



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
*H. Martin Lancaster, President*

**MEMORANDUM**

DATE: April 1, 2008

TO: Planners

FROM: J. Keith Brown  
Associate VP, Planning, Accountability, Research & Evaluation

SUBJECT: Verification of Performance Measures on Developmental Education

For the first time, the two performance measures related to Developmental Education were calculated using course data each college submits at the end of each semester in the CRPFAR file. Attached you will find the resulting tables for the two performance measures and the methodology used to calculate the passing rates.

You are being asked to coordinate the verification of the data as described in the two attached documents on the verification process. It is important that each college review the data prior to the publication of the performance measures document in April. If you believe the data are in error and you can provide supporting information as described in the two documents, revisions can be made to the tables.

Please work with your Chief Instructional Administrator, the person responsible for developmental education at your college and anyone else who can assist in the verification of the data.

All corrections and documentation must be sent to Dr. Soyoung Yim **no later than April 25**.

Attachments

c: Presidents  
Chief Instructional Officers

CC08-080  
Email

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2006-2007

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,896	557	90%	968	80%			1,525	84%
Asheville-Buncombe TCC	5,780	473	79%	1,102	74%	347	82%	1,922	77%
Beaufort County CC	1,709	92	98%	220	86%	140	96%	452	92%
Bladen CC	1,406	251	90%	428	93%	125	91%	804	92%
Blue Ridge CC	2,183	218	79%	485	76%	100	74%	803	77%
Brunswick CC	1,457	160	73%	304	80%			464	78%
Caldwell CC & TI	3,947	377	89%	941	82%	316	98%	1,634	87%
Cape Fear CC	6,758	CIS		CIS		CIS		CIS	
Carteret CC	1,718	158	85%	417	91%	115	96%	690	90%
Catawba Valley CC	4,622	641	84%	1,553	76%	488	80%	2,682	79%
Central Carolina CC	5,159	225	87%	567	75%	370	89%	1,162	82%
Central Piedmont CC	13,250	2,105	82%	4,082	70%	1,730	83%	7,917	76%
Cleveland CC	2,973	198	94%	704	84%	177	92%	1,079	87%
Coastal Carolina CC	4,303	334	89%	972	90%	336	88%	1,642	89%
College of The Albemarle	2,239	310	90%	833	83%	293	90%	1,436	86%
Craven CC	2,707	444	75%	760	77%	3	100%	1,207	76%
Davidson County CC	3,444	214	77%	640	64%	194	75%	1,048	69%
Durham TCC	4,588	972	65%	1,791	57%	684	69%	3,447	62%
Edgecombe CC	2,305	332	77%	504	76%	346	90%	1,182	80%
Fayetteville TCC	10,560	CIS		CIS		CIS		CIS	
Forsyth TCC	6,514	531	85%	1,489	84%	571	92%	2,591	86%
Gaston College	4,467	371	76%	1,411	77%	359	79%	2,141	77%
Guilford TCC	9,065	CIS		CIS		CIS		CIS	
Halifax CC	1,538	244	79%	410	70%			654	73%
Haywood CC	1,935	120	55%	354	55%	100	100%	574	63%
Isothermal CC	2,177	193	90%	703	67%	98	86%	994	73%
James Sprunt CC	1,311	158	96%	283	83%	107	96%	548	89%
Johnston CC	3,813	403	83%	441	78%			844	80%
Lenoir CC	3,173	299	100%	437	100%	226	100%	962	100%
Martin CC	925	139	57%	174	69%	80	89%	393	69%
Mayland CC	1,963	CIS		CIS		CIS		CIS	
McDowell TCC	1,338	161	93%	222	94%	23	100%	406	94%
Mitchell CC	2,272	298	83%	501	68%	162	91%	961	77%
Montgomery CC	1,010	157	78%	279	71%	86	62%	522	72%
Nash CC	2,503	316	97%	468	98%	160	97%	944	97%
Pamlico CC	575	45	76%	99	88%			144	84%
Piedmont CC	2,547	318	89%	483	86%	224	99%	1,025	90%
Pitt CC	5,656	1,010	100%	2,045	85%			3,055	90%
Randolph CC	2,428	CIS		CIS		CIS		CIS	
Richmond CC	2,040	255	83%	448	88%	325	88%	1,028	87%
Roanoke-Chowan CC	949	188	62%	324	73%	149	76%	661	71%
Robeson CC	3,671	612	90%	1,160	76%	643	76%	2,415	80%
Rockingham CC	2,060	152	88%	114	81%	38	74%	304	84%
Rowan-Cabarrus CC	4,685	CIS		CIS		CIS		CIS	
Sampson CC	1,761	191	91%	388	78%	165	86%	744	83%
Sandhills CC	3,612	512	78%	864	74%	394	85%	1,770	78%
South Piedmont	2,156	378	72%	756	81%	570	82%	1,704	79%
Southeastern CC	2,381	283	71%	665	75%	415	86%	1,363	78%
Southwestern CC	2,216	134	81%	337	85%	133	83%	604	84%
Stanly CC	2,290	197	90%	260	87%			457	88%
Surry CC	2,960	203	82%	638	79%	219	89%	1,060	82%
Tri-County CC	1,076	103	94%	152	97%			255	96%
Vance-Granville CC	4,213	567	78%	1,001	85%	382	88%	1,950	84%
Wake TCC	11,166	CIS		CIS		CIS		CIS	
Wayne CC	3,479	492	94%	1,059	85%	263	87%	1,814	88%
Western Piedmont CC	2,959	CIS		CIS		CIS			
Wilkes CC	2,757	302	84%	563	78%	119	93%	984	82%
Wilson CC	2,112	299	86%	603	69%	214	92%	1,116	78%
System Total	198,759	17,692	83%	36,402	78%	11,989	86%	66,083	81%

## Verification of Passing Rates in Developmental Courses

For the first time, the performance measure “Passing Rates in Developmental Courses” was calculated using course data each college submits at the end of each semester in the CRPFAR file. The data appear to be consistent with previous years’ performance, however; we are asking each college to review their data for accuracy. If a college finds the data are not correct, then the college can submit corrected data as outlined below.

The following will explain the data that are presented in the table. At the end of each semester, colleges submit a CRPFAR file to the System Office and that file is loaded in the data warehouse. Among the data elements in the file are the courses taken and final grades earned by each student during the semester. Each college submits the actual grade given by the college and also maps the grades given by the college to a standard grading scheme that is consistent across the System. It is this standard grade that the college has mapped to that is being used in the calculations.

For this year’s report, the number of students taking developmental English, developmental reading and developmental mathematics during the 2006-07 academic year (Fall 2006, Spring 2007, Summer 2007) was determined. Of those taking these developmental courses, the number making a grade of “C” or better was determined. In addition, the number who showed a grade of “W”, “CE” or “AU” was determined and those students were eliminated from the calculations. The percent passing was calculated by dividing the number of students earning a grade of “C” or better by the total number of students taking the developmental course (minus any student with a grade of “W”, “CE” or “AU”). Note, this calculation is on grades in courses, and as such is not an unduplicated count of students. If a student takes a developmental course, fails the course, and then retakes the course and passes, that student would be counted twice, once as a pass and once as a fail. Also note that grades such as “I”, “IP”, etc., that indicate the student did not successfully complete the course during the semester would be counted as not passing.

If a college thinks the data being reported are not correct, then corrected data can be submitted in accordance with the following guidelines:

1. The college must follow the above methodology to determine passing rates in the developmental courses.
2. The college must give an explanation as to why the course and grade data submitted to the data warehouse were not correct.
3. The college must explain what steps are being taken to ensure that future submission of course and grade data are accurate.

Eight colleges in table show no data but have a “CIS” notation. Due to a CIS issue, course records on developmental courses were not being captured as part of the CRPFAR collection for those colleges. As of Fall 2007, this issue has been resolved and developmental course records and data are now available beginning with the Fall 2007 semester.

Colleges with a “CIS” can submit data for the report following the methodology above in order to be included in this year’s Performance Measures report.

If you have questions or concerns with regards to the calculation of the data, please contact either Dr. Soyoung Yim or Keith Brown at the System Office.

**Any corrections must be submitted no later than April 25, 2008.**

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2006-2007

INSTITUTION	FTE	ENGLISH		MATH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,896	96	95%	140	94%	236	95%
Asheville-Buncombe TCC	5,780	123	79%	161	83%	284	81%
Beaufort County CC	1,709	28	82%	39	87%	67	85%
Bladen CC	1,406	73	95%	53	91%	126	93%
Blue Ridge CC	2,183	68	94%	65	98%	133	96%
Brunswick CC	1,457	34	94%	37	81%	71	87%
Caldwell CC & TI	3,947	152	93%	98	94%	250	93%
Cape Fear CC	6,758	CIS	CIS	CIS	CIS	CIS	CIS
Carteret CC	1,718	36	89%	46	100%	82	95%
Catawba Valley CC	4,622	164	80%	268	86%	432	84%
Central Carolina CC	5,159	123	95%	59	90%	182	93%
Central Piedmont CC	13,250	595	89%	614	85%	1,209	87%
Cleveland CC	2,973	105	88%	301	89%	406	89%
Coastal Carolina CC	4,303	120	96%	201	90%	321	92%
College of The Albemarle	2,239	93	97%	76	95%	169	96%
Craven CC	2,707	57	89%	113	93%	170	92%
Davidson County CC	3,444	75	80%	190	81%	265	81%
Durham TCC	4,588	196	91%	123	91%	319	91%
Edgecombe CC	2,305	131	90%	57	68%	188	83%
Fayetteville TCC	10,560	CIS	CIS	CIS	CIS	CIS	CIS
Forsyth TCC	6,514	163	95%	154	90%	317	92%
Gaston College	4,467	164	88%	223	90%	387	89%
Guilford TCC	9,065	CIS	CIS	CIS	CIS	CIS	CIS
Halifax CC	1,538	36	83%	82	82%	118	82%
Haywood CC	1,935	44	82%	53	85%	97	84%
Isothermal CC	2,177	98	90%	90	88%	188	89%
James Sprunt CC	1,311	43	86%	64	86%	107	86%
Johnston CC	3,813	CIS	CIS	CIS	CIS	CIS	CIS
Lenoir CC	3,173	104	91%	44	91%	148	91%
Martin CC	925	52	63%	22	95%	74	73%
Mayland CC	1,963	CIS	CIS	CIS	CIS	CIS	CIS
McDowell TCC	1,338	35	100%	51	98%	86	99%
Mitchell CC	2,272	88	88%	62	77%	150	84%
Montgomery CC	1,010	37	97%	74	97%	111	97%
Nash CC	2,503	74	85%	97	84%	171	84%
Pamlico CC	575	8	88%	9	100%	17	94%
Piedmont CC	2,547	104	92%	79	89%	183	91%
Pitt CC	5,656	215	83%	211	90%	426	86%
Randolph CC	2,428	CIS	CIS	CIS	CIS	CIS	CIS
Richmond CC	2,040	55	89%	59	88%	114	89%
Roanoke-Chowan CC	949	54	69%	52	83%	106	76%
Robeson CC	3,671	191	95%	110	77%	301	89%
Rockingham CC	2,060	CIS	CIS	CIS	CIS	CIS	CIS
Rowan-Cabarrus CC	4,685	CIS	CIS	CIS	CIS	CIS	CIS
Sampson CC	1,761	103	88%	224	88%	327	88%
Sandhills CC	3,612	160	83%	129	86%	289	84%
South Piedmont	2,156	87	67%	49	94%	136	77%
Southeastern CC	2,381	129	82%	65	86%	194	83%
Southwestern CC	2,216	74	73%	155	73%	229	73%
Stanly CC	2,290	33	100%	41	95%	74	97%
Surry CC	2,960	71	92%	107	80%	178	85%
Tri-County CC	1,076	16	100%	26	100%	42	100%
Vance-Granville CC	4,213	161	84%	394	84%	555	84%
Wake TCC	11,166	CIS	CIS	CIS	CIS	CIS	CIS
Wayne CC	3,479	153	91%	134	92%	287	91%
Western Piedmont CC	2,959	CIS	CIS	CIS	CIS	CIS	CIS
Wilkes CC	2,757	76	96%	62	92%	138	94%
Wilson CC	2,112	89	92%	68	93%	157	92%
System Total	198,759	4,986	88%	5,631	88%	10,617	88%

## Verification of Passing Rates for Developmental Students in Subsequent College-Level Courses

For the first time, the performance measure “Passing Rates for Developmental Students in Subsequent College-Level Courses” was calculated using course data each college submits at the end of each semester in the CRPFAR file. The data appear to be consistent with previous years’ performance, however; we are asking each college to review their data for accuracy. If a college finds the data are not correct, then the college can submit corrected data as outlined below.

The following will explain the data that are presented in the table. At the end of each semester, colleges submit a CRPFAR file to the System Office and that file is loaded in the data warehouse. Among the data elements in the file are the courses taken and final grades earned by each student during the semester. Each college submits the actual grade given by the college and also maps the grades given by the college to a standard grading scheme that is consistent across the System. It is this standard grade that the college has mapped to that is being used in the calculations.

For this year’s report, students were identified by the highest level of developmental English, developmental reading and/or developmental mathematics they had taken and passed. The students were grouped into the following based on the highest level of developmental courses taken during the 2005-06 academic year: MAT 060; MAT 070; MAT 080/090; ENG 090/095 and RED 090/095. Next, the number of students in each group defined above who took the first college-level course in the 2006-07 academic year for which the developmental course was a prerequisite was determined. The table below shows the “mapping” of the developmental courses to the subsequent college-level course.

Developmental Course	Subsequent College-level Course
MAT 060	MAT 101
MAT 070	MAT 110, 115, 120, 121, 140
MAT 080/090	MAT 141, 145, 151, 155, 161, 171
ENG 090/095 or RED 090/ENG 095	ENG 110, 111

The percent passing was calculated by dividing the number of students in each group above earning a grade of “D” or better in the subsequent college-level course by the total number of students identified in the groups above (minus any student with a grade of “W”, “CE” or “AU”). Note, this calculation is on the first college-level course identified above taken by the student. Also note that grades such as “I”, “IP”, etc. that indicate the student did not successfully complete the course during the semester would be counted as not passing.

If a college thinks the data being reported are not correct, then corrected data can be submitted in accordance with the following guidelines:

1. The college must follow the above methodology to determine passing rates in the subsequent college-level courses.
2. The college must give an explanation as to why the course and grade data submitted to the data warehouse were not correct.
3. The college must explain what steps are being taken to ensure that future submission of course and grade data are accurate.

Eight colleges in table show no data but have a “CIS” notation. Due to a CIS issue, course records on developmental courses were not being captured as part of the CRPFAR collection for those colleges. As of Fall 2007, this issue has been resolved and developmental course records and data are now available beginning with the Fall 2007 semester.

Colleges with a “CIS” can submit data for the report following the methodology above in order to be included in this year’s Performance Measures report. If a college with “CIS” would like the System Office to calculate the passing rate, then the college would need to supply the PARE unit of the System Office with the social security number and highest developmental English, reading and mathematics course taken by students in 2005-06. By having these data, the System Office would be able to calculate percent passing subsequent college-level courses. If a college chooses to follow this route, please contact Keith Brown for further instructions on how to submit the file.

If you have questions or concerns with regards to the calculation of the data, please contact either Dr. Soyoung Yim or Keith Brown at the System Office.

**Any corrections must be submitted no later than April 25, 2008.**