

**STATE BOARD OF COMMUNITY COLLEGES**  
**Recommendations for Current and Future Performance Measures**

**Background**

In November 2011, the State Board formally approved a new set of performance measures for North Carolina community colleges. 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.

During the development of these measures, it was determined that it was important to build in a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. The first two reviews were conducted during the 2014-15 and 2017-18 timeframes and resulted in State Board approved modifications to the performance measures.

In November 2020, Interim System President Bill Carver requested the formation of a committee chaired by Dr. Dale McInnis, President of Richmond Community College, and Bill Schneider, Associate Vice President for Research and Performance Management at the System Office, to facilitate the 2020-21 review and make recommendations for any updates to the performance measures. The Performance Measures Review Committee was formed with nominations from the professional associations across the System representing student services, curriculum academics, continuing education, and basic skills. Two presidents were also appointed by the North Carolina Association of Community College Presidents (NCACCP) to represent the Association and two vice presidents to represent the System Office. Below is a list of the membership.

- Dr. Dale McInnis, President of Richmond Community College
- Bill Schneider, Associate Vice President for Research and Performance Management, NCCCS
- Dr. Michael Ayers, Vice President of Academic Affairs, Southeastern CC
- Dr. Levy Brown, Vice President of Learning, Student Engagement & Success, Vance-Granville CC
- Stacy Buff, Dean of Career & Technical Education, McDowell CC
- Heather Collins, Department Chair of Academic and Career Readiness, Johnston CC
- Carol Ann Lydon, Director of Planning, Research and Institutional Effectiveness, Blue Ridge CC
- Dr. Dave Loope, President, Beaufort CC
- Dr. Janet Spriggs, President, Forsyth Tech CC
- Dr. Kim Gold, Senior Vice President/Chief Academic Officer, NCCCS
- Bryan Jenkins, Senior Vice President, External and State Board Affairs, NCCCS

The committee work resulted in recommendations to be implemented across a three-year timeframe. These recommendations were endorsed by NCACCP on May 19, 2021. The recommendations, rationale/notes, and associated implementation timeframes follow.

**Recommendations to be adopted in 2021 Performance Measure Report**

Resetting baselines and excellence levels annually	<ul style="list-style-type: none"> <li>• Derived from the most recent results</li> <li>• To better respond to everchanging external factors influencing the success rates of students</li> <li>• Addresses college concerns over the adverse impact of COVID-19 on performance outcomes</li> <li>• Ensures performance funding model operates as designed</li> </ul>
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**Recommendations to be implemented in 2022 Performance Measure Report**

Indexing results on a 1.00 scale across all measures	<ul style="list-style-type: none"> <li>• More effective means of communicating institutional success rates with stakeholders (currently applied to Licensure measure)</li> <li>• Allows for indexing segments of the measure into an aggregate index (currently applied to Licensure measure)</li> </ul>
Decoupling Impact from Quality	<ul style="list-style-type: none"> <li>• Quality remains tied to the performance measure methodology</li> <li>• Impact is not necessarily based on numerator of the Quality measure</li> <li>• Impact is no longer tied to a historical cohort and may be based on recent counts of successes, expanding definition of student completion</li> </ul>
Indexing of Pell/Non-Pell	<ul style="list-style-type: none"> <li>• First step in addressing equity and accounting for disparate success rates across student populations</li> <li>• Applied to Gateway English, Gateway Math, First-Year Progression, and Completion measures</li> <li>• Opens door for indexing other student characteristics including race/ethnicity, sex, etc.</li> </ul>
No changes to core measure methodology	

**Recommendations to be implemented for 2023 Performance Measure Report**

Include workforce CE programs that have equivalent Curriculum programs to be included in the Impact component of the Completion measure
Standardized grading schemes for CE programs, to facilitate inclusion in Performance Measures, ease of inter-college transferability and recognition, and for CE to Curriculum articulated credit

**Further recommendations for the 2023 Performance Measure Report**

Strongly consider indexing of student characteristics beyond Pell, including race/ethnicity, sex, etc.	<ul style="list-style-type: none"> <li>• Informed by research determining student characteristics influencing success rates</li> <li>• Further addressing equity and accounting for disparate success rates across student populations</li> </ul>
Consider weighting of outputs across measures	<ul style="list-style-type: none"> <li>• Applying values to the types of success students can achieve within each measure (currently applied to Licensure measure)</li> </ul>
Address concerns raised around the Basic Skills performance measure	
Investigate feasibility of Licensure/ Certification passers not passing on first attempt be included in the impact component	

**Contact:**

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