

Enhanced Accountability Measures And Performance-based Funding - 2003/2004

In January 1999, the North Carolina Community College System sent forth a document in response to the special provision in Senate Bill 1366, Section 10.5. This document addressed the previous accountability measures and the formation of 12 new measures to be reported in the 1999/2000 academic school year and 6 performance funding measures to be reported in the 2000/2001 academic year.

Overall in 2003-2004, thirty-five (35) colleges achieved Superior status for meeting at least five of the six performance funding measures. To achieve Superior status, a college must **meet** a minimum of five of the six performance funding measures. Under the Performance Funding plan, schools achieving Superior status would be eligible for sharing funds reverted at the end of the year. Due to improvements in the state budget, there may be moneys available this year for performance funding.

The following is a report on Central Piedmont Community College and its performance on the twelve accountability measure and six performance funding measures for 2003-2004. Please note that many data used in this report are from earlier years.

1. ****Progress of basic skills students:** *The benchmark set that 75% will 1) progress within the level, 2) complete the level 3) advance to the next level*

Central Piedmont had 12,134 students served in literacy and reported in the LEIS data system (Literacy Education Information System) for the 2002-2003 year. Of those students:

- 13% completed a level or goal
- 52% progressed at the same level
- 23% moved to a higher level
- 88% composite progress percent

For the 2002-2003 academic year 51 of 58 community colleges met the required standard and one made significant improvement. The average composite measure for the System was 77 percent. The range in the adjusted composite measure was from a low of 62 percent to a high of 89 percent.

The College met the benchmark

2. **Passing rates for licensure and certification examinations****: *The benchmark was set that institutions will have an aggregate institutional passing rate of 80% for all first-time test-takers plus no passing rate falling below 70% for any single exam.*

Licensure exams were taken for the first time for 515 students with the following results:

<u>Exam Area</u>	<u># Taking Exam</u>	<u># Passing Exam</u>	<u>Percent Passing</u>
Basic Law Enforcement	35	34	97%
Dental Hygiene	26	26	100%
Physical Therapy Assistant	10	9	90%
Emerg. Med. Tech (EMT)	173	157	91%
EMT-D	118	112	95%
EMT-P	2	2	100%
Nursing	22	20	91%
Real Estate – Sales	129	114	88%
Total/Aggregate Pass Rate	515	474	92.0%

No data were available this year for the following exams: Insurance

In the 2003-2004 year, 49 community colleges met or exceeded the aggregate institutional passing rate of 80%, and 24 colleges met the minimum accepted performance level of 70% on all reported licensure examinations. An additional three colleges showed significant improvement.

The College met the benchmark

3. **Goal completion of program completers****: *The benchmark was set that 95% of program completers will report goal completion (given specific questions from the state).*

Goal Completion of Completers:

My goal(s) for attending this community college were:

	Number of Responses
Earning an Associate Degree, diploma, certificate	253
Preparing for/getting a new job	17
Improving existing job skills	9
Transferring to a four year college/university	152
Personal interest	3
Other	0

** also a performance funding measure

Did you accomplish your goal in attending the College?

Yes, completely	226	
Yes, partially	57	(100% met their goal)
No	1	

If you did not completely accomplish your goal, which of the following best describes why you did not achieve your goal?

	<u>Number of Responses</u>
Job conflict	10
New employment	6
Financial hardship	12
Family circumstances	9
Joined the military	2
Child care problems	1
Medical problems	1
Moved to a new area	2
Lack of interest in pursuing course of study	4
Dissatisfied with the services offered by the college	3
Dissatisfied with the quality of instruction	3
Other	26

If you were to begin again would you choose to attend this community college?

<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
255 (88%)	13	22

System-wide, 99% of completers met their goal in attending community college
 For the 2003-2004 academic year, all 58 community colleges met the performance standard.

The College met the benchmark

4. Employment rate of graduates:** *The benchmark was set that 95% (adjusted) of students will be employed.*

Data were collected through the North Carolina Common Follow-up System (CFS), a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee. The CFS is maintained by the Employment Security Commission (ESC). Once data were received, they were matched against the CRCFAR file (curriculum registration, completion and financial aid report). “Exit completers” are compared with the data base. Those who have wages in any quarter during the year are considered employed.

** also a performance funding measure

Of the 577 2001-2002 “exit completers” identified, 98.8% were employed within one year of graduating.

System-wide, data on 20,449 graduates for the 2001-2 academic year were collected. The system average employment rate was 99.5%. All 58 colleges met the standard.

The College met the benchmark

5. **Performance of college transfer students**:** *The following cohorts were tracked: 1) community college graduates (compared to native rising juniors) who transferred to a public university, and 2) community college students who completed 24 hours or more (compared to native rising sophomores) and transferred to a public university. The benchmark was set that the percent of the combined community college cohort in good academic standing (GPA of 2.0 or greater) would be equal to that of native UNC sophomores and juniors.*

Looking at graduates and students reported in the CSPIS (Curriculum Student Progress Information Systems report) for 2000-01 and 2001-2002, Central Piedmont had 81 and 68 graduates carrying college transfer or general education program codes transfer to the UNC system. The College had an additional 185 and 259 students who had earned 24 hours or more of college transfer coursework and transferred to the UNC System. Those students performed as follows:

% in good academic standing
(2.0 > after two semesters)

2000-2001 Year

All NCCCS Graduates (n=1,055)	85.9%
<u>CPCC Graduates (n=81)</u>	<u>85.2%</u>
All NCCCS students with 24 hours or more (n=2,239)	78.6%
<u>CPCC students with 24 hours or more (n=185)</u>	<u>75.1%</u>
Combined UNC Total	85.9%
Combined NCCCS Total (n=3,462)	81.0%
<u>Combined Total of CPCC Students (n=266)</u>	<u>78.2%</u>

2001-2002 Year

All NCCCS Graduates (n=1,314)	88.5%
<u>CPCC Graduates (n=68)</u>	<u>85.3%</u>
All NCCCS students with 24 hours or more	83.6%
<u>CPCC students with 24 hours or more (n=259)</u>	<u>79.9%</u>
Combined UNC Total	85.9%
Combined NCCCS Total	85.1%
Combined Total of CPCC Students	81.0%

* UNC-GA has not released these numbers for the current year

**also a performance funding measure

Twenty-seven community colleges met the performance standard and eleven made significant improvement over last year's performance.

The College failed to meet the benchmark

6. Passing rates of students in developmental courses: 70% passing rate for all developmental courses (grades A-C)

During the 2002-2003 academic year, the College had 8,147 assigned seats in the developmental courses in English, Reading and Math. The grade distribution was as follows:

Content Area	Total Completers	A-C Completers	Percent Completers
English	2,682	2,387	89%
Math	3,821	2,942	77%
Reading	1,644	1,397	85%
Total	8,147	6,726	83%

Of all 99,723 NCCCS students who completed a developmental course, 80% had a grade of "C" or better. Forty-nine colleges met the performance standard. No colleges made significant improvements. Data were not reported for six colleges.

The College met the benchmark

7. Success rate of developmental students in subsequent college-level courses

The benchmark was set that there will be no statistically significant difference in the college level course GPAs between those students who took developmental studies and those who did not.

This is the second year for the reporting of this measure. Six separate cohorts were identified from the Fall of 2002 and the Spring of 2003:

1. Students who enrolled in college level English (ENG 110 or ENG 111) in Fall 2002 or Spring 2003 and had successfully completed (A-C grade) developmental English or developmental reading (ENG 090 or RED 090) in a previous term (before Spring.)
2. Students who had not taken developmental English or reading but took college level English in Fall 2002 or Spring 2003.
3. Students who enrolled in a behavioral, social science or humanities course (ART 111, ECO 151, ECO 251, HIS 131, HUM 110, HUM 115, MUS 110, PHI 240, PSY 118, PSY 150 or SOC 210) in the Fall 2002 or Spring 2003 and had successfully completed (A-C grade) developmental reading (RED 090) in a previous term.
4. Students who had not taken developmental English or reading but took one of the designated, college level behavioral, social science or humanities courses in Fall 2002 or Spring 2003.
5. Students who enrolled in a college level math course (MAT 101, 110, 115, 120, 121, 140, 141, 145, 151, 155, 161 or 171) in the Fall 2002 or Spring 2003 and had successfully completed (A-C grade) developmental math (MAT 070 or 080) in a previous term.

6. Students who had not taken developmental math but took one of the designated, college level math courses in Fall 2002 or Spring 2003.

Students were then combined into two groups, those that took developmental courses and those that did not. The percent that passed the college-level course were compared with the following results:

Cohort	Number	% Passed (C>) CPCC	% Passed (C>) System-wide
Developmental	1,650	80%	86%
Non-developmental	4,906	82%	88%

Specific data for CPCC were as follows:

	Developmental Cohort		Non-developmental Cohort	
	Pass	Fail	Pass	Fail
Fall 2002				
English %	88.64%	11.36%	88.10%	11.90%
Math %	75.00%	25.00%	79.10%	20.90%
Reading %	81.50%	18.50%	78.66%	21.34%
Spring 2003				
English %	87.50%	12.50%	88.89%	11.11%
Math %	75.07%	24.93%	78.63%	21.37%
Reading %	65.70%	34.30%	80.69%	19.31%
All Percent	79.82%	20.18%	82.02%	17.98%

There was no significant difference.

System-wide, 43 colleges met the standard: no significant difference between the developmental students and non-developmental students in their performance in subsequent college-level courses. Data were not available for six colleges.

The College met the benchmark

8. ****Student satisfaction of program completers and non-completers****: *the benchmark was set that 90% of the combined respondents (completers and non-completers) will report being satisfied with the quality of the College's programs and services*

The following represents the College's cohort of completers and non-completers from the 2003-2004 academic year. Paper surveys were completed by 292 (33%) of the 1,057 program completers during their graduation audit. During the spring of 2004, telephone surveys were administered by the Outreach Team to a random sample of non-completers (N=865) taken from the entire database of non-completers from the Fall of 2003 (N=4,172). The Outreach Team was able to make contact with and complete surveys for 372 (44%) non-completers. Questions asked were determined by the state system office

**also a performance funding measure

with the help of several planning and research staff members across the state. Of the 664 completers and non-completers who completed the survey, 95.6% were satisfied with the overall quality of academic programs at CPCC. The results of all student satisfaction questions were as follows:

Both cohorts were asked: How satisfied were you with the following:

	Percent of Completers Satisfied	Percent of Non-completers Satisfied
1. Quality of instruction in program area courses	92%	98%
2. Quality of instruction in other courses	95%	97%
3. Overall quality of academic programs	93%	98%
4. Quality of:		
Academic Advising	89%	86%
Learning Resources Center	95%	98%
Registration	95%	93%
Admissions	96%	98%
Student Activities	92%	94%
Campus Security	92%	98%
5. Overall quality of the college	97%	98%

Non-completers were also asked: Which of the following best describes why you are not currently enrolled at this community college?

	<u>Number of Responses</u>
Accomplished my reasons for attending	94
Schedule conflicts	41
Courses that I need are not currently being offered	22
Attending another community college or university	33
Work conflict	94
Financial reasons	85
Family/personal reasons	41
Other	24

Are you currently employed or pursuing education at another community college or university?

	<u>Number of Responses</u>
Employed	242
Enrolled at another community college or university	92
Neither	53

If you were to begin again would you choose to attend this community college?

Yes	No	Not Sure
349 (93%)	5	21

System-wide, 95% of program non-completers responded that they were satisfied with the academic programs of community colleges while 98% of completers were satisfied. Fifty-seven of the 58 colleges met the performance standard.

The College met the benchmark

- 9. Curriculum student retention and graduation (number who complete a curriculum program with a certificate, diploma or degree or who have not completed but are continuing enrollment from Fall to Fall):** *The benchmark was set that 60% will persist (graduate or be retained).*

	Total Number	Percent
Total Cohort from Fall 2002:	9,567	100%
Number who Graduated:	957	10.0%
Returning Students in Curriculum in Fall 2003:	4,401	46%
Total Persistence	5,358	56%
Total Non-returning Students (exit non-completers)	4,209	44%

System-wide, 51 colleges met the benchmark with an average of 64% of Fall 2002 students either graduating by or returning in Fall 2003.

The College failed to meet the benchmark

- 10. Employer satisfaction with graduates:** *The benchmark was set that 85% of employers will report being satisfied with the preparation of graduates (surveys sent by a state agency on a rotating 3-year basis based on SIC codes)*

During the 2003-2004 year, 4,040 employers of community college completers were surveyed. A total of 1,454 surveys were completed and returned by employers for a 36% return rate. Overall, 94% of those employers who returned surveys indicated that they were satisfied with the job preparation of community college graduates. Of those who returned surveys, 127 were employers of CPCC graduates and of those, 96% were satisfied. All 58 colleges met the standard.

The College met the benchmark

- 11. Business/industry (client) satisfaction with services provided:** *The benchmark was set that 90% of businesses surveyed will report being satisfied with the services they receive from their local community college (survey done by the state on a rotating 3-year basis based on SIC codes). This measure was selected as our 6th performance funding measure.*

The State System Office conducted a statewide survey of businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers in 2002-2003. The total number of survey respondents was 30,165. Of those, 100% responded that they were satisfied with the customized training provided by community colleges (all 58 colleges met the benchmark).

Of the 30,165 surveys, 1,042 were in Central Piedmont's region. Of those respondents, 100% were satisfied with customized training provided by CPCC.

The College met the benchmark

12. Program enrollment (unduplicated headcount): *The benchmark has been set that an average of 10 students over a three year period is recommended.*

The state system office sent each college a printout indicating the number of students carrying associate degree/certificate/diploma program codes as reported on the ***curriculum data cards***. Numbers indicated by year (99/00, 00/01, 01/02) were listed. The state system office shows that Central Piedmont has one program with less than 10 students per year (averaged over three years.) The program with low enrollment was

<u>Program</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>Average</u>
2532 Medical Transcription	10	2	1	4.3
2540 Real Estate	7	2	5	4.7
4522 Cytotechnology	11	7	6	8.0

The College must formally ask for program termination from the State Board for any curriculum programs they terminate or move to OE, then they will be removed in the future. Last year, CPCC had three programs that had less than 10 students averaged over three years. One of those programs was low due to deliberate limited enrollment, one was a phased out program and one had been moved to CCE. This situation was explained to the System Office and the programs were removed for the purpose of this report. In the 2002-2003 academic year, 30 colleges met the performance standard of a minimum three-year average annual headcount of 10 students per program and one made significant improvement.

The College met the benchmark

**Central Piedmont Community College 2003-2004
Overall Performance on Accountability Measures and Performance Funding**

<u>Accountability Measure</u>	<u>Performance Status</u>
1. Progress of Basic Skills Students	met
2. Passing Rate on Licensure Exams	met
3. Goal Completion of Completers	met
4. Employment Rate of Graduates	met
5. Performance of College Transfer Students	not met
6. Passing Rate of Developmental Students	met
7. Success rate of Developmental in Subsequent Courses	met
8. Student Satisfaction of Completers/Non-completers	met
9. Curriculum Student Retention and Graduation	not met
10. Employer Satisfaction	met
11. Business and Industry Satisfaction with Services	met
12. Program Enrollment	met
 Total Accountability Measures Met	 10 of 12

<u>Performance Funding Measure</u>	<u>Performance Status</u>
1. Progress of Basic Skills Students	met
2. Passing Rate on Licensure Exams	met
3. Goal Completion of Completers	met
4. Employment Rate of Graduates	met
5. Performance of College Transfer Students	not met
6. Business and Industry Satisfaction with Services	met
 Total Performance Funding Measures Met	 5 of 6

Central Piedmont achieved a “Superior” performance funding status and is eligible for shared funds reverted at the end of the year.