

MEMORANDUM

DATE: July 19, 1999

TO: Presidents
Planners

FROM: J. Keith Brown
Associate Vice President, Planning & Research

SUBJECT: Changes in Accountability Requirements

A number of changes have occurred over the past year relative to accountability reporting requirements for community colleges. At the System Office, one of our objectives has been to examine the accountability and reporting requirements to reduce redundancy and to align the accountability requirements with the mission and goals of the System. I believe we have made a lot of progress in improving our accountability system.

The purpose of this memorandum is to review and clarify the requirements for 1999-2000. Specifically, this memorandum will address the college institutional effectiveness plan (IEP), the Critical Success Factors (CSF) report, the Annual Program Review (APR), and the performance measures and standards.

Institutional Effectiveness Plan

The North Carolina State Board of Community Colleges took action in September 1998 to change the reporting requirements for the college institutional effectiveness plan. While maintaining the requirement for compliance with the legislative mandate that each college develop an annual IEP, the State Board took the position that the IEP should be designed to meet the needs of the college and should not be a state compliance document. Noting the success of community colleges in developing ongoing, effective planning processes, the State Board agreed with staff recommendations that colleges be granted greater flexibility in the development of the IEP and that colleges no longer be required to submit a

copy of the IEP to the System Office. In so doing, the State Board recognizes that the college has the responsibility for ensuring their IEP processes are in compliance with SACS requirements.

Effective July 1, 1999, community colleges are no longer required to submit an IEP to the System Office. In addition, colleges have been granted greater flexibility in the design and content of the IEP. The System Office will monitor compliance with the legislative mandate that colleges have an ongoing planning process that results in an annual IEP through the educational program audit process.

Critical Success Factors

The System Planning Council took action at its June 17 meeting to adopt a new Critical Success Factors matrix (Attachment 1). The new matrix and report will serve two purposes, reporting on the performance measures and standards and evaluating the System Strategic Plan. The first factor in the matrix is the list of the 12 performance measures and standards that have been approved by the legislature. These data will be presented by college with an indication of which colleges meet the prescribed standard. The remaining four factors are designed to measure the System's progress in achieving the objectives in the 1999-2001 Strategic Plan. Each measure listed under these four factors is cross-referenced to objectives in the strategic plan. Data will be presented at the System level and, where appropriate, the institutional level. The first CSF report on the new matrix will be issued in April 2000.

Annual Program Review/Performance Measures and Standards

The State Board and the legislature have approved the 12 Performance Measures and Standards as our primary measure of accountability. A summary of the measures and standards was mailed to all college presidents on June 29. As was stated in the accompanying memorandum from Dr. Brenda Rogers, the performance measures will replace the CSF standards and the Annual Program Review. Colleges are no longer required to submit an APR report in October to the System Office.

In developing the measures and standards, it was understood that data collection methodologies would be refined as the measures were more closely studied. At this point the methodologies for several measures have been modified/clarified and will be addressed here.

Before addressing the modified methodologies, however; I would like to clarify some information on surveys. Under the new performance measures, the following surveys are required: goal completion of program completers, satisfaction of program completers with the college, goal completion for noncompleters, satisfaction of noncompleters with the college, employer satisfaction with graduates, and client satisfaction with customized training. At this point we are exploring the feasibility of conducting the employer satisfaction survey at the state level; all other surveys are the responsibility of the colleges.

A committee is currently developing the survey questions that all colleges will be required to use. Quite naturally, colleges can ask additional questions to meet their local needs; however, each college will be required to use the standard questions developed by the survey committee. These questions will be available by the end of August. In addition it should be noted that, since performance funding will be attached to some survey results, the surveys will be subject to audit by the education program auditors. Colleges will be expected to maintain a file of returned surveys for purposes of the audit.

Additional specifics on the surveys will be presented later in this memorandum.

Performance of College Transfer Students: This measure will be based on the new Transfer Student Performance (TSP) report being developed by UNC-General Administration. Under this new reporting, performance of transfer students who enroll in an UNC institution within two years of leaving a community college will be assessed. A schematic of this first year's analysis is presented in Attachment 2.

Passing rates of Students in Developmental Courses: Dr. Edith Lang at the System Office is chairing a committee that has been working on the reporting of these data. Information on the new reporting was presented at the IIPS conference. Using the IIPS software, the number of students completing developmental courses in English, reading and mathematics with a "C" or better grade will be determined and a passing rate will be calculated based on the total number of students who complete a developmental course in English, reading or mathematics. Students who withdraw during the semester will not be included in the analysis. If your college uses a scale other than an A,B,C type of scale, then you will be asked to convert your grades to an A,B,C scale for purposes of this reporting. For more information on this, please contact Dr. Lang.

Plans are to do a test run for all colleges in September 1999. The actual implementation of this measure will occur in September 2000 and will be reported in the 2001 CSF report. Colleges not using the IIPS software will need to work with the System Office Information Services section to develop the appropriate programs for conducting the analysis.

Success Rate of Developmental Students in Subsequent College-Level Courses: The methodology used for this measure has been changed as a result of input from many of you. This measure will look at the success of developmental students in the courses for which the developmental course was the prerequisite. Developmental English will be paired with ENG 111, developmental math will be paired with college-level math and developmental reading will be paired with the student's first subsequent social science course or humanities course other than ENG 111. The performance of students in those college level courses who completed the developmental course will be compared with the performance of students who did not take the developmental course. For more information on this measure, please contact Dr. Lang

Curriculum Student Progress: The methodology for this measure has changed significantly

since it was first proposed. In explaining the new methodology, I will describe what is required for this year.

Before describing the new methodology, however; I want to elaborate a little more on the required surveying. Attachment 3 presents a schematic on the new required surveys. For this year you will identify students who were enrolled in a curriculum program in Fall 1998. This means you will exclude students who were classified as “transition” (program codes beginning with a “T”) and only look at students in specific curriculum programs. In addition, inmates will be excluded since they represent a special population. If, at any time between Fall 1998 and Fall 1999, the student completed a certificate, diploma or degree they will be classified as a program completer and will be surveyed with the Goal Completion Survey and the Satisfaction Survey. If the student did not complete the program but enrolled in either a curriculum program or extension program in Fall 1999, then they will be placed in a second group. No further follow-up is needed for this group.

If a student does not complete the program and does not reenroll in Fall 1999, then that student is considered a “noncompleter.” All noncompleters are to be surveyed by the college with the Goal Completion Survey and the Satisfaction Survey. This surveying should be conducted during the Fall. All survey results will be submitted to the System Office in February for inclusion in the Critical Success Factors report.

Attachment 4 presents a schematic of the Curriculum Student Progress measure. For students who enrolled in Fall 1998 as described above, colleges will report: the number who completed prior to Fall 1999; the number who did not complete and re-enrolled in Fall 1999; the number who did not complete, did not re-enroll in Fall 1999 and who completed their goal as indicated by the Goal Completion survey; the number who did not complete, did not re-enroll in Fall 1999 and who did not complete their goal as indicated by the Goal Completion survey; and the number of unknowns (no survey returned). To calculate the Curriculum Student Progress measure, the number of students in the first three categories just described will be totaled and divided by the total number of curriculum students (excluding “transition” and inmates) enrolled in Fall 1998.

The Information Services section of the System Office is developing a software program for selecting students based on the above criteria. This program can be run after the census date for Fall 1999 and will produce the numbers for the first two categories described above and a list of “noncompleters” who must be surveyed. Colleges not using the IIPS software should work with the System Office IS staff to ensure compliance with this new measure.

If you have questions about any of the information contained in this memorandum or about any of the other performance measures, please do not hesitate to contact me. I will be away from the office until August 2, but will be monitoring my email nightly (brownk@ncccs.cc.nc.us). In addition, it is my understanding that interest has been expressed by the planners in having presentations on this topic made at some regional planning meetings. I am more than willing to meet with any

Presidents and Planners

Page 5 of 5

July 19, 1999

group to discuss the new measures to ensure successful implementation of our new accountability process.

Attachment

c: President H. Martin Lancaster
 Dr. Barry Russell
 Dr. Brenda Rogers
 Mr. Kennon Briggs
 Dr. Elizabeth Johns

CC99-201
(Paper Copy)