MONTGOMERY COMMUNITY COLLEGE

PERFORMANCE MEASURES

July 2010

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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, Director of Institutional Effectiveness.

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 2008-2009, 55 community colleges met the required standard. The average composite measure for the System was 84 percent. The range in the composite progress measure was from a low of 73 percent to a high of 97 percent.

MCC Results: For 2008-2009, MCC did not meet the standard.

Progress of Basic Skills Students

	2006-2007		2007-2008		2008-2009	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Served in Literacy	617	136,485	565	135,120	530	146,870
Completed a Level	5%	6%	7%	6%	8%	6%
Progressing Same Level	35%	52%	41%	50%	44%	49%
Exit Non-Completers	24%	24%	25%	18%	21%	29%
Moved to a Higher Level	36%	18%	28%	27%	26%	16%
Composite Progress Measure	76%	82%	75%	82%	74%	84%

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 Research and Performance Management section in the President's Office 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. 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 a calendar year.

Passing rates 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 Exceptional Institutional Performance (EIP), a college cannot have any licensure/certification exams for which the college controls who was eligible to sit for the exam with a passing rate less than 70%.

System Results: In 2008-2009, 47 community colleges met or exceeded the aggregate institutional passing rate of 80 percent; 36 community colleges had no exam for which they controlled who took the exam with a passing rate less than 70%. The System average of aggregate institutional passing rate was eighty-six percent (86%).

MCC Results: For 2008-2009, MCC met the standard.

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

	2006-2007		2007-2008		2008-2009	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Number of Test Takers	66	9,835	45	10,490	45	10,934
Total Number Passing	47	8,162	38	9,007	38	9,391
Aggregate Institutional Passing Rate	71%	83%	84%	86%	84%	86%
Number of Exams with Passing Rate < 70%	2	-	1	-	1	-

Basic Law Enforcement Training

	2006-2007		2007-2008		2008-2009	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number Tested	17	1,364	13	1,567	17	1,552
% Passed	41%	84%	69%	86%	71%	87%

Practical Nursing

	2006-2007		2007-2008		2008-2009	
	MCC	MCC	MCC	NCCCS	MCC	NCCCS
Number Tested	25	794	29	833	28	863
% Passed	100%	95%	90%	94%	93%	96%

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 the previous three years 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 a GPA equal to or greater than 2.0 after two semesters at a university. To be identified as EIP, performance of community college transfer students must be equivalent to the performance of native UNC sophomores and juniors: 86% for 2008-2009.

System Results: For students who completed an AA, AS or AFA degree in 2007-2008 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, 83 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, 85 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 2008-2009, 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. The College is extremely close to meeting the required cell size of ten students. The dataset for the year reported a total of ten MCC students transferred to schools within the UNC system; of this number, nine students met the required GPA standard.

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 Report (CRPFAR) 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 CRPFAR file, the number and percent of students completing developmental courses with a grade of "C" or better is 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 percent (80%) of the students who completed a developmental course(s) had a grade of "C" or better in 2008-2009. Forty-seven (47) colleges met the performance standard.

MCC Results: For 2008-2009, MCC met the standard.

Passing Rates of Students in Developmental Courses

		2006-2007		2007-2008		2008-2009	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
English	Number Completed	157	21,642	121	26,254	124	31,956
	% Passed	78%	83%	75%	79%	81%	83%
Math	Number Completed	279	44,241	214	53,809	211	63,291
	% Passed	71%	78%	96%	74%	78%	77%
Reading	Number Completed	86	14,215	63	17,327	62	19,866
	% Passed	62%	86%	68%	84%	68%	83%
Total	Number Completed	522	80,098	398	97,390	397	115,113
	% Passed	72%	81%	85%	77%	77%	80%

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 Report (CRPFAR) 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. Using the CRPFAR data file, students who took developmental level English, Reading, and Math courses are identified. Their records are then matched with subsequent performance in college-level English and Math courses.

Performance Standard: Eighty percent (80%) of students who completed a developmental course in 2007-2008 and completed subsequent college level course in 2008-2009 will have a passing grade for the college level course.

System Results: In 2008-2009, eighty-seven percent (87%) 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. Fifty-eight (58) colleges met the standard in 2008-2009.

MCC Results: For 2008-2009, MCC met the standard.

Performance of Developmental Students in Subsequent College-Level Courses

		2006-2007		2007-2008		2008-2009	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Developmental	Number Students	111	13,071	124	19,017	126	23,526
	% Passed	97%	88%	95%	89%	91%	87%

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. For graduates, a 50% response rate 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-seven percent (97%) of program completers responded that they were satisfied with the academic programs of community colleges, while 94 percent (94%) of program non-completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was ninety-six percent (96%). Fifty-eight (58) community colleges met the performance standard in 2008-2009.

MCC Results: For 2008-2009, MCC met the standard.

Satisfaction of Program Completers and Non-Completers

		2006-2007		2007-2008		2008-2009	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Non-Completers	Number Students	17	6,364	22	6,301	25	6,021
	% Satisfied	94%	95%	100%	95%	92%	94%
Completers	Number Students	73	15,739	79	14,533	61	15,216
	% Satisfied	99%	98%	99%	97%	100%	97%
Total	Number Students	90	21,803	101	20,834	86	21,237
	% Satisfied	98%	97%	99%	96%	98%	96%

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 Report (CRPFAR) 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. 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. Transfer rates are determined by matching the students who do not graduate and who do not re-enroll with data at the National Student Clearinghouse. A composite success measure is calculated by adding the number of graduates, returning students and transfers and then dividing that sum by the number of students in the original cohort.

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: Seventy-two percent (72%) of the fall 2008 cohort had graduated, returned to enroll, or transferred by fall 2009. Fifty-eight (58) community colleges met the performance standard.

MCC Results: For 2008-2009, MCC met the standard.

Curriculum Student Retention. Graduation and Transfer

	2006-2007		2007-2008		2008-2009	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Cohort	782	156,060	820	167,975	794	179.031
% Graduate	24%	14%	23%	13%	25%	14%
% Return	48%	49%	46%	49%	44%	51%
% Transfer	2%	5%	3%	7%	3%	7%
% Graduate, Return or Transfer	74%	68%	72%	69%	72%	72%

MEASURE H: Client Satisfaction with Customized Training

Description/Definition: 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 of individuals receiving services from 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 44,116 in 2008-2009. Ninety-four percent (94%) responded that the customized training provided by community colleges was excellent, or very good. Fifty-six (56) colleges met the performance standard.

MCC Results: For 2008-2009, MCC met the standard.

Client Satisfaction with Customized Training

	2006-2007		2007-2008		2008-2009	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number of Respondents	527	38,056	444	41,752	475	44,116
% Satisfied	92%	94%	93%	94%	93%	94%

MONTGOMERY COMMUNITY COLLEGE
SUMMARY REPORT ON CORE INDICATORS OF STUDENT SUCCESS
2008-2009

Recognition of Exceptional Institutional Performance (EIP) 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	2008-2009		2006-2007	2007-2008	2008-2009
		Standard	System Average	MCC	MCC	MCC
A.	Progress of Basic Skills Students	75%	84%	76%	75%	74%
B.	Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate: 80%	86%	71%	84%	84%
C.	Performance of College Transfer Students	83%	85%	*	*	*
D.	Passing Rates in Developmental Courses	75%	80%	72%	85%	77%
E.	Success Rate of Developmental Students in Subsequent College Level Courses	80%	87%	97%	95%	91%
F.	Student Satisfaction of Completers and Non-Completers	90%	96%	98%	99%	98%
G.	Curriculum Student Retention, Graduation & Transfer	65%	72%	74%	72%	72%
H.	Client Satisfaction with Customized Training	90%	94%	92%	93%	93%

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

Gray cells indicate MCC was credited for meeting the standard.