

NC Community Colleges Performance Measures for Student Success

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

The State Board of Community Colleges and the General Assembly approved twelve performance measures for accountability in 1999. Later in 2007, the General Assembly approved the reduction of performance measures to eight.

In 2010, President Scott Ralls established a Performance Measures Committee to develop new performance-based student success measures to go into effect in 2013. In November 2011, the State Board formally approved the Performance Measures. These measures were then submitted to the General Assembly in March 2012 and later adopted in June 2012 through Section 8.5 of S.L. 2012-142.

As the revised performance measures were being finalized, attention was turned to developing recommendations for incorporating performance into colleges' regular formula budget allocations. In May 2012, President Ralls appointed a team of college presidents to a Performance Funding Committee to develop a performance funding model.

One of the outcomes of this committee was the establishment of system-wide "baselines" and "goals" for each measure. The committee recommended using consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. This utilization of baselines and goals is a departure from the System's historical use of "standards."

Based on three years of historical data for each measure, baselines were set two standard deviations below the system mean, and the goals were set one standard deviation above the system mean. These baselines and goals remain static for three years and will be reset in the 2016 report.

This 2014 edition is the second report utilizing the new measures, goals, and baselines.

1. Basic Skills Student Progress. To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency. Percentage of students who progress as defined by an educational functioning level. Goal: 51.2%, Baseline: 20.6%, VGCC=43.6%.

2. GED® Diploma Passing Rate. To ensure quality GED® preparation and high levels of GED® attainment. Percentage of students taking at least one GED® test during a program year who receive a GED® diploma during the program year. Goal: 82.0%, Baseline: 49.3%, VGCC=76.1%

3. Developmental Student Success Rate in College-Level English Courses. To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses. Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “P”(Pass), “C” or better upon the first attempt. Goal: 74.9%, Baseline: 45.2%, VGCC=59.0%

4. Developmental Student Success Rate in College-Level Math Courses. To ensure remedial math coursework prepares students to succeed in credit-bearing math courses. Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt. Goal: 75.4%, Baseline: 47.5%, VGCC=55.1%

5. First Year Progression. To ensure first-year students reach an academic momentum point that helps predict future credential completion. Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”(Pass), “C” or better) at least twelve of those hours. Goal: 74.6%, Baseline: 53.2%, VGCC=70.2%

6. Curriculum Student Completion. To ensure student completion and persistence toward a post-secondary credential. Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years. Goal: 45.6%, Baseline: 28.6%, VGCC=37.1%

7. Licensure and Certification Passing Rate. To ensure programmatic coursework prepares students to competently practice in their chosen profession. Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Goal: 91.7%, Baseline: 71.0%, VGCC=88.3%

8. College Transfer Performance. To ensure the academic success of community college students at a four-year university or college. Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution. Goal: 93.8%, Baseline: 71.2%, VGCC=82.9%