeded the state baseline in four of the most recent five years tracked and exceeded the goal in one year, as shown in Table 7:

**Table 7: Curriculum Completion**

Cohort	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
% of Students Graduating, Transferring, or Retained in Six Years	46.6%	44%	31%	36%	37%

Within this completion data, the College also tracks the percentage of students who graduated (earned a degree, diploma, or certificate) in six years. Table 8 presents MCC’s graduation rates for the most recent five years tracked by the NCCCS:

**Table 8: Graduation Rates (Degree, Diploma, Certificate)**

Cohort	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
% of Students Graduating (Receiving a Degree, Diploma, or Certificate) in Six Years	27%	21%	19%	23%	24%

## **7. SUCCESS ON LICENSURE EXAMINATIONS**

Licensure examinations provide an independent gauge of student success. MCC has set a baseline of 71.0% of students taking state-mandated licensure and certification exams passing on the first attempt, with a goal of 91.7% passing. According to aggregated data in the 2014 NCCCS Performance Measures for Student Success report, MCC students met or exceeded the state baseline in three of the most recent five years tracked, as seen in Table 9:

**Table 9: Licensure Exam Success Rates**

Academic Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Aggregate Pass Rate	64.4%	69%	74%	71%	87%

MCC also tracks the pass rate of individual licensing exams. The student performance percentages below reflect the passing rate for first time test takers during 2012-2013, as documented in the 2014 NCCCS Performance Measures for Student Success report. The number in parentheses indicates the number of test takers.

- Basic Law Enforcement (14) – 43%
- Cosmetic Arts (4) - \*No data reported to protect privacy.
- Emergency Medical Technician (34) – 76%
- Real Estate (0) – 0%
- Physical Therapist Assistant (14) – 79%

## **8. SUCCESS OF COLLEGE TRANSFER STUDENTS**

Using data from annual NCCCS Performance Measures for Success report, MCC tracks the success of its Associate's Degree recipients and those students who transfer to senior institutions after completing 30 or more credit hours. MCC has set a baseline that 71.2% of these students would earn a GPA of at least 2.0 in their first year at a senior institution, with a goal of 93.8%. According to the 2014 NCCCS Performance Measures for Student Success report, MCC transfer students exceeded the baseline in one of the most recent four years tracked and exceeded the state goal in one year, as shown in Table 10:

**Table 10: College Transfer Success**

Academic Year	2011-2012	2010-2011	2009-2010	2008-2009
% of Transfer Students with GPA $\geq$ 2.0 in First Year at Senior Institution	60%	100%	no students tracked (none or too few applicable)	80%