

Performance Measures and Standards
North Carolina Community College System

Measure	Standard	Special Notes
Progress of Basic Skills Students	75% demonstrating progress	
Passing Rates on Licensure/Certification Exams	80% aggregate institutional passing rate for first time test takers	<p>To qualify for Exceptional Institutional Performance, no exam for which the college has control over who sits for the exam can have a passing rate of less than 70% (Note: Any exam with less than 10 students will not be subject to the 70% rule)</p>
Performance of College Transfer Students	83% of students who transfer to a 4-year institution will have a GPA of 2.0 or higher after two semesters	<p>Students who transfer with less than 24 semester hours of transfer credit will not be included in the analysis. Community colleges can submit data gathered from private 4-year colleges and universities to be included with the UNC System data.</p> <p>To qualify for Exceptional Institutional Performance, the performance of the community college transfer students must equal or exceed the performance of the native UNC System sophomores and juniors for that time period.</p>
Passing Rates in Developmental Courses	75% of students who take a developmental English, mathematics, and/or reading course will pass the course with a grade of “C” or better	<p>Students who withdraw from the course during the year will not be included in the analysis. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.</p>

Success Rate of Developmental Students in Subsequent College-Level Courses	80% of students who took developmental courses will pass the “gatekeeper” English and/or mathematics course for which the developmental course serves as a prerequisite	To be included in the analysis, a student must take the “gatekeeper” course within one academic year of completing the developmental course that served as the pre-requisite. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.
Student Satisfaction of Completers and Non-completers	90% of survey respondents satisfied with college programs and services	To be considered for performance funding, the following conditions must be met: 1. Completer Survey: A 50% return rate or a statistically valid sample size 2. Non-Completer Survey: For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.
Curriculum Student Retention, Transfer and Graduation	65% of Fall degree seeking students will either re-enroll, transfer or graduate by the subsequent Fall.	The National Student Clearinghouse database will be used to determine student transfer.
Business/Industry Satisfaction with Services Provided	90% or respondents will rate services provided as “Very Good” or “Excellent”	

§ 115D-31.3. Institutional Performance Accountability.

(a) Creation of Accountability Measures and Performance Standards. – The State Board of Community Colleges shall create new accountability measures and performance standards for the Community College System. Survey results shall be used as a performance standard only if the survey is statistically valid. The State Board of Community Colleges shall review annually the accountability measures and performance standards to ensure that they are appropriate for use in recognition of successful institutional performance.

(b) through (d) Repealed by Session Laws 2000-67, s. 9.7, effective July 1, 2000.

(e) Mandatory Performance Measures. – The State Board of Community Colleges shall evaluate each college on the following 8 performance standards:

- (1) Progress of basic skills students,
- (2) Passing rate for licensure and certification examinations,
- (3) Performance of students who transfer to a four year institution,
- (4) Passing rates in developmental courses,
- (5) Success rates of developmental students in subsequent college-level courses,
- (6) The level of satisfaction of students who complete programs and those who do not complete programs,
- (7) Curriculum student retention and graduation, and
- (8) Client satisfaction with customized training.

The State Board may add measures to those identified in section (e), but may not decrease the number.

(f) Publication of Performance Ratings. – Each college shall publish its performance on the 8 measures set out in subsection (e) of this section (i) annually in its electronic catalog or on the Internet and (ii) in its printed catalog each time the catalog is reprinted.

The Community Colleges System Office shall publish the performance of all colleges on all 8.

(g) Recognition for Successful Institutional Performance. –

For the purpose of recognition for successful institutional performance, the State Board of Community Colleges shall evaluate each college on the 8 performance measures. For each of these eight performance measures on which a college performs successfully the college may retain and carry forward into the next fiscal year one-fourth of one percent (1/4 of

1%) of its final fiscal year General Fund appropriations. If a college demonstrates significant improvement on a measure that has been in use for three years or less, then the college would be eligible to carry-forward one-fourth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations for that measure.

(h) Recognition for Exceptional Institutional Performance. – Funds not allocated to colleges in accordance with subsection (g) of this section shall be used to reward exceptional institutional performance. After all State aid budget obligations have been met, the State Board of Community Colleges shall distribute the remainder of these funds equally to colleges that perform successfully on eight performance measures and meet the following criteria:

(1) The passing rate on all reported licensure /certification exams for which the colleges have authority over who sits for the exam must meet or exceed 70% for first-time test taker, and.

(2) The percent of college transfer students with a 2.0 gpa after two semesters at a four-year institution must equal or exceed the performance of students who began at the four-year institution (native students).

The State Board may withhold the portion of funds for which a college may qualify as an exceptional institution while the college is under investigation by a federal or state agency, or if its performance does not meet the standards established by the Southern Association of Colleges and Schools, State Auditors Office, or State Board of Community Colleges. At such time as the investigations are complete and the issues resolved, the State Board may release the exceptional performance funds to the college.

(i) Permissible Uses of Funds. – Funds retained by colleges or distributed to colleges pursuant to this section shall be used for the purchase of equipment, initial program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.

(j) Use of funds in low-wealth counties. – Funds retained by colleges or distributed to colleges pursuant to this section may be used to supplement local funding for maintenance of plant if the college does not receive maintenance of plant funds pursuant to G.S. 115D-31.2, and if the county in which the main campus of the community college is located:

(1) Is designated as a Tier 1 or Tier 2 county in accordance with G.S. 105-129.3;

(2) Had an unemployment rate of at least two percent (2%) above the State average or greater than seven percent (7%), whichever is higher, in the prior calendar year; and

(3) Is a county whose wealth, as calculated under the formula for distributing supplemental funding for schools in low-wealth counties, is eighty percent (80%) or less of the State average.

Funds may be used for this purpose only after all local funds appropriated for maintenance of plant have been expended. (1999-237, s. 9.2(a); 2000-67, s. 9.7; 2001-186, s. 1; 2006-66, s. 8.9(a).)