

MONTGOMERY COMMUNITY COLLEGE



PERFORMANCE MEASURES

July 2008

CONTENTS

I. INTRODUCTION

II. CORE INDICATORS OF STUDENT SUCCESS

Measure A: Progress of Basic Skills Students

Measure B: Passing Rates on Licensure and Certification Examinations

Measure C: Performance of College Transfer Students

Measure D: Passing Rates of Students in Developmental Courses

Measure E: Success Rate of Developmental Students in Subsequent College-Level Courses

Measure F: Satisfaction of Program Completers and Non-Completers

Measure G: Curriculum Student Retention, Graduation and Transfer

Measure H: Client Satisfaction with Customized Training

III. SUMMARY OF CORE INDICATORS OF STUDENT SUCCESS

INTRODUCTION

This annual report on the core indicators of student success at Montgomery Community College is the result of a process undertaken to streamline and simplify accountability by Montgomery Community College. This document is the means by which Montgomery Community College reports on performance measures, referred to as core indicators of success, for purposes of accountability, performance funding, and institutional planning.

Core Indicators of Success

Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of twelve performance measures of accountability was adopted in February 1999. The twelve performance measures are designated as core indicators of student success:

In the 2007 Session, the General Assembly approved modification to the North Carolina Performance Measures and Standards as adopted by the State Board of Community Colleges on March 16, 2007. As a result, the number of performance measures was reduced to eight.

- A. Progress of Basic Skills Students
- B. Passing Rates for Licensure and Certification Examinations
- C. Performance of College Transfer Students
- D. Passing Rate of Students in Developmental Courses
- E. Success Rate of Developmental Students in Subsequent College-Level Courses
- F. Satisfaction of Program Completers and Non-Completers
- G. Curriculum Student Retention, Graduation and Transfer
- H. Client Satisfaction with Customized Training

In this report each performance measure is broken into five components: Description/Definition, Methodology and Data Source, Performance Standard, System Results, and MCC Results. The MCC Results component includes a table comparing MCC with the system average. Three years of data is presented. A summary table is presented at the end of this document that compares Montgomery Community College's performance to the NC Community College System and to the performance standard.

The source for all data in this report is *Critical Success Factors* published annually by the NC Community College System. Questions about this report can be directed to Carol Sargent, Dean of Institutional Development.

PERFORMANCE MEASURES

MEASURE A: Progress of Basic Skills Students

Description/Definition: Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

Methodology and Data Source: The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled at the system office, and the composite measure and adjustment for each college are calculated.

Performance Standard: The standard for the progress of basic skills students is 75 percent for the composite measure. This measure is a required performance funding measure.

System Results: For the year 2006-2007, 55 community colleges met the required standard. The average composite measure for the System was 80 percent. The range in the composite progress measure was from a low of 68 percent to a high of 95 percent.

MCC Results: For 2006-2007, MCC met the standard.

Progress of Basic Skills Students

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Served in Literacy	545	140,019	430	136,485	617	135,346
Completed a Goal or Level	7%	9%	7%	6%	5%	6%
Progressing Same Level	37%	49%	39%	52%	35%	50%
Exit Non-Completers	26%	23%	30%	24%	24%	20%
Moved to a Higher Level	30%	19%	23%	18%	36%	25%
Composite Progress Measure	70%	81%	77%	82%	76%	80%

MEASURE B: Passing Rates on Licensure & Certification Examinations

Description/Definition: The percentage of first-time test-takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A 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.

Methodology and Data Source: Data are collected by the Planning, Accountability, Research and Evaluation Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on a fiscal year; however, the data on nursing, emergency medical technician, physical therapy assistant and veterinary medicine technology programs are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit 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 ten persons.

Performance Standard: The performance standard for the aggregate institutional passing rate is 80 percent. To be rated Superior, a college could not have any licensure/certification exams for which the college controlled who was eligible to sit for the exam with a passing rate less than 70 percent.

System Results: In 2006-2007, 33 community colleges met or exceeded the aggregate institutional passing rate of 80 percent. System average of aggregate institutional passing rate was eighty-three percent (83%).

MCC Results: For 2006-2007, MCC did not meet the standard.

Use of Results: The overall performance measure percentage included EMS, BLET, and nursing test scores. Scores for EMS and BLET were problem areas. The reporting year was the first year for the new certification exam for BLET which was objective based and included modules new to the BLET curriculum. Following the certification examination passing rate, the following measures were initiated:

- Entry standard to the BLET program was refined to include documentation of 10th grade reading level of entering students and personal interview with BLET Director
- Instructor reviews of material from new and existing instructional modules
- Additional outside assignments for students showing sub-par interim testing
- Written notebook with block objectives noted
- EMS instruction was transitioned to Continuing Education; modules will be taught by State-certified instructors

Aggregate Institutional Passing Rate & Number of Exams with a Passing Rate < 70%

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Number of Test Takers	50	8,701	53	10,673	66	9,835
Total Number Passing	35	7,382	42	9,021	47	8,162
Aggregate Institutional Passing Rate	70%	85%	79%	85%	71%	83%
Number of Exams with Passing Rate < 70%	1	-	0	-	2	-

Basic Law Enforcement Training

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number Tested	7*	1,489	13	1,565	17	1,364
% Passed	100%*	93%	77%	93%	41%	84%

Emergency Medical Technician

		2004-2005		2005-2006		2006-2007	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
EMT	Number Tested	11	2,510	8	2,737	12	2,805
	% Passed	73%	84%	75%	84%	67%	88%
EMT-1	Number Tested	19	514	1	489	2	567
	% Passed	47%	74%	0%	64%	50%	51%
EMT-P	Number Tested	-	281	9	367	5	350
	% Passed	-	68%	56%	69%	40%	77%

Practical Nursing

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number Tested	20	864	22	819	25	794
% Passed	90%	94%	95%	95%	100%	95%

MEASURE C: Performance of College Transfer Students

Description/Definition: College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source: 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 degree 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 transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC GA in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data. When the total number of students is less than 10, the total number of students in three year and the respective percentage are reported.

Performance Standard: 83% of students in both associate degree recipients and the students who transferred with 24 or more semester hours at community colleges had GPA equal to or greater than 2.0 after two semesters at a university. To be identified as exceptional performance, performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 87% for 2006-07.

System Results: For students who completed an AA, AS or AFA degree in 2005-2006 and transferred to a UNC institution within a year, 89 percent had a GPA equal to or greater than 2.0 after two semesters at a university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 81 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups are combined, 84 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution or a private institution. Thirty-seven (37) community colleges met the 83 percent performance standard

MCC Results: For 2006-2007, MCC did not meet the standard. Historically, the numbers have been too small to report without violating students' privacy.

The System Office does not credit a community college with meeting a standard when the numbers are too small to report; however, the System does not require an Action Plan as not enough information is available to indicate a need for improvement.

Use of Results: The College is extremely close to meeting the required cell size of ten students. The dataset for the year reported a total of fifteen MCC students transferred to schools within the UNC system; of this number, nine students met the required GPA standard, which represents an increase of both number of students transferring and level of GPA over the previous year. As enrollment continues to grow, it is anticipated that this measure will be met.

MEASURE D: Passing Rates of Students in Developmental Courses

Description/Definition: The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source: At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid (CRPFA) Report data file to the North Carolina Community College System Office. 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.

Performance Standard: Seventy-five percent (75%) of students who complete a developmental course in English, reading or mathematics will have a grade of "C" or better for that course.

System Results: Eighty-one percent (81%) of the students who completed a developmental course(s) had a grade of "C" or better in 2006-07. Forty-three (43) colleges met the performance standard. Data were not available for five (5) colleges due to collection problems associated with the implementation of CIS.

MCC Results: For 2006-2007, MCC did not meet the standard.

Use of Results: This is typically a performance measure the college meets. Attention will be given to instructional methodology to ensure consistency from full-time and adjunct instructors. Strategies for corrective action will include:

- Provide mid-term averages to students to keep them informed of realistic chance of successful completion of course
- Utilize tutoring program for students in academic difficulty at mid-term
- Set up individual meetings with students in academic difficulty prior to withdrawal date to discuss course completion options

Special note: MCC exceeded the performance standard for Measure E: Success Rate of Developmental Students in Subsequent College-Level Courses with a percentage of 97%. This average indicates that developmental courses prepare students to be successful in subsequent credit courses.

Also it should be noted that the college met Measure A: Progress of Basic Skills Students, which is a measure we had been striving to attain for several years.

The college is not penalized for not meeting the measures; it was not eligible for additional funding.

Passing Rates of Students in Developmental Courses

		2004-2005		2005-2006		2006-2007	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
English	Number Completed	120	27,249	114	25,323	157	21,642
	% Passed	92%	85%	90%	83%	78%	83%
Math	Number Completed	275	57,134	219	55,457	279	44,241
	% Passed	88%	77%	98%	77%	71%	78%
Reading	Number Completed	65	16,168	63	16,869	86	14,215
	% Passed	88%	86%	95%	85%	62%	86%
Total	Number Completed	460	100,551	396	97,649	522	80,098
	% Passed	89%	81%	95%	80%	72%	81%

MEASURE E: Success Rate of Developmental Students in Subsequent College-Level Courses

Description/Definition: Performance of developmental students in subsequent college level courses will be measured. Specifically, performance of who took developmental English courses and subsequently took college-level English courses was assessed. Likewise, the performance of who took developmental math courses and then took college-level math courses was tracked. The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source: At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid (CRPFA) Report data file to the North Carolina Community College System Office. 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 data file, identify students who took developmental level English, Reading, and Math courses. Then their records were matched with subsequent performance in college-level English and Math courses.

Performance Standard: Eighty percent (80%) of students who completed a developmental course in 2005-06 and completed subsequent college level course in 2006-07 will have a passing grade for the college level course.

System Results: In 2006-2007, eighty-eight percent (88%) of the students who completed a developmental English and/or Math course(s) had a grade of “D” or better in subsequent college-level English and/or Math courses. Forty-eight (48) colleges met the standard in 2006-2007. Data were not available for five (5) colleges due to collection problems associated with the implementation of CIS

MCC Results: For 2005-2006, MCC met the standard.

Performance of Developmental Students in Subsequent College-Level Courses

		2004-2005		2005-2006		2006-2007	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Developmental	Number Students	72	16,806	100	11,349	111	13,071
	% Passed	89%	86%	87%	86%	97%	88%

MEASURE F: Satisfaction of Program Completers and Non-Completers

Description/Definition: This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source: Data are collected by survey, with each college using a standard set of questions. For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For the colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.

Performance Standard: Ninety percent (90%) of the combined respondents will report to be satisfied with the quality of the college's programs and services.

System Results: Ninety-eight percent (98%) of program completers responded that they were satisfied with the academic programs of community colleges, while 95 percent (95%) of program non-completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 97 percent (97%). Fifty-seven (57) community colleges met the performance standard in 2006-2007.

MCC Results: For 2006-2007, MCC met the standard.

Satisfaction of Program Completers and Non-Completers

		2004-2005		2005-2006		2006-2007	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Non-Completers	Number Students	90	6,192	64	6,095	17	6,364
	% Satisfied	98%	95%	94%	95%	94%	95%
Completers	Number Students	86	14,992	76	15,572	73	15,739
	% Satisfied	100%	98%	100%	98%	99%	98%
Total	Number Students	176	21,184	140	21,667	90	21,803
	% Satisfied	99%	97%	97%	97%	98%	97%

MEASURE G: Curriculum Student Retention, Graduation, and Transfer

Description/Definition: This composite indicator consists of:

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

This composite indicator will consist of the above three 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.

Methodology and Data Source: Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid (CRPFA) Report data file to the North Carolina Community College System Office. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting. Each college has a minimum of two trained Skilled Knowledge Workers (SKW) with complete access to their data in the data warehouse. Each SKW has the ability to verify the accuracy of the data once loaded into the data warehouse. The 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 the National Student Clearinghouse data.

Performance Standard: Performance standard for this measure is 65 percent of the fall cohort will have completed their program, still be enrolled the following fall at the community college, or transferred to another community college or university.

System Results: Sixty-eight percent (68%) of the fall 2006 cohort had graduated, returned to enroll, or transferred by fall 2007. Fifty (50) community colleges met the performance standard.

MCC Results: For 2006-2007, MCC met the standard.

Curriculum Student Retention. Graduation and Transfer

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Cohort	635	161,572	712	161,235	782	156,060
% Graduate	22%	14%	20%	14%	24%	14%
% Return	43%	49%	47%	51%	48%	49%
% Transfer	-	-	-	-	2%	5%
% Graduate, Return or Transfer	65%	63%	67%	65%	74%	68%

MEASURE H: Client Satisfaction with Customized Training

Description/Definition: The percentage of businesses/industries who have received services from a community college 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.

Methodology and Data Source: A survey for businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by 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.

Performance Standard: Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

System Results: Total number of survey respondents was 38,056 in 2006-2007. Ninety-four percent (94%) responded that the customized training provided by community colleges was excellent, or very good. All fifty-eight (58) colleges met the performance standard.

MCC Results: For 2006-2007, MCC met the standard.

Client Satisfaction with Customized Training

	2004-2005		2005-2006		2006-2007	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number of Respondents	318	33,164	500	38,392	527	38,056
% Satisfied	100%	100%	99%	99%	92%	94%

**MONTGOMERY COMMUNITY COLLEGE
SUMMARY REPORT ON CORE INDICATORS OF STUDENT SUCCESS
2006-2007**

Recognition of Exceptional Institutional Performance is based upon a college meeting or exceeding all performance measures, having no exams for which the college controls who sits for the exam with a passing rate of less than 70%, and college transfer students performing at a level equal to or above native UNC system students.

Measure		2006-2007		2004-2005	2005-2006	2006-2007
		Standard	System Average	MCC	MCC	MCC
A.	Progress of Basic Skills Students	75%	80%	70%**	77%	76%
B.	Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate: 80%	83%	70%	79%**	71%
C.	Performance of College Transfer Students	83%	84%	*	*	*
D.	Passing Rates in Developmental Courses	75%	81%	89%	95%	72%
E.	Success Rate of Developmental Students in Subsequent College Level Courses	80%	88%	Dev: 89% Non-Dev: 78%	Dev: 87% Non-Dev: 88%	97%
F.	Student Satisfaction of Completers and Non-Completers	90%	97%	99%	97%	98%
G.	Curriculum Student Retention, Graduation & Transfer	65%	68%	65%	67%	74%
H.	Client Satisfaction with Customized Training	90%	99%	100%	99%	92%
Eliminated	Employer Satisfaction with Graduates	85%	97	93%	100%	
	Number of Programs with Three-Year Avg. Annual Enrollment Less Than 10	0	N/A	0	0	
	Goal Completion for Completers	95%	99	99%	97%	
	Employment of Graduates	95%	99.5	99%	100%	

*Number too small to report without violating students' privacy.

**Data showed significant improvement this year.

Gray cells indicate MCC was credited for meeting the standard.