

RESEARCH BRIEF

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High School Graduate Performance Report

HISTORY

The 1989 and 1991 General Assembly required the Department of Community Colleges (North Carolina Community College System—NCCCS), the University of North Carolina General Administration (UNC-GA), and private higher education to “. . . plan a system to provide an exchange of information among the public schools and institutions of higher education” The **purpose** of this annual reporting requirement is to illustrate the “*need for remedial coursework at the institutions of higher education, . . . performance in standard courses; and continued enrollment in a subsequent year*”

This cohort report is on all 1998 North Carolina high school graduates who attended a North Carolina community college or university following their high school enrollment.

Five unique reports aggregated by high school, local educational agency/district (LEA), and college are prepared and distributed by the North Carolina Community College System Office Planning and Research unit. These data are shared with college presidents, superintendents, principals, and the General Assembly Fiscal Research Division.

HIGHLIGHTS

This is the second report on high school graduates’ performance since the community college system converted to the semester system and the development of new program nomenclatures. Curriculum programs nomenclatures are now **Associate Degree** (planned academic curriculum programs ranging from 64 to 76 semester hour credits), **Transitional** (curriculum programs that do not lead to a formal award), **Diploma** (curriculum programs designed to provide entry-level employment training ranging from 36 to 48 semester hour credits), and **Certificate** (curriculum programs designed to provide entry-level employment training ranging from 12 to 18 semester hour credits).

During the period since 1992, many community colleges have defined and re-defined remedial/developmental course requirements and these adjustments may alter participation percentages. In addition, improved course-reporting continuity has been enhanced for the community college system with the “common course” numbering system.

College Participation

- Since the community college system conversion to new program nomenclature, **Associate Degree** participation is the largest (70.1%) program sub-type for recent high school graduates. Following their enrollment in associate degree programs, these students may seek employment and/or participation at a baccalaureate degree granting institution.
- **Transitional** participants are the second largest (22.1%) program sub-type for this cohort. Following this initial enrollment, transitional students may enroll in a diploma, certificate, associate or baccalaureate degree program or seek employment.
- Though a short-term trend, the participation in **Diploma and Certificate** programs appears to be declining slightly, down by 1.2%. Following enrollment as a diploma or certificate student, these students may seek employment and/or continue with further educational endeavors.

End of First-Year Performance: (Chart 1)

- Overall, the percentage of community college students from this cohort whose end of first-year grade-point average was a “B” (3.0) and “C” (2.0) is consistent with earlier cohorts. A slight decline (-3.0%) in “C” students has occurred in the last two years—this may actually be an adjustment that occurred with the enrollment increase during semester conversion and transition to a common course program.
- The percentage of community college “B” students has shown an increase (4.8%) from 1992 to 1998.
- The university cohorts had a 5.4% increase in “B” students, similar to the community college cohorts.

First English Course (Chart 2)

- The percentage of community college first-year students who are participating in a Regular English course has returned to the 1992 percentage after a peak in 1995. A decline (-10.4%) has occurred in the past two years and this trend warrants further investigation and follow-up.
- During this time (1992 to 1998), the same percentage of first-year students that first enrolled in Developmental English has increased (7.9%). Most of this increase (7.1%) has occurred in the past two years—which may reflect the community college system’s creation of a common course numbering system and improved English placement.
- University cohorts had a 2.9% decline in enrollment in Developmental English since 1994. The percentage of university students enrolled in Regular English courses increased (2.8%).

First Math Course (Chart 3)

- Major changes have occurred in which (Developmental or Regular) math courses the community college cohorts first enroll. For the first time in 1997, more first-year community college students were enrolled in Developmental Math than Regular Math. This increase in Developmental Math over Regular Math participation has grown with the 1998 cohort.
- Overall, the community college trend illustrates a 19.2% increase in Development Math participation since data were first collected in 1992.
- The university cohorts illustrates a similar trend to the community college math participation for the last two years. The university trend illustrates an increase (3.6%) in Developmental Math and a decline (-7.1%) in Regular Math enrollment. NOTE: University is discussing an additional high school math as a future admission requirement.

One or More Developmental Course(s) (Chart 4)

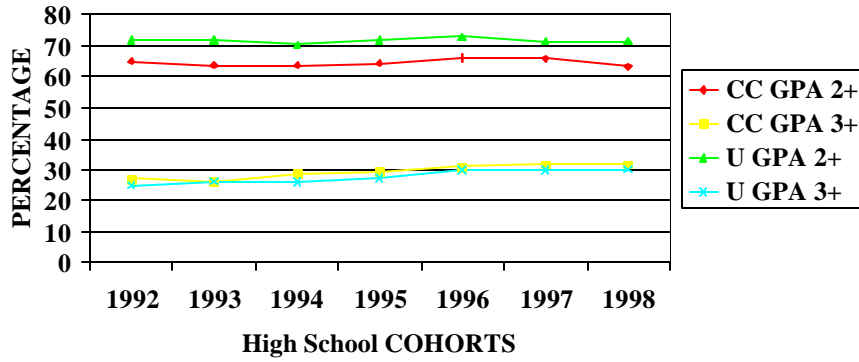
- Participation in one or more developmental course(s) is just under half (49.1%) of this community college cohort.
- During this same period (1992 to 1998), the percentage of university first-year students who participated in one or more developmental course(s) has declined (-5.1%).

Beginning of Second Year after High School Graduation (Chart 5)

- The measure of returning Second-Year students is often seen as the best students’ progress measure. Chart 5 illustrates community college (cc) and university (u)—percentage returning (RETURN); percentage returning with a “C” average (GPA of 2+); and the percentage returning with a “C” average and the equivalent of two full-time semesters (GPA of 2+FTE).
- The percentage of the current community college cohort who return for their second year has increased for those returning, those with a “C” average, and those with a “C” average plus two semesters of full-time hours. Dips in these data trends occurred when the community college system converted to the semester system in 1996, possibly attributable to a push for students to finish under the quarter system. The most recent two-year trend shows a leveling off.
- The university trend for returning second-year students is consistent over time.

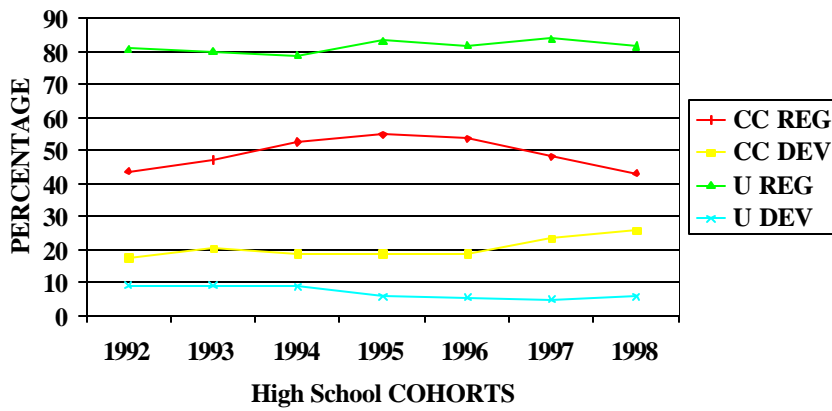
End of First Year Performance

Chart 1



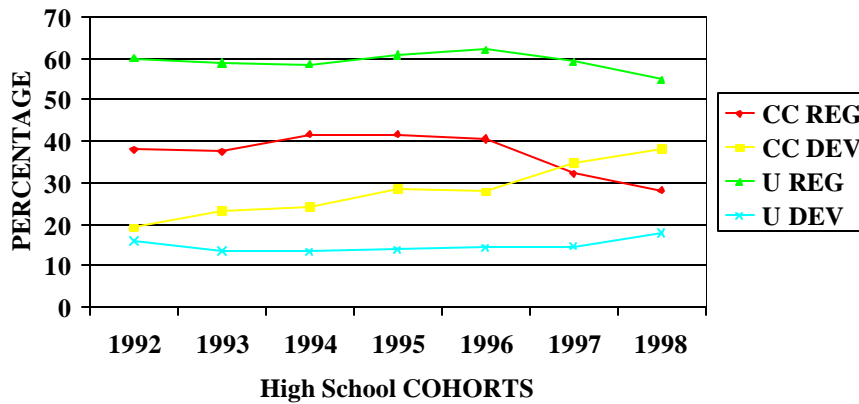
First English Course

Chart 2



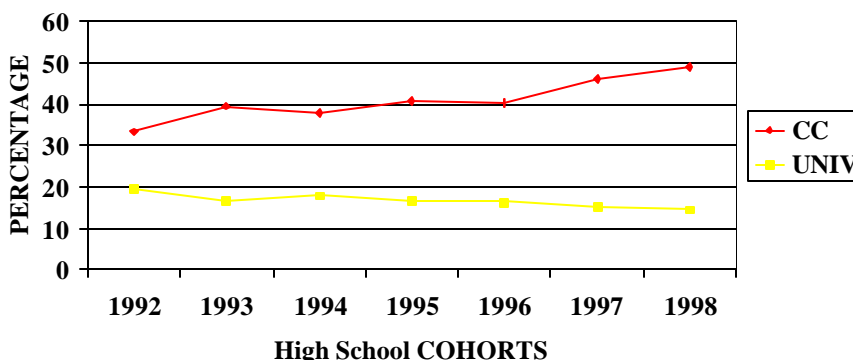
First Math Course

Chart 3



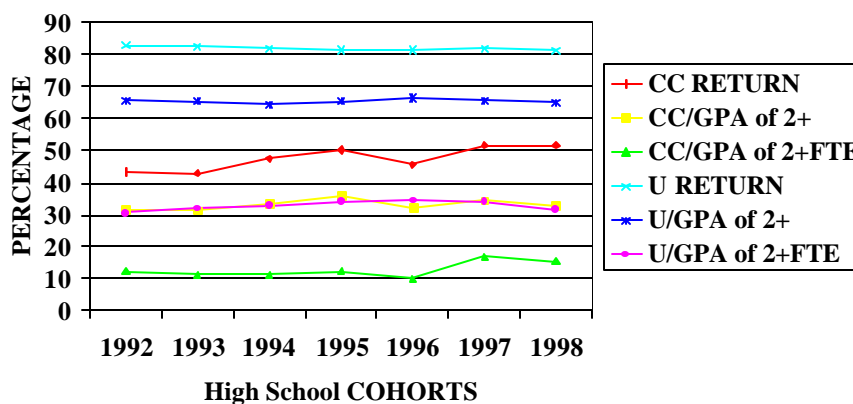
One or More Developmental Course(s)

Chart 4



Beginning of Second Year

Chart 5



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