

**NCCCS Performance Measures and Standards
CFCC Performance Results, 2009-2010
(Reported Summer, 2011)**

In February 1999, in response to a mandate from the NC General Assembly to review past performance and define standards of performance to ensure the quality and effectiveness of programs and services, the NC State Board of Community Colleges adopted 12 performance measures for all 58 community colleges as the core indicators of student success for public accountability purposes.

In 2007, the NC General Assembly approved modifications to the NC Community College Performance Measures and Standards as recommended by the NC State Board of Community Colleges. The modifications, effective immediately, reduced the number of measures from 12 to 8, but require colleges to meet all standards plus additional criteria for measures 2 and 3 below to qualify for the Exceptional Institutional Performance funding. CFCC's performance results for 2009-2010 are:

Performance Measure	Description	Source of Data	Standard	CFCC Performance
1. Progress of Basic Skills Students	Includes all adult literacy students; a composite measure including: 1. Percent progressing within a level 2. Percent completing a level entered or a pre-determined goal Percent completing the level entered and advancing to a higher level 3. The aggregate percentage of adult literacy students completing a level of literacy, progressing within a level of literacy, or completing a predetermined goal.	Data are collected by CFCC and is submitted on an annual basis from each college entered into the Literacy Education Information System (LEIS) and submitted to NCCCS annually. NCCCS compiles the data and the composite measure and adjustment for each college are calculated which is uploaded to the NCCCS Data Warehouse. This data is extracted from the Data Warehouse's Literacy-College Universe using "Reporting Year" = "2010" and analyzed at the individual student level using the fields "Mover Higher (Y/N)", "Level Completed (Y/N)", "Progressing (Y/N)", and "Goal Completed (Y/N)" to determine student progression.	75% of all adult literacy students are expected to progress within a level, will complete a level, progress within a level, or complete entered or a predetermined goal.; complete the level entered and advance to a higher level.	76% progressed (3,862 literacy students served by CFCC)
2. Passing Rates on Licensure and Certification Examinations	The percentage of first-time test takers passing an examination required for NC licensure or certification prior to practicing the profession. A	NCCCS Planning, Accountability, Research and Evaluation Section collect data from The number of first-time test-takers and the number passing were provided to the	80% aggregate institutional passing rate for of first-time test takers will pass examinations required for North Carolina licensure or certification.	1. Aggregate score: 96% 2. Number of Exams with a passing rate <70%: 0 Individual scores: Cosmetology-* Cosmetology Apprentice-100% (11 tested) Manicurist-*

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	<p>licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.</p>	<p>System Office by agencies issuing the license or certification and validated by the colleges. Depending on the exam, data may be provided. The data for most examinations are reported on a fiscal or calendar year; however, nursing, EMT & insurance are reported on a calendar year.</p> <p>An aggregate-The institutional passing rate is was calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit-sat for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.</p>	<p>†Additional criteria to qualify for the Exceptional Institutional Performance-rating Standard—The passing rate on all reported licensure/certification exams for which the colleges have authority over who sits for the exam must meet or exceed 70% for first-time test takers college will have no exam with a passing rate less than 70%.</p>	<p>Esthetics-* Dental Hygiene-100% (11 tested) Radiography – 100% (22 tested) PN-100% (19 tested) ADN-98% (57 tested) EMT-95% (172 tested) EMT-P-* EMT-I-87% (15 tested) BLET-84% (85 tested) Real Estate Sales-83% (12 Tested)</p> <p>*= number too small to report without violating privacy laws †CFCC met additional criteria for this measure</p>
<p>3. Performance of College Transfer Students</p>	<p>The purpose of this measure is to compare the performance of community college associate degree students (AA, AS, and AFA) who transfer to public North Carolina universities with students native to the four-year institutions. Of students transferring to a university with an associate degree or 24 articulated college transfer credit hours, the percentage who have a GPA equal or</p>	<p>Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college</p>	<p>83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after 2 semesters at the university.</p> <p>†Additional criteria to qualify for the Exceptional Institutional Performance Standard— performance of CFCC transfer students must equal Meet or exceed the aggregate performance of native</p>	<p>87%- Associate Degree recipients had a 2.0 GPA or higher</p> <p>84%- Transfers w/o degree but transferring with 24 or more semester hours had a 2.0 GPA or higher</p> <p>85% of all qualifying transfer students achieved a GPA of 2.0 or better</p>

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	<p>greater than 2.00 after two semesters at the university.</p>	<p>transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of 10 students is required for reporting this measure. Lists of students enrolled in 2008-2009 receiving an associate degree during that academic year and those who had accumulated at least 24 articulated college transfer credit hours data were sent to UNCGA. These lists were matched against fall 2009 and spring 2010 UNC system student records to determine transfer enrollment at a NC public university and first year academic performance. Detailed reports by community college can be accessed at http://www.northcarolina.edu/ira/ir/analytcs/tsp.htm . Two reports for each college were accessed from this site for this measure: <i>First-Year UNC Academic Performance of 2008-09 Community College Associate Degree Recipients and First-Year UNC Academic Performance of 2008-09 Community College Students with at Least 24 Semester Hours of Community College Coursework.</i> Data from D.4. <i>Percent of Students with End-of-Year GPA => 2.00</i> in these reports were</p>	<p>UNC sophomores and juniors, which standard is 86%87% for 2009-10 this year.</p>	
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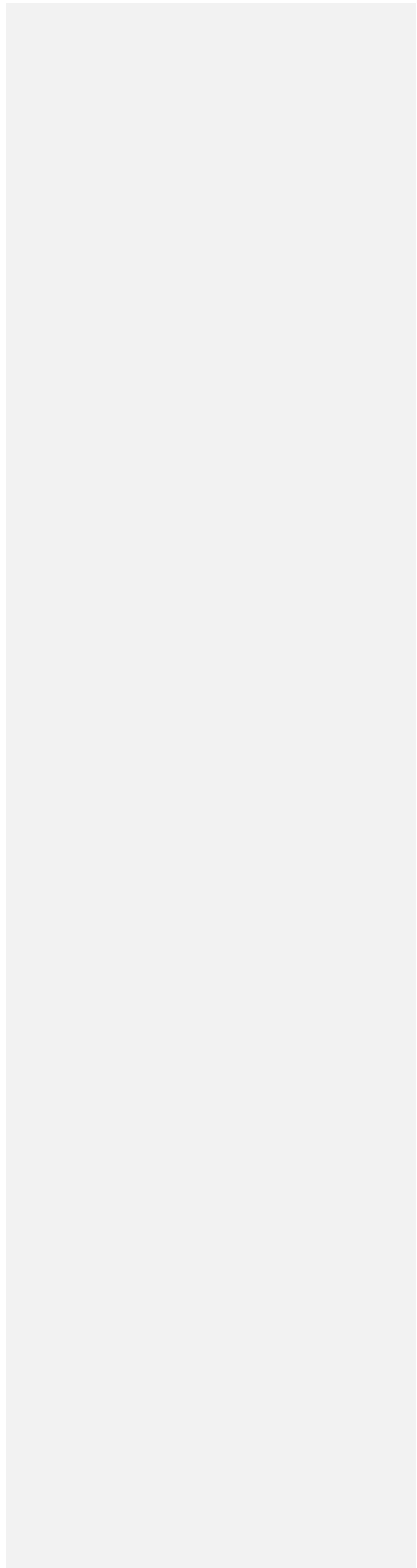
		<p>combined to determine the overall percentage of transfers with a GPA equal to or greater than 2.00 after two semesters at the university. Community colleges are allowed to supplement this data with acquired performance data from private and out-of-state institutions that is consistent with the methodology employed by the UNCGA in calculating the data for transfer to public universities.</p>		
<p>4. Passing Rates of Students in Developmental Courses</p>	<p>The percentage of CFCC students who complete developmental course completers in English, reading or mathematics or reading courses completing -with a grade "C" or better.</p>	<p>At the end of each semester, CFCC colleges submits a Curriculum Registration, Progress, Financial Aid (CRPFA) Report Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting. In the CRPFA file, the number and percent of students completing developmental courses with a grade of "C" or better will be calculated. Grade data in the Data Warehouse's Curriculum Student Info II Universe was extracted by filtering "Course Prefix" equal to "ENG;MAT;RED", "Course Number" less than "100", and</p>	<p>75% of students developmental course completers ingers a developmental course in English, reading or mathematics will earn complete with a grade of "C" or better.</p>	<p>78% (of 4,366) combined, English and Math 79% (of 1,629) completed English with a "C" or better 77% (of 2,737) completed math with a "C" or better</p>

		Reporting Term equal to “200903;201001;201002” and analyzed based on data in the fields “Letter Grade” and “College Letter Grade”. While all grades were extracted for analysis, only grades that equated to “A”, “B”, “C”, “D”, or “F” were counted as completers. Other grades include those that equate to withdraw, incomplete, audit, transfer credit, etc. Results were shared and verified with institutions to ensure proper grade mapping.		
5. Success Rates of Developmental Students in Subsequent College-Level Courses	<p>Performance of Among developmental completers students in subsequently completing a college-level English or mathematics courses, will be measured. Purpose is to provide evidence that dev. courses equip students with the skills/knowledge necessary for success in their college studies the percentage passing the college level English or mathematics course with a grade of “D” or better. Specifically, the performance of those who took developmental English and/or reading courses and subsequently took college-level English courses was assessed. Likewise,</p>	<p>At the end of each semester, CFCC colleges submits a Curriculum Registration, Progress, Financial Aid (CRPFA) Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting. In the CRPFA file, identify students who took developmental-level English, Reading, and Math courses Grade date in the Data Warehouse’s Curriculum Student Info II Universe was extracted by filtering “Course Prefix” equal to “ENG;MAT”, “Course Number” less than or equal to “100”, and Reporting Term equal to</p>	<p>80% of college level English or mathematics course students who completed ers with a previous developmental coursework will in 2008-09 and completed subsequent the college level English or mathematics course in 2009-10 will have a passing grade for the college level course with a grade of “D” or better.</p>	<p>79% (1,092) combined, English and Math</p> <p>78% (of 611) completed in subsequent college-level English courses</p> <p>79% (of 481) completed in subsequent college-level math courses</p>

	<p>the performance of those who took developmental math courses and then took college-level math courses was also assessed.</p>	<p>“200903;201001;201002” and analyzed based on data in the fields “Letter Grade” and “College Letter Grade”. While all grades were extracted for analysis, only grades that equated to “A”, “B”, “C”, “D”, or “F” were counted as completers. These their records grades were matched with subsequent performance in college-level to students who had previously taken developmental English, Reading, and/or Math courses.</p>		
<p>6. Satisfaction of Program Completers and Non-Completers</p>	<p>The is indicator reports the proportion percentage of graduates and early-leavers who indicate that “very satisfied” or “satisfied” with the overall quality of the college. CFCC programs and services met or exceeded their expectations.</p>	<p>Data are was collected by from a Completer Survey and a Non-Completer Survey that were developed and administered at the individual, with each colleges, using a standard set. Many of the questions included on the surveys are required by the System Office, including a question on the “Overall quality of the college” with satisfaction options of “very satisfied”, “satisfied”, “dissatisfied”, and “very dissatisfied”. For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For colleges with more than 205 non-returning students, a response rate equal to 10% of the total non-returning students of a Completer Surveys were administered to</p>	<p>90% of the combined respondents will report to be satisfied with the quality of the CFCC’s programs and services exiting students will be “very satisfied” or “satisfied” with the overall quality of the college.</p>	<p>Total: 98% of the combined respondents (1,577) reported satisfaction</p> <p>97% (of 328) CFCC non-completers reported satisfaction</p> <p>98% (of 1,249) completers reported satisfaction</p>

		<p>students graduating in the 2009-2010 academic year. Non-Completer Surveys were administered to credential-seeking students in Fall 2009 who were not enrolled in Fall 2010 and had not graduated. Colleges are required to report a statistically valid sample size must be obtained response rate. The overall satisfaction rates were calculated by dividing the total number of respondents "very satisfied" or "satisfied" with the "Overall quality of the college" by the total number of question responses.</p>		
<p>7. Curriculum Student Retention, Graduation and Transfer</p>	<p>This composite measure consists of:</p> <ol style="list-style-type: none"> 1. Number of individuals completing a curriculum program with a certificate, diploma or degree; and 2. Number of individuals who have not completed a program but who are continuing enrollments in either curriculum or occupational extension programs; 3. Number of individuals who transferred to a university or another community college. <p>This composite indicator will consist of the above three</p>	<p>The number of students enrolled in degree-granting (associate, certificate or diploma) curriculum programs is defined each fall. This cohort is tracked from fall to fall using data from the data warehouse to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported. Transfer rates were calculated using. At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CFPFAR) data file which is uploaded to the NCCCS Data Warehouse. Student</p>	<p>65% of fall cohort credential-seeking students will complete a curriculum program graduate, still be remain enrolled at the same college, or transfer to a university or another community college by the following fall one year later.</p>	<p>72% graduated, are still enrolled, or transferred.</p> <p>Total cohort was 8,109 with 14% graduated, 51% returned the following fall, and 7% transferred.</p>

	<p>measures, each reported separately for each college. The sum of the three will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success. The percentage of fall credential-seeking students who have graduated or are still enrolled at the same college, a university, or another community college one year later.</p>	<p>enrollment data in the Data Warehouse's Curriculum Student Info II Universe was extracted by filtering "Curriculum Type Desc" equal to "Associate;Certificate;Diploma" and "Reporting Term" equal to "200903". This fall 2009 list of students was matched against those with a "Date Graduated in Curriculum" between "07/01/2009" and "12/31/2010" to determine those graduating. The fall 2009 list was also matched against those with "Reporting Term" equal to "201003" in either the Data Warehouse's Curriculum Student Info II or Con-Ed Universe (with "Funding Code Area" equal to "03" or "04") to determine fall 2010 enrollments in either curriculum or occupational extension programs. Finally, the fall 2009 list was sent to the National Student Clearinghouse data to identify those who transferred to a college or university outside of the NC Community College System. The combined data set was analyzed to determine which students from the fall 2009 list had "graduated", "returned but did not graduate", "transferred but did not graduate or return", or "did not graduate, return, or</p>		
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		transfer”.		
8. Client Satisfaction with Customized Training	<p>The percentage of businesses/industries who have received services from CFCC indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college. Clients receiving specialized training programs and services through Customized Training and Small Business Centers satisfied with training.</p>	<p>As surveys administered to clients for the businesses/ industries receiving services from through Customized Training Program projects and Business & Industry Support training activities, and from New and Expanding Industry Training and the Small Business Centers were administered by CFCC colleges to determine level of satisfaction with their customized training. The data are submitted annually to the System Office at the end of the fiscal year. Satisfaction for each of these surveys are based on a five point scale with satisfaction being based on the highest two points.</p>	<p>90% of the businesses/ industries surveyed will report satisfaction with CFCC services clients receiving specialized training programs and services through Customized Training and Small Business Centers will be satisfied with training.</p>	<p>95% satisfied (1,810 clients responded to the survey)</p>