MONTGOMERY COMMUNITY COLLEGE

PERFORMANCE MEASURES

June 2011

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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

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 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
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    G. Curriculum Student Retention, Graduation and Transfer
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In 2010, President Scott Ralls appointed members of a Performance Measures Committee to review the current performance measures and recommend changes to the State Board of Community Colleges. Once approved by the State Board and the General Assembly, these changes will be reflected in the 2013 report.

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 the 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: The aggregate percentage of adult literacy students completing a level of literacy, progressing within a level of literacy, or completing a predetermined goal.

Methodology and Data Source: Data is submitted on an annual basis from each college into the Literacy Education Information System 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.

Performance Standard: 75 % of adult literacy students will complete a level, progress within a level, or complete a predetermined goal.

System Results: For 2009-10, 56 community colleges met this standard. The college results ranged from a low of 69% to a high of 95%. The aggregate result for the system was 81%.

MCC Results: For 2009-2010, MCC met the standard.

Progress of Basic Skills Students

	2007-2008		2008-2009		2009-2010	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Served in Literacy	565	135,120	530	146,870	576	146,061
Completed a Level	7%	6%	8%	6%	5%	6%
Progressing Same Level	41%	50%	44%	49%	34%	35%
Exit Non-Completers	25%	18%	21%	29%	25%	19%
Moved to a Higher Level	28%	27%	26%	16%	23%	26%
Composite Progress Measure	75%	82%	74%	84%	75%	81%

MEASURE B: Passing Rates on Licensure & Certification Examinations

Description/Definition: The percentage of first-time test takers 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: The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification and validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. The institutional passing rate was calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who 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 was fewer than 10.

Performance Standard: 80% of first-time test takers will pass examinations required for North Carolina licensure or certification.

System Results: For 2009-10, 45 community colleges met this standard. The college results ranged from a low of 46% to a high of 97%. The aggregate result for the system was 86%. In addition, there were 34 colleges with no exam with a passing rate less than 70%.

MCC Results: For 2009-2010, MCC met the standard.

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

	2007-2008		2008-2009		2009-2010	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Number of Test Takers	45	10,490	45	10,934	41	10,006
Total Number Passing	38	9,007	38	9,391	34	8643
Aggregate Institutional Passing Rate	84%	86%	84%	86%	83	86%
Number of Exams with Passing Rate < 70%	1	-	1	-	0	1

Basic Law Enforcement Training

	2007-2008		2008-2009		2009-2010	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number Tested	13	1,567	17	1,552	16	1,816
% Passed	69%	86%	71%	87%	94%	87%

Practical Nursing

	2007-2008		2008-2009		2009-2010	
	MCC	MCC	MCC	NCCCS	MCC	NCCCS
Number Tested	29	833	28	863	30	893
% Passed	90%	94%	93%	96%	83%	97%

MEASURE C: Performance of College Transfer Students

Description/Definition: 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 greater than 2.00 after two semesters at the university.

Methodology and Data Source: 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 North Carolina public university and first year academic performance. Detailed reports by community college can be accessed at http://www.northcarolina.edu/ira/ir/analytics/tsp.htm. Two reports for each college were accessed from this site for this measure: *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*. Data from *D.4. Percent of Students with End-of-Year GPA=>2.00* in these reports were combined to determine the overall percentage of transfers with a GPA equal 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.

Performance Standard: 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 two semesters at the university.

System Results: For 2009-10, 46 community colleges met this standard. The college results ranged from a low of 66% to a high of 100%. The aggregate result for the system was 87%. In addition, there were 33 colleges meeting or exceeding the aggregate performance of native UNC sophomores and juniors (87%).

MCC Results: For 2009-2010, 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.

MEASURE D: Passing Rates of Students in Developmental Courses

Description/Definition: The percentage of developmental course completers in English, reading or mathematics completing 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 which is uploaded to the NCCCS Data Warehouse. 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 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.

Performance Standard: 75% of developmental course completers in English, reading or mathematics will complete with a grade "C" or better.

System Results: For 2009-10, 47 community colleges met this standard. The college results ranged from a low of 62% to a high of 97%. The aggregate result for the system was 78%.

MCC Results: For 2009-2010, MCC met the standard.

Passing Rates of Students in Developmental Courses

		2007-2008		2008-2009		2009-2010	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
English	Number Completed	121	26,254	124	31,956	115	59,124
	% Passed	75%	79%	81%	83%	93%	81%
Math	Number Completed	214	53,809	211	63,291	241	83,208
	% Passed	96%	74%	78%	77%	90%	74%
Reading	Number Completed	63	17,327	62	19,866	72	26,786
	% Passed	68%	84%	68%	83%	89%	83%
Total	Number Completed	398	97,390	397	115,113	428	169,118
	% Passed	85%	77%	77%	80%	90%	83%

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

Description/Definition: Among developmental completers subsequently completing a college level English or mathematics course, 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, the performance of those who took developmental math courses and then took college-level math courses was also assessed.

Methodology and Data Source: At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. Grade data 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 "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 grades were matched to students who had previously taken developmental English, Reading, and/or Math courses.

Performance Standard: 80% of college level English or mathematics course completers with previous developmental coursework will complete the college level English or mathematics course with a grade of "D" or better.

System Results: For 2009-10, 52 community colleges met this standard. The college results ranged from a low of 67% to a high of 96%. The aggregate result for the system was 88%.

MCC Results: For 2009-2010, MCC met the standard.

Performance of Developmental Students in Subsequent College-Level Courses

		2007-2008		2008-2009		2009-2010	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Developmental	Number Students	124	19,017	126	23,526	114	37,862
	% Passed	95%	89%	91%	87%	89%	88%

MEASURE F: Satisfaction of Program Completers and Non-Completers

Description/Definition: The percentage of graduates and early-leavers "very satisfied" or "satisfied" with the overall quality of the college.

Methodology and Data Source: Data was collected from a Completer Survey and a Non-Completer Survey that were developed and administered at the individual colleges. 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". Completer Surveys were administered to 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 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.

Performance Standard: 90% of exiting students will be "very satisfied" or "satisfied" with the overall quality of the college.

System Results: For 2009-10, 57 community colleges met this standard. The college results ranged from a low of 87% to a high of 100%. The aggregate result for the system was 96%.

MCC Results: For 2009-2010, MCC met the standard.

Satisfaction of Program Completers and Non-Completers

		2007-2008		2008-2009		2009-2010	
		MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Non-Completers	Number Students	22	6,301	25	6,021	25	7,212
	% Satisfied	100%	95%	92%	94%	96%	93%
Completers	Number Students	79	14,533	61	15,216	52	17,622
	% Satisfied	99%	97%	100%	97%	100%	98%
Total	Number Students	101	20,834	86	21,237	77	24,834
	% Satisfied	99%	96%	98%	96%	99%	96%

MEASURE G: Curriculum Student Retention, Graduation, and Transfer

Description/Definition: 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.

Methodology and Data Source: At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. Student 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 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 had "graduated", "returned but did not graduate", "transferred but did not graduate or return", or "did not graduate, return, or transfer".

Performance Standard: 65% of fall credential-seeking students will graduate, remain enrolled at the same college, or transfer to a university or another community college one year later.

System Results: For 2009-10, 52 community colleges met this standard. The college results ranged from a low of 62% to a high of 73%. The aggregate result for the system was 68%.

MCC Results: For 2009-2010, MCC met the standard.

Curriculum Student Retention, Graduation and Transfer

	2007-2008		2008-2009		2009-2010	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Total Cohort	820	167,975	794	179.031	787	207636
% Graduate	23%	13%	25%	14%	28%	12%
% Return	46%	49%	44%	51%	38%	49%
% Transfer	3%	7%	3%	7%	2%	7%
% Graduate, Return or Transfer	72%	69%	72%	72%	67%	68%

MEASURE H: Client Satisfaction with Customized Training

Description/Definition: Percentage of clients receiving specialized training programs and services through Customized Training and Small Business Centers satisfied with training.

Methodology and Data Source: Surveys administered to clients receiving services through Customized Training Program projects and Business & Industry Support training activities, and from Small Business Centers were administered by colleges to determine level of satisfaction with training. The data is 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.

Performance Standard: 90% of clients receiving specialized training programs and services through Customized Training and Small Business Centers will be satisfied with training.

System Results: For 2009-10, all 58 community colleges met this standard. The college results ranged from a low of 90% to a high of 100%. The aggregate result for the system was 95%.

MCC Results: For 2009-2010, MCC met the standard.

Client Satisfaction with Customized Training

	2007-2008		2008-2009		2009-2010	
	MCC	NCCCS	MCC	NCCCS	MCC	NCCCS
Number of Respondents	444	41,752	475	44,116	525	49,547
% Satisfied	93%	94%	93%	94%	97%	95%

MONTGOMERY COMMUNITY COLLEGE
SUMMARY REPORT ON CORE INDICATORS OF STUDENT SUCCESS
2009-2010

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 | 2009-2010 | | 2007-2008 | 2008-2009 | 2009-2010 |
	Standard	System Average	MCC	MCC	MCC
A. Progress of Basic Skills Students	75%	81%	75%	74%	75%
B. Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate: 80%	86%	84%	84%	83%
C. Performance of College Transfer Students	83%	87%	*	*	*
D. Passing Rates in Developmental Courses	75%	78%	85%	77%	90%
E. Success Rate of Developmental Students in Subsequent College Level Courses	80%	88%	95%	91%	89%
F. Student Satisfaction of Completers and Non-Completers	90%	96%	99%	98%	99%
G. Curriculum Student Retention, Graduation & Transfer	65%	68%	72%	72%	68%
H. Client Satisfaction with Customized Training	90%	95%	93%	93%	97%

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

Gray cells indicate MCC did not meet the standard.