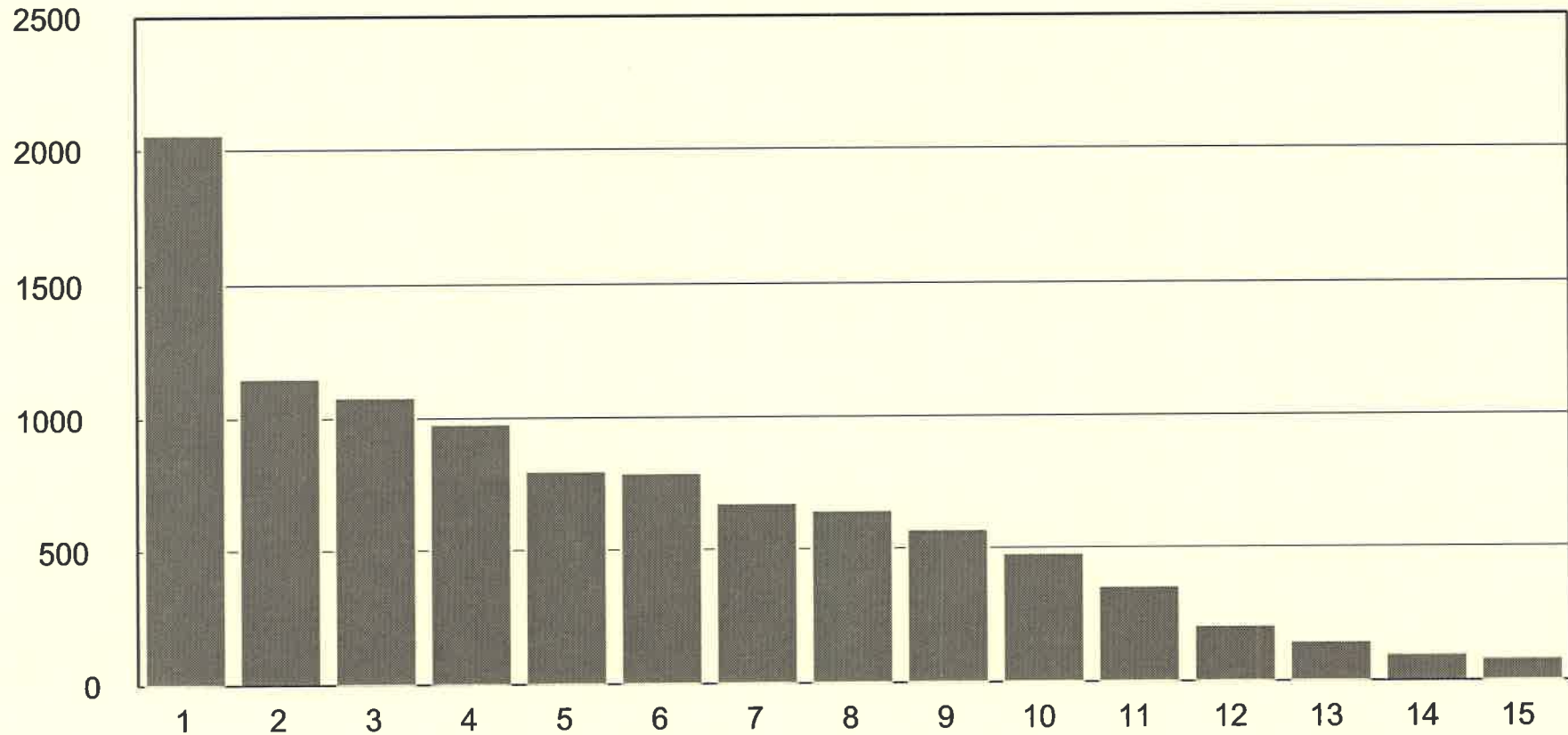




# Number of Trainees by Industry

## 2003 - 2004



1 Pharmaceutical/Medical  
2 Wood/Paper/Printing  
3 Transportation  
4 Furniture/Appliances  
5 Textiles/Apparel

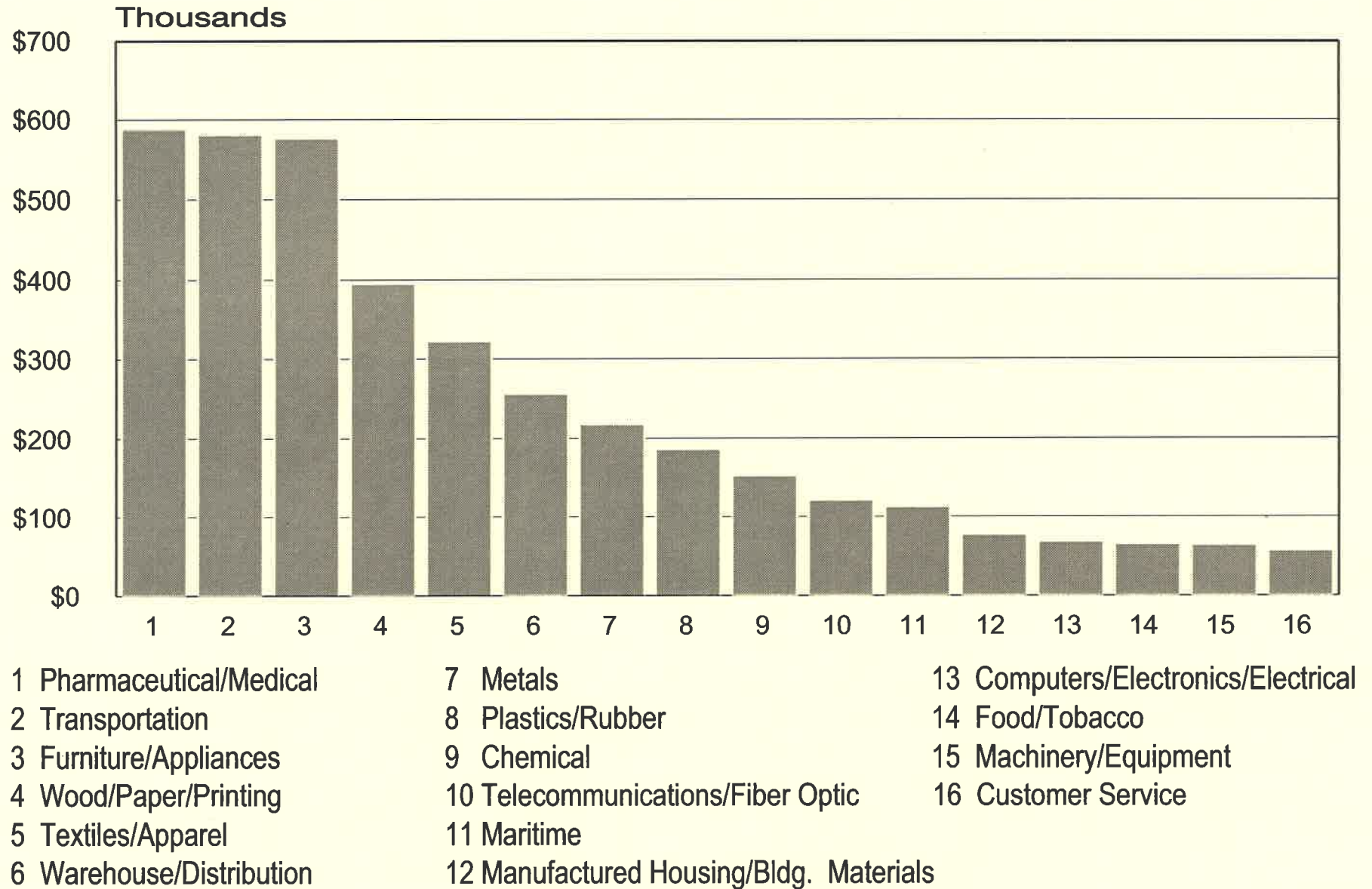
6 Warehouse/Distribution  
7 Machinery/Equipment  
8 Metals  
9 Plastics/Rubber  
10 Chemical

11 Maritime  
12 Computers/Electronics/Electrical  
13 Manufactured Housing/Bldg. Materials  
14 Customer Service  
15 Food/Tobacco



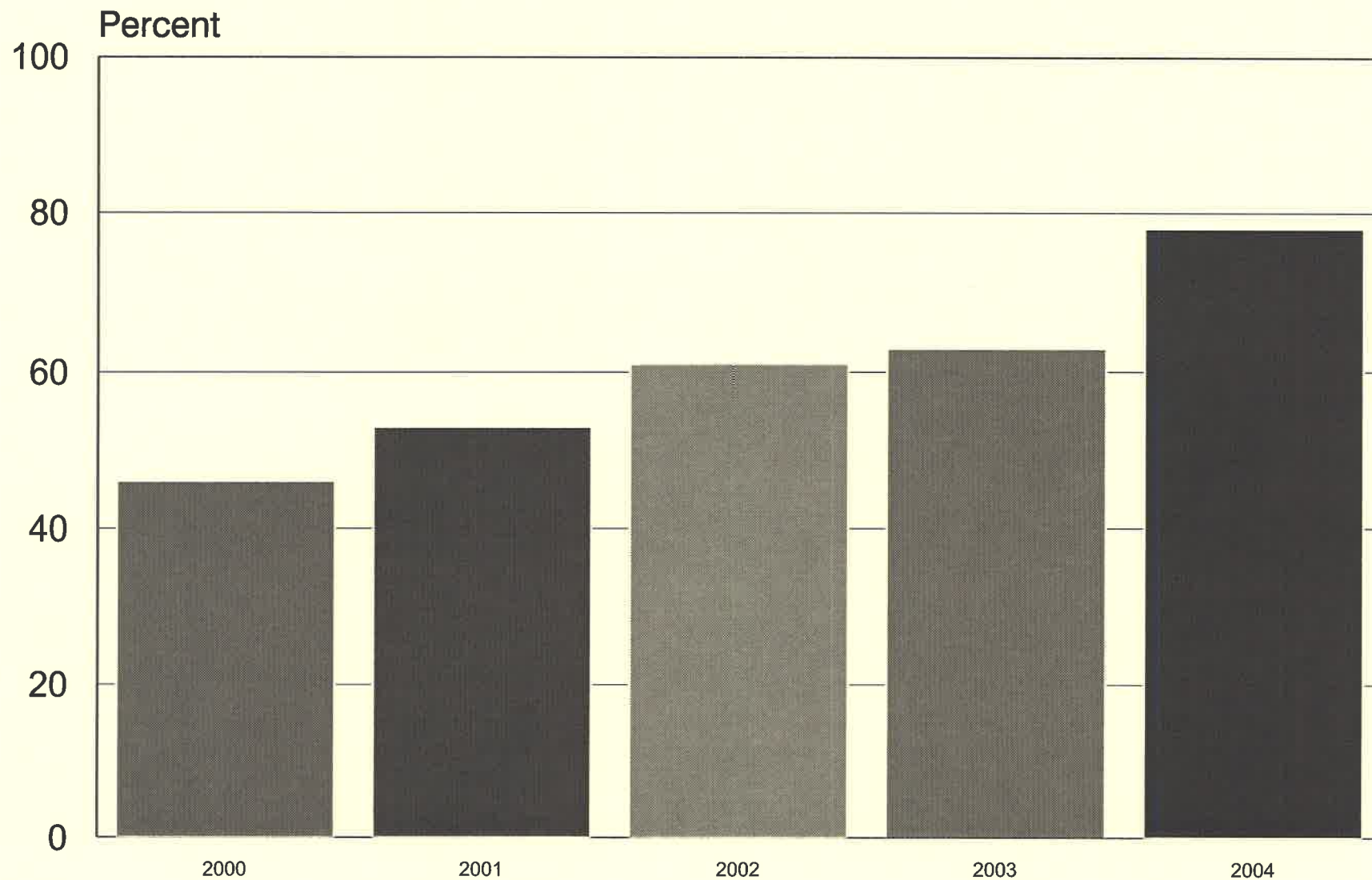
# Expenditures by Industry

2003 - 2004





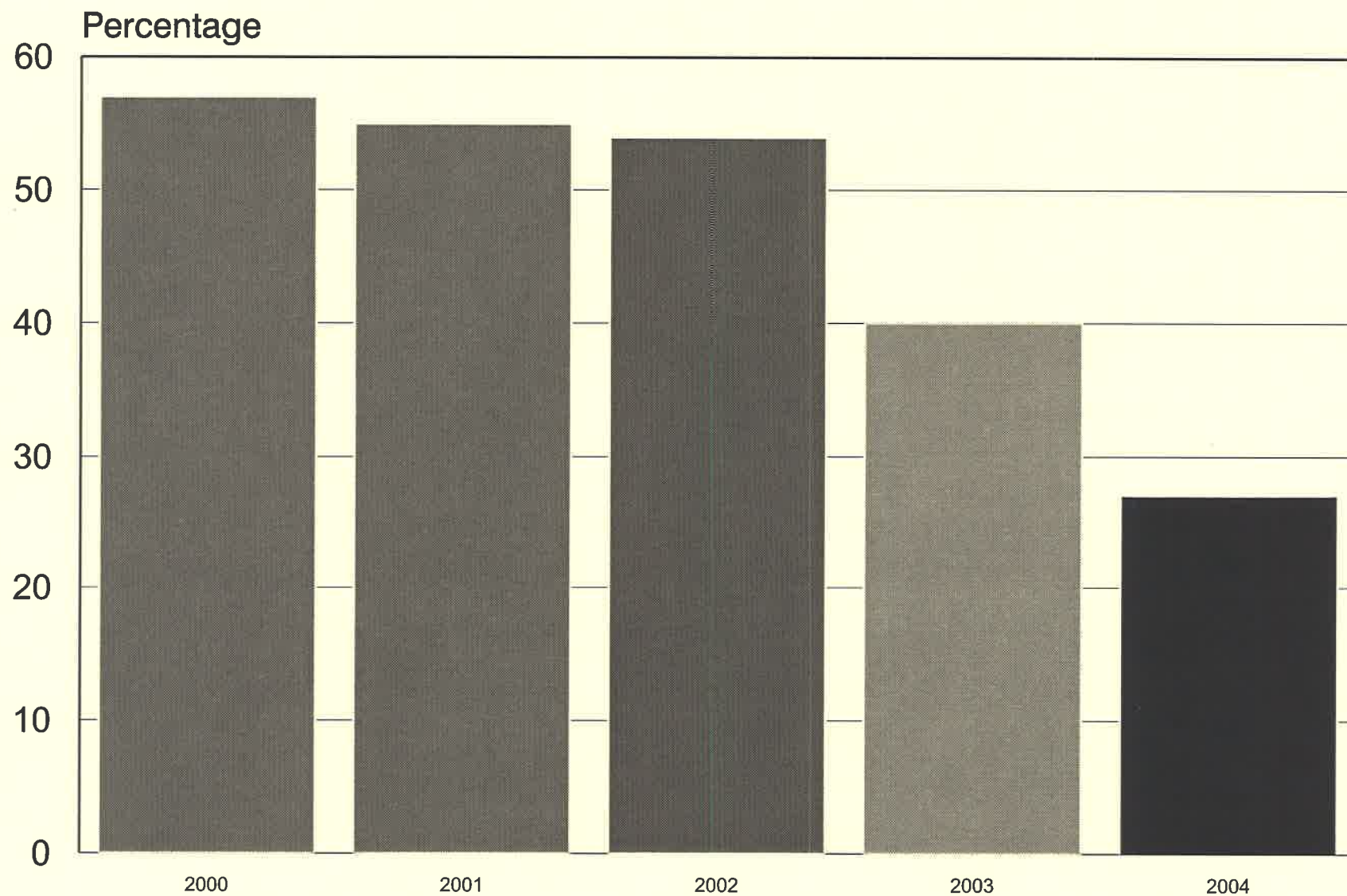
## Percent Trained by College Instructors and Contractors 2000 through 2004







## Percentage of Expenditures Reimbursed to Companies 2000 through 2004











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## **JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

**Tuesday, October 12, 2004**

**Legislative Office Building**

**Room 643**

**10:00 A.M.**

### **Comprehensive Articulation Agreement Study**

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#### **Presenters**

**Name: Dr. Cyndi Balogh, Senior Associate, MGT of America, Inc.**

**Name: H. Martin Lancaster, President, North Carolina Community College System**

**Name: Dr. Bobby Kanoy, Associate Vice-President for Access and Outreach, The University of North Carolina**

#### **Background:**

In March 2004, The Joint Legislative Education Oversight Committee contracted with MGT of America, Inc. to study and evaluate the Comprehensive Articulation Agreement between the North Carolina Community College System and The University of North Carolina. Dr. Cyndi Balogh will present the findings and recommendations of the final report. President Martin Lancaster and Dr. Delores Parker, will provide the North Carolina Community College System's response to the final report. Dr. Bobby Kanoy will provide The University of North Carolina's response to the final report.

#### **General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief, approximately 10 minutes is a good target. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.



## Comprehensive Articulation Agreement Study

### Presenter:

Dr. Cyndi Balogh, Senior Associate, MGT of America, Inc.

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### Issues/Questions

1. Describe the purpose and objectives of the Study.
2. Briefly describe the various paths students are currently taking in order to transfer from a NC community college to a NC university.  
Examples:
  - Transfer with the 44 hour general education core
  - Transfer with an Associate in Arts
  - Transfer with an Associate in Science
3. Briefly address the following issues:
  - Whether students are duplicating coursework after a transfer and whether students are required to take additional coursework to attain junior status after a transfer despite having attained an A.A. or A.S. degree.
  - Comparisons between the transfer and native students in academic performance, number of credits needed to complete a bachelor's degree upon attaining junior status and graduation and retention rates.
  - The total numbers of students transferring including numbers of students transferring with the general education core, A.A. and A.S. degrees before and after the Comprehensive Articulation Agreement (CAA). Have the numbers increased?
4. What methodology was used in collecting the data?
5. What is the biggest source of transfer problems that students are currently facing?
  - Elaborate on the pre-major articulation agreements within the CAA and whether university departments are ignoring the pre-major agreements that are a part of the CAA.
6. What are the 5 recommendations that ought to be considered first?





**Presenter:**

**Name:** H. Martin Lancaster, President, North Carolina Community College System

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**Issues/Questions**

1. Please provide the North Carolina Community College System's response to the final report of the Comprehensive Articulation Agreement Study.
2. Which of the recommendations ought to be considered first?



## Comprehensive Articulation Agreement Study

### Presenter:

**Dr. Bobby Kanoy, Associate Vice-President for Access and Outreach, The University of North Carolina**

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### **Issues/Questions**

1. Please provide the University of North Carolina's response to the final report of the Comprehensive Articulation Agreement Study.
2. Which of the recommendations ought to be considered first?
3. What is the response of UNC to the recommendation that students who successfully complete an Associate in Arts or an Associate in Science degree at one of the North Carolina community colleges should be guaranteed admission to an institution with the UNC system?



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## ***EXECUTIVE SUMMARY***

In March 2004, the North Carolina Joint Legislative Education Oversight Committee of the General Assembly contracted with MGT of America, Inc., to conduct a study of the Comprehensive Articulation Agreement (CAA) between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS).

### ***History and Background of the Assessment***

In the mid-1990s, the General Assembly sought to address the growing demand for higher education, due in part to forecasted increases in the size of high school graduating classes, and to increase cost efficiency for the state in providing for residents participating in higher education. The CAA, mandated by the General Assembly in 1995 and 1996, is a statewide agreement that governs the transfer of credits between the institutions of the NCCCS and between the institutions of the NCCCS and the constituent institution of the UNC. In addition, 22 of the state's independent colleges have signed the agreement. Mandating legislation further instructed the State Board of Community Colleges (SBCC) to implement a common course numbering system for community college programs. Additionally, the UNC Board of Governors (BOG) and SBCC were directed to ensure accurate and accessible academic counseling for students considering transfers between institutions of higher education in North Carolina.

In 1996, the UNC BOG and SBCC submitted to the Joint Legislative Education Oversight Committee a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions." In April 1996, the Transfer Advisory Committee (TAC) was established to direct, coordinate, and monitor the implementation of the proposed transfer plan. The TAC brought together UNC and NCCCS faculty representing 10 general education discipline areas to decide which community college courses were acceptable for transfer to UNC institutions as part of the general education core. Following review and comment from all the institutions, the TAC established the list of courses that constitute the general education transfer core.

Central to the development of the CAA are two specific premises. The primary premise is that institutions recognize the professional integrity of other public postsecondary institutions that are regionally accredited for college transfer programs. All courses approved for transfer under the CAA are taught by faculty who meet the Southern Association of Colleges and Schools (SACS), Commission on Colleges, credential requirements. The second premise is that there is sufficient commonality in the lower-division general education requirements to develop a common general education component at the community colleges for the purpose of transfer.

As defined by the CAA, the 44-semester-credit-hour general education core is fully transferable across the community college system and to all the UNC institutions, and satisfies general education requirements. Furthermore, the CAA enables North Carolina community college graduates of Associate in Arts and Associate in Science degree programs who are admitted to constituent UNC institutions to transfer with junior status.



**Scope of the Services Requested**

The purpose of this project was to assist the Joint Legislative Education Oversight Committee in evaluating the effectiveness of and identifying recommendations for improving the CAA. The methodology was designed to include qualitative and quantitative information and data and to be consistent with the standards of the Southern Association of Colleges and Schools, Commission on Colleges, on educational quality and institutional effectiveness. As requested by the Joint Legislative Education Oversight Committee, the project included:

- an accurate, credible, and comprehensive assessment of the effectiveness of the CAA during its initial years of existence relative to the intent of its authorizing legislation;
- input from college transfer students, counselors, transfer coordinators, faculty, admissions directors, and administrators from the UNC and NCCCS institutions;
- an analysis from the perspective of students, counselors, transfer coordinators, faculty, admissions directors, and administrators, on their perceptions of the CAA, including the barriers faced by students in their efforts to transfer from one institution to another;
- an analysis of whether, despite the CAA, students are forced to duplicate coursework after a transfer and whether students are being required to take additional coursework to attain junior status even though they have graduated from a community college with an A.A. or A.S. degree;
- an analysis of whether university departments are ignoring the pre-major agreements that are a part of the CAA and whether students are losing credits for coursework taken in reliance on the CAA;
- comparisons between transfer students and native students with regard to:
  - academic performance,
  - number of credits needed to complete a bachelor's degree upon attaining junior status, and
  - graduation and retention rates;
- an examination of the total number of students transferring, including:
  - the number of students transferring with the general education core (44 semester credit hours) before and after the CAA, and
  - the number of students transferring with A.A. and A.S. degrees before and after the CAA;





- recommendations for improving students' understanding and awareness of the CAA, including appeals processes and grievance procedures and communications between institutions;
- recommendations for improving the CAA and enhancing the transfer process; and
- any other elements requested by the chairs of the Joint Legislative Education Oversight Committee.

During a site visit in April 2004, the Joint Legislative Education Oversight Committee members expressed interest in determining whether and what problems exist with the CAA and the transfer of credits, and how vast the problems are. Furthermore, it was requested that the assessment and recommendations address the broader issues of articulation and the transfer process beyond the current CAA.

### **Study Approach and Methodology**

Implementing policy requires a balance between designing practices to address concerns of a broad range of stakeholders yet providing for the needs of individuals. Policy implementation is strengthened through continuous evaluation and refinement. Evaluation of qualitative as well as quantitative information is essential to the purposeful improvement of policy implementation and revision. The methodology for this study incorporates research activities to determine to what degree the CAA has been implemented; quantify student transfer, performance, and progression to degree completion; and solicit perceptions from key stakeholders.

To ensure that issues critical to the evaluation of the CAA were recognized and addressed, MGT included as technical advisors articulation experts who have worked to design, implement, and refine policies and practices for both community colleges and four-year institutions. Articulation between institutions affects each sector of higher education in different ways, and experience addressing the issues from the perspective of each is critical to successful evaluation and meaningful recommendations. Our identification of issues and offer of recommendations for improvement incorporated findings from all research activities.

Our project methodology incorporated qualitative and quantitative research for articulation and transfer evaluation. Data collection methods included:

- an analysis of demographic and enrollment trends and projections for North Carolina;
- review of policy, previously completed studies, and background material concerning the development, implementation, and analysis of the CAA;
- review of other evaluative measures of the CAA (e.g., filed grievances and appeals and correspondence regarding the CAA);



- interviews with selected state level policy makers and educators concerning their perceptions of the strengths of and desired improvements for the CAA;
- analyses of previously published data reports related to transfer student performance, graduation, retention, and persistence;
- surveys of students who are currently enrolled in associate degree programs, have recently completed associate degree programs, or have transferred to UNC institutions from North Carolina community colleges; and
- surveys of UNC and NCCCS representatives, including counselors, transfer coordinators, faculty, admissions directors, and administrators concerning their perceptions of the CAA, TAC, grievance process, barriers to transfer, and potential improvements.

The primary rationale for conducting multiple independent research activities in the assessment of the CAA was to provide a wide base of information from which the Joint Legislative Education Oversight Committee, General Assembly, and higher education systems and institutions may make informed decisions about the future of higher education policy and practice in North Carolina. Copies of survey instruments and interview guides are included in the appendices of this report.

### **Summary of Findings**

Findings from all research activities are summarized to identify key issues. These issues include findings and recommendations related to a vision for higher education articulation, awareness of the CAA, articulation policies and procedures, transfer policy and procedures, and the Transfer Advisory Committee. MGT proposes recommendations to provide North Carolina with direction for enhancing the CAA and efficient use of higher education resources. Finally, suggestions for ongoing and further research are offered.

The 1995 General Assembly mandated that the Board of Governors and the State Board of Community Colleges develop a plan for the transfer of credits between institutions in an effort to provide efficiencies to the state and public in meeting growing demand for higher education. As a result of this mandate, a semester calendar was transitioned to community colleges, a common course numbering system and Common Course Library was established, and the Comprehensive Articulation Agreement (CAA) was implemented. The CAA served to ensure the transfer of the 44-credit-hour block of general education requirements, to formulate pre-major agreements for selected majors for transfer degrees, and to guarantee that a "transfer" associate degree would bring students into UNC institutions as juniors. As part of the CAA, the Transfer Advisory Committee was established to direct, coordinate, and monitor the implementation of the agreement. Thus, the CAA was designed to provide protection for completed general education requirements, pre-major requirements, and transfer degrees. Protection of individual course credits and terminal associate degrees and certificates was not provided in the CAA.



Our findings substantiated that, seven years after implementation, the CAA is widely perceived as indeed having improved transfer of associate in arts and associate in science degrees. It is perceived that the primary strengths of the CAA include standardizing the transfer process and providing students with a path and plan for transferring. Quantitative data support that a greater number of students are transferring between North Carolina community colleges and UNC institutions. Although findings from this research identified problems with current policies, procedures, and practices, no evidence was revealed that the problems were focused on any given institution. Generally, most students expressed satisfaction with their transfer experiences and the advisement they received. However, advisors, administrators, and faculty perceived problems with the transfer process and provided numerous recommendations for improvement of the process and the CAA. This current evaluation of the CAA is timely in that data are available to demonstrate the successes of the CAA and also to identify areas in which changes can be made to enhance further successes for the state and individual students.

### **Vision for Higher Education Articulation in North Carolina**

In mandating the development of a plan to address the transfer of credits, the General Assembly recognized the model of completing lower-division coursework at community colleges and upper-division coursework at four-year institutions as a viable one for awarding baccalaureate degrees. Although the route through community colleges to baccalaureate degree completion is recognized and encouraged as a cost-effective and efficient path, it is important to acknowledge that this route is not the same as the one that four-year institution native students experience. Transferring between institutions is a barrier in and of itself, and therefore warrants special consideration in order for the state as well as individuals to truly realize the benefits afforded by this model.

The agreement that resulted from the 1995 General Assembly's mandates, the CAA, has formed a policy base from which improvements have been documented through data analysis of the number of transfers and their progression to baccalaureate completion, as well as by perceptions of students and institution and system representatives. With the results found in this study, now is an opportune time for formulation of a vision for higher education articulation in North Carolina. A vision for higher education articulation will guide future enhancements and evaluation by clearly stating how the state intends on educating its residents through the use of all available higher education resources in North Carolina.

If North Carolina wishes to fully incorporate the "two-plus-two" approach to providing access to four-year degrees, the state needs to implement policies, procedures, and practices that will address barriers inherent to transferring and will lessen the difference between the higher education experiences of transfer students and those of native students.

***Recommendation: The Joint Legislative Education Oversight Committee should convene a task force of higher education stakeholders to develop a vision of higher education articulation***





*for North Carolina. The task force should incorporate into the vision statement consideration of:*

- *a cost-effective approach to extending financial and geographic access to all residents;*
- *the share of freshmen entering college through each sector (public community college, public university, and private college); and*
- *safeguards that will provide transfer students with opportunities equal to those of native students.*

### **Awareness of Comprehensive Articulation Policy**

The most revealing finding from our research evaluating the CAA is the low level of student awareness of the existence of the agreement and its provisions. More than half of the surveyed community college students who are enrolled in transfer degree programs or surveyed university students who have successfully transferred from community colleges were not aware of the CAA. Without basic knowledge of the CAA, students cannot plan their coursework effectively or efficiently in preparation for transfer to a four-year institution. Without understanding of the provisions of the agreement, students are unaware of the protections afforded to coursework and degrees, whether they received the credit to which they are entitled, or how to serve as self-advocates.

Although few student respondents in community college programs expressed that they were experiencing problems with the transfer process, approximately one-quarter of UNC transfers with associate in arts degrees and one-third of UNC transfers with associate in science degrees indicated that they encountered problems transferring. As might be expected, since the CAA does not address terminal degree transfer, more than one-half of UNC transfers with associate in applied science degrees indicated having problems with transferring. Without a transcript analysis, we are unable to assess whether any stated problems violated the provisions of the CAA or resulted from respondents' lack of knowledge of the agreement.

A number of factors appear to contribute to the low level of awareness of the CAA among students. First among these factors is the agreement itself. The CAA is a combination historical, policy, and planning document that does not adequately meet students' needs for information. Material of concern to students does not appear until half way through the agreement and does not link electronically to requirements details. Students need to navigate through numerous Web pages before finding the CAA. Although a brochure was developed to market the CAA, it does not have the level of information needed for students to make academic decisions.

***Recommendation: The TAC should revise the CAA document to establish separate policy and planning documents, with supporting informational materials for student and other constituents.***



**Recommendation: The TAC should, in conjunction with students, faculty, and advisors, develop a student-focused Web site that clearly conveys the provisions of the CAA and links electronically to information needed by students to plan their academic careers.**

The on-line resource also should specify degree requirements by institution, list available programs by institution, and clearly state grievance or appeal policy and processes. Consideration should be made to incorporate into the electronic resource "degree shopping" and "degree audit" functions. The possibility of collaborating with or linking to the Web site of the College Foundation of North Carolina ([www.CFNC.org](http://www.CFNC.org)) should be explored. Access to the CAA Web site should be provided by electronic links from all North Carolina public postsecondary institutions and in institutional printed materials for orientation and registration and in student handbooks.

**Recommendation: The TAC should develop, in conjunction with students, faculty, and advisors, a Transfer Student Bill of Rights that succinctly states the guaranteed rights afforded by the CAA.**

The Transfer Student Bill of Rights should address rights related to admission to UNC institutions, acceptance of semester hours, acceptance of credits earned in accelerated programs, acceptance of the General Education Core, acceptance of pre-major courses to fulfill requirements, honor of grade forgiveness awarded under the A.A. or A.S. degrees, and any other rights protected by the CAA. In addition, the Transfer Student Bill of Rights should inform students on how to appeal an admission or transfer difficulty in the event that they believe that they were denied any guaranteed right.

**Recommendation: The TAC should develop a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA.**

### **Articulation Issues**

Articulation concerns encompass matters in which faculty need to have a prominent role. For example, the crafting of degree requirements and selection of courses that meet those requirements should involve faculty discourse and decision making. Guidelines may be imposed by administrative or legislative entities, but it is faculty who need to work out the details of what constitutes the curriculum for degrees. Faculty in the UNC and NCCCS have been used effectively on occasion to address articulation matters; e.g., to establish the common course library for the NCCCS and to address selective pre-major course designation.

#### **General Education and Common Course Library**

The NCCCS has a Common Course Library containing approximately 3,800 lower-division, college level courses in which courses are described and designated for General Education Core approval. Interviewees perceive that the General Education



Core (44-hour block transfer) and the Common Course Library provide students with the confidence and certainty needed to plan their degree programs and prepare for transfer to a four-year institution.

Although the General Education Core block transfer is perceived as a strength of the CAA, up to one-third of student respondents reported that, despite completing the Core with the required 2.0 GPA, problems occurred with transferring the Core. In some cases, survey respondents cited that the General Education Core was not accepted as a block and they were required to repeat courses or take additional courses to fulfill requirements at the receiving UNC institution. (Note: respondents' transcripts were not analyzed to verify student perceptions).

General Assembly staff expressed in interviews that the 1995 mandates for a statewide agreement that governs the transfer of credits between NCCCS and UNC institutions were not fully addressed in the CAA. Staff expressed interest in simplifying course-by-course transfer of college level credit, rather than limiting protection to completion of the General Education Core and completion of the A.A. and A.S. degrees.

General Assembly mandates required the common course numbering for NCCCS, but not for the UNC. In survey responses, students called for creating statewide standards for course names and numbers for both the NCCCS and UNC. Although some states have common course numbering for all public higher education institutions, these systems were instituted years ago. Establishing such a system for the extensive number of courses that exist would be a highly resource-intensive endeavor. Other states, however, have addressed the need through alternative approaches. For example, Arizona has created several applications that assist students with identifying equivalent courses at community colleges and four-year institutions, such as the Common Course Matrix and the Course Equivalency Guide. Although approaches used in other states would need to be customized to fit the needs of North Carolina students and institutions, increased standardization of course identification would improve articulation of courses from one institution to another, both for NCCCS to UNC transfers and institution transfers within each system.

***Recommendation: The Joint Legislative Education Oversight Committee and General Assembly should consider requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC. Approaches used in other states could be examined for potential adaptation to North Carolina. The review of potential approaches and development of an approach for North Carolina should include extensive faculty involvement.***

#### **Pre-Majors Agreements**

Although interviewees perceive the establishment of pre-major articulation agreements as a strength of the CAA that allows A.A. and A.S. recipients to transfer to UNC institutions at the junior level, the current pre-major articulation agreements also were reported through interviews and surveys as one of the most frequent sources of transfer problems for students. Some interviewees indicated that, whereas students can transfer with junior status after completing the A.A. or A.S., they often have difficulty transferring their major.



Survey respondents reported that courses completed for pre-major requirements at community colleges transfer to UNC institutions but are sometimes credited as electives, resulting in students having to complete additional prerequisites, including ones that students perceive as the “same” courses they have completed already for pre-majors. (Note: respondents’ transcripts were not analyzed to verify student perceptions). Needing to take even one or two additional courses despite completing pre-major requirements may contribute to extending the time and hours to degree completion—adding to the cost for the state and students and occupying space in the higher education system during a time of burgeoning demand.

Seven of the existing 23 A.A. and A.S. pre-major agreements (education, engineering, chemistry, biology, math, math education, and computer science) were reviewed and revised during the past year by faculty discipline committees and the TAC. Faculty discipline committees need to continue to review and revise as needed the remaining pre-major agreements and to initiate the development of additional pre-major articulation agreements.

***Recommendation: The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs. The faculty discipline committees should meet annually, either in person or electronically, to identify and address problems with the pre-major articulation agreements in their discipline and to review and revise pre-major articulation agreements. Faculty discipline committees should be convened to develop additional pre-major agreements.***

#### **Additional Need for Policy Resolution**

During the research activities conducted for this study, a number of concerns were raised relating to articulation problems. For example, respondents to the faculty, counselor, and administrator survey argued that the provisions of A.F.A. degree transfer were not adequately protecting students and that articulation of the A.F.A. should not be included in the CAA, but handled in bilateral agreements. Other articulation problems raised by students and faculty, counselor, and administrator survey respondents included concerns about UNC institutions recalculating transfer students’ GPAs, nonaward of credits through AP exams for courses in the General Education Core block, grade forgiveness policy differences between the transferring and receiving institutions, and acceptance of courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree. Survey respondents perceived that these problems contributed to transfer students needing to take additional courses or lowering their GPAs, resulting in students being less competitive for admission to institution and/or degree programs.

***Recommendation: The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to such issues as:***





- **recalculating transfer students' GPAs;**
- **award of credits for AP exams related to courses in the General Education Core block;**
- **grade forgiveness policy differences between the transferring and receiving institutions; and**
- **credit for courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree.**

### **Transfer Process Issues and Recommendations**

Analysis of qualitative and quantitative data identified transfer process issues related to awareness of the CAA; need for policy enhancement related to grievance policy and process, and admission to UNC institutions; improved advisement for students; student transcripts; organization and functioning of the Transfer Advisory Committee (TAC); and support for the CAA. Each of these issues is reviewed in the following sections followed by proposed recommendations.

#### **Grievance Policy and Procedures**

Policy statements in the CAA addressing an appeals process appear to focus on the means to modify the agreement by institutional stakeholders. The agreement states that "CAA Amendment and Appeals Process Questions about the transferability of course work under the Comprehensive Articulation Agreement (CAA) or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements must be addressed by the Transfer Advisory Committee." Instruction on how a student appeals a transfer of credit decision is not provided in the CAA or in the student brochure entitled, *North Carolina College Transfer Guide for Students*.

Students expressed that overall they were unaware of a grievance process to address problems with articulation. Although the majority of students stated that they have had no need to use a grievance process, most students who did have concerns about articulation issues perceived that they had no recourse. Consistent with student responses, over 80 percent of counselors, administrators, and faculty specified that they were unaware of grievance policies and processes. In one situation that was described to us, a student's appeal of an articulation decision remained unresolved for over six months—bringing attention to the need for timely decisions to enable students to proceed with their degrees.

***Recommendation: The TAC, in conjunction with students, faculty, and advisors, should develop a grievance policy that clarifies the rights of students to appeal articulation and transfer decisions and the step-by-step process to do so. The policy should specify the time limitations for each step of the grievance process for both the student and responding institution and/or TAC to ensure expedient resolution. Final appeal should be external to the institutions and with the TAC. The***



*grievance policy and procedures should be published broadly in printed and electronic format in conjunction with the CAA and the "Transfer Student Bill of Rights."*

***Recommendation: An Ombudsman should be designated at each North Carolina public institution of higher education to serve as a point of information and advocate for student rights protected by the CAA.***

**Guaranteed Admission to a UNC Institution**

The General Assembly mandated the development of a plan for the transfer of credits between NCCCS and UNC institutions to increase the effectiveness and efficiency of providing baccalaureate degree education to a growing number of residents. Although the resulting plan, the CAA, protects the transfer of credits and recognizes the model of completing lower division coursework at community colleges and upper division coursework at four-year institutions as a viable one for awarding baccalaureate degrees, it falls short in protecting the investment by students and the state.

Students who successfully complete all lower division requirements and are awarded Associate in Arts or Associate in Science degrees are not guaranteed admission to the UNC. Without such a guarantee, students pursuing a bachelor's degree through the model promoted by the CAA are not treated equally with those who enter as UNC native students. Native UNC students who successfully complete their freshman and sophomore years automatically rise to junior year status.

The CAA's impact would be strengthened with guaranteed admission for Associate in Arts or Associate in Science recipients. The guarantee does not need to extend to a student's specific program or institution of interest. Nor does it need to ensure admission for a given semester.

***Recommendation: Students who successfully complete an Associate in Arts or Associate in Science degree at one of the NCCCS institutions should be guaranteed admission to an institution within the UNC. A student should not be guaranteed admission to a specific program or UNC institution of interest or for a given semester of entrance. Students with A.A. or A.S. degrees should have an equal opportunity to enroll in upper division programs as native students.***

**Student Advisement**

Approximately one-third of each of the student groups surveyed expressed that they had insufficient access and/or ineffective quality to advisement. Faculty, counselors, and administrators from transferring and receiving institutions perceived that the advisement acquired in the other sector was ineffective. Changing transfer and program requirements and counselor turnover likely exasperated the problems created by students having low awareness of the CAA and its provisions.



***Recommendation: The TAC should develop a CAA training model to orient new counselors as well as provide ongoing training for all counselors. The training model should include CAA information related to the provisions of the agreement, changes in requirements, advances in electronic tools, and resolution outcomes to problems that have surfaced. The training should include a component where counselors can exchange information and discuss issues important to improving the transfer process.***

#### **Transfer Degree Completion**

Based on UNC reports on the performance of transfer students, it was observed that completion of a transfer degree program prior to transferring to a UNC institution substantially increases the rate of baccalaureate completion over a five-year period. Retention, graduation, and persistence rates for students entering UNC with transfer degrees compared with other transfer students clearly demonstrate the advantage of degree completion prior to transfer.

Students responding to the survey for university students also showed signs that completing their transfer degree before transferring to a UNC institution was beneficial. For example, those who obtained an A.A.S. degree indicated that they were more likely to experience problems with the transfer process than students who obtained an A.A. or A.S. degree. Additionally, more than half of all respondents who received an A.A.S. degree were not satisfied with their advisement, as compared with only a third of all respondents.

***Recommendation: The NCCCS and all advisement tools (printed or electronic) should encourage A.A. or A.S. degree completion prior to transferring to a UNC institution for students who are interested in earning baccalaureate degrees. Students who are completing terminal degrees, such as the A.A.S., should be advised that these degrees are not protected by the provisions in the CAA, and therefore do not allow for transfer of all credits.***

#### **Designation of Completion of General Education and Pre-major Requirements on Student Transcripts**

From discussions on-site, interview statements, and written comments submitted with survey material, we learned that community college student transcripts currently are not automated to designate whether students have completed their general education core. Although community colleges attempt to review students' courses and manually type or stamp whether the core has been completed, it is unclear whether this step is completed consistently. Without clear designation that the general education core has been completed, UNC institutions are obligated to review the transcript for core completion.

This process may easily contribute to students not receiving recognition for completion of the core and lead to additional course requirements. In addition to concerns about potential errors in such reviews, individual review of transcripts by NCCCS and/or UNC institutions is highly inefficient compared to programming an



automated review and designation code into the institutional transcript system. Although similar concerns for designation of pre-major courses were not raised during the study, a pre-major review and designation function also could be automated.

It was reported that NCCCS currently is working to automate a general education core review and designation function into its student transcript system, however, implementation is not anticipated before 2007.

***Recommendation: The NCCCS should expedite the implementation of an automated function that reviews student transcripts for completion of the general education core. This automated function should include a feature to designate completion of the core on the transcript. The automated function should be augmented to provide similar review and designation features for pre-major requirements. The automated function should be implemented by August 2005. The UNC should initiate development of a similar function for its institutions.***

#### **Community College Rules Process**

The CAA was developed as a plan to govern the transfer of courses between NCCCS and UNC institutions. At the time of development, it was not envisioned as a static document, but one that would require review and revision as policies were evaluated and conditions in the state changed. For example, during the past year, faculty discipline committees addressed problems with the pre-major articulation agreements for seven majors.

Although the faculty discipline committees made recommendations for pre-major agreement revisions, the implementation of those substantive revisions is delayed pending revision of the Administrative Code—a required and rather lengthy administrative procedures process (approximately nine months). This excessive delay prohibits timely response to problems. Before recommended revisions can be implemented, additional revision may be warranted. The approval process does not allow the NCCCS to be responsive to students and their institutions.

Since the UNC Board of Governors is exempt from the Administrative Procedures Act, it expedites approval of revision recommendations during its meetings. In the past, NCCCS has unsuccessfully requested similar exemption from the Administrative Procedures Act. Two approaches to addressing the time delay in revising degree requirements, both of which would require statutory revision, include obtaining a narrowed exemption to the Administrative Procedures Act limited to degree revision, or granting the State Board of Community Colleges authorization to use the procedures for establishing temporary rules for degree revisions (followed by the full administrative rules procedures). In order to provide for an effective Comprehensive Articulation Agreement, the Board should work with the General Assembly to resolve the excessive time delay for degree revisions.

***Recommendation: In order to keep the CAA current and effective in easing transfer of students with A.A. and A.S. degrees into UNC, the General Assembly should consider granting the State Board of***





***Community Colleges an exemption limited to degree revisions to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures.***

### **Transfer Advisory Committee**

Established in 1996, the Transfer Advisory Committee (TAC) is critical to the efficient and effective use of all higher education resources in North Carolina. This structure created a mechanism for ongoing discussion regarding articulation and transfer.

#### **Role of the TAC**

The role of the TAC is to direct, coordinate, and monitor the implementation of the CAA. The TAC has worked to refine transfer policies; has convened faculty groups to select courses acceptable for transfer to UNC institutions as part of the general education core and draw up guidelines for community college curricula that prepare students for intended majors at UNC institutions; and has overseen the development of an electronic information network and the Transfer Student Academic Performance Report. The TAC has final decision authority for appeals related to the transferability of course work under the CAA or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements. Requests for modification to the CAA—including the addition, deletion, and modification of courses on the transfer list, addition and revision of pre-major articulation agreements, and changes in designation of courses as fulfilling general education core or elective requirements—are received by the TAC for review (which may include faculty and administrative review) and final action. Authority to interpret CAA policy rests with the TAC.

The Joint Legislative Education Oversight Committee may wish to consider further expansion of the role of the TAC to incorporate preparation for postsecondary education. Appropriate preparation of high school graduates increases the efficiency of educating students in community colleges and universities by lessening the need for remediation, shortening time-to-degree completion through dual enrollment and acceleration mechanisms, and increasing student and family awareness of the academic and financial obligations of education after high school.

***Recommendation: The Joint Legislative Education Oversight Committee should consider expanding the role of the TAC to incorporate issues related to the preparation of students for postsecondary education. Efficiencies for the state and residents may be realized through minimizing the need for remediation, maximizing dual enrollment and acceleration mechanisms, and increasing student and family awareness of academic and financial obligations of education after high school.***

#### **Membership of the TAC**

Membership in the TAC is composed of one system and three institutional representatives from each of the NCCCS and UNC and a representative from North



Carolina Independent Colleges and Universities (total of nine members). Although this membership make-up has served the state to develop and implement the initial CAA and early revisions, it has limitations that now seem to inhibit its activities.

One limitation involves the lack of input from key higher education stakeholders. For example, although the CAA is a plan for articulating students between institutions of higher education in North Carolina, there currently is no student member on the TAC. A student voice would offer an important perspective during TAC discussions on policy and procedures, information sources for students and advisors, and appeals of articulation and transfer decisions. Other voices that may add important perspectives to articulation discussions and decisions may include representatives from technical/workforce programs, home education associations, public schools and/or districts, State Board of Education, and/or independent higher education institutions. The Joint Legislative Education Oversight Committee and TAC may wish to consider expanding the membership to address concerns of additional various constituents.

Faculty input is critical in articulation discussions and decisions (e.g., general education core and pre-major requirements). Interviewees and survey respondents expressed a desire to have greater faculty involvement in academic decisions of the TAC. In the past, faculty groups have been convened by the TAC to assist in the development of the Common Course Library, general education core, and pre-major agreements. An ongoing need exists to review new course requests and pre-major agreements and to ensure that existing courses are kept up-to-date. Faculty, advisor, and administrator survey respondents called for the TAC to improve communication to institutions and the sectors. Cross-sector faculty committees present opportunities for community college and university faculty to communicate and collaborate.

***Recommendation: The Joint Legislative Education Oversight Committee should consider expanding membership in the TAC to include additional key stakeholders representing the interests of students, home school education, technical/workforce programs, public schools and/or districts, State Board of Education, and/or independent higher education institutions.***

***Recommendation: The TAC should maintain standing faculty committees with representatives from the NCCCS and UNC to assist with articulation policy and procedure development and ongoing refinement of the Common Course Library, general education core, and pre-major agreements.***

**Staffing and Funding Support for Articulation Enhancement**

Although an analysis of staffing and funding to support the articulation efforts in North Carolina was beyond the scope of this project, it was reported by numerous interviewees and survey respondents that dedicated staffing and funding are not provided to support implementation of the CAA, faculty time for revision or staff time for training, development of Web-based or printed information sources, or analysis of performance data reported by UNC.



Although the CAA has been implemented, ongoing revisions to pre-major agreements, the A.F.A. agreement, the general education core, and Common Course Library; development of additional pre-major agreements; enhancement of electronic advising; and improved training and communication efforts that are called for within this report will require staffing and fiscal support. The volume and scope of responsibilities involved in supporting articulation have grown beyond the current administrative design. Articulation staff are needed to support further development and refinement of the CAA, examination of articulation policy and practice models in other states, and research efforts to evaluate the effectiveness and efficiency of the CAA.

***Recommendation: The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA.***

### **Need for Further Research**

This research project has included an extensive analysis of the CAA, as well as current articulation practices in North Carolina, within the parameters of the study. There are a number of areas, however, that were identified during the project for further research in order to provide a review of additional concerns associated with transfer and articulation. In addition, to ensure that the CAA continues to meet the needs of students and the state, ongoing monitoring of the effectiveness and efficiency of the CAA is necessary in order to identify and seek resolutions to problems that arise, to minimize barriers and inequities that transfer students face, and to promote quality as well as efficiency for North Carolina and its residents.

***Recommendation: The Joint Legislative Education Oversight Committee and the TAC should continue to evaluate transfer and articulation policy and procedures and practice and performance outcomes to identify the effectiveness of the CAA and need for improvement. Some areas suggested for further research include:***

- ***Transcript analysis.*** Periodical and situational transcript analyses should be performed in order to ensure that courses are transferring successfully, requirements are being fulfilled with transfer courses as intended, and transfer students are not repeating or being required to take additional courses once they transfer. Performing this analysis will provide the system with any specific courses, programs, and/or institutions that may be contributing to the barriers experienced by transfer students.
- ***Hours to degree completion.*** A comparison between A.A. and A.S. degree transfers and native UNC students by program area should be conducted as part of the student performance reporting in order to determine whether transfer students are facing additional course



requirements for degree completion. The analysis should compare credit-hours-to-degree-completion for A.A. and A.S. degreed NCCCS transfers to native UNC students starting with junior level status through the award of a bachelor's degree. Effort should be made to control for differences in credit hour requirements by degree programs.

- **Cohort analysis.** Data that quantify student enrollment, performance, and progression to degree completion (Transfer Student Performance Reports) are collected and posted on the UNC Web site annually. The value of these data would be greatly enhanced if trends were analyzed and evaluated in relation to revisions made to or needed in the CAA. This research could serve as a basis for ongoing evaluation and revision for the transfer and articulation process.
- **Examination of time required for degree completion.** Numerous states are examining the number of credit hours required for transfer and native students to complete their degree programs. Researching the actual average credit hours that students acquire to complete their associate and/or bachelor's degree is integral to discussions pertaining to increasing cost-efficiency for students and institutions, as well as the ability to handle burgeoning enrollment demand. Minimizing articulation problems that lead to students enrolling in additional courses to complete their degrees should address a large proportion of credit hours in excess of degree requirements. In addition, a number of states have moved to limit the number of credit hours required to obtain a degree (60 credit hours for an associate degree and 120 for a bachelor's degree).
- **Survey of NCCCS transfers in private institutions.** Conducting a survey of students who have chosen not to transfer to a UNC institution can provide insight into their decision to attend a private institution. Understanding these issues may assist in identifying ways to minimize barriers for transfer students in general.





NORTH CAROLINA  
*General Assembly*  
2003-2004 SESSION

**A Study of the Comprehensive Articulation Agreement Between the University of North Carolina and the North Carolina Community College System**

Presented to: Joint Legislative Education Oversight Committee

Presented by: Cynthia P. Balogh, Ph.D.  
Senior Associate

**MGT**  
of America

October 12, 2004

**Overview**

- Purpose
- Comprehensive Articulation Agreement
- Scope of Services Requested
- Methodology
- General Findings
- Issues & Recommendations
- Summary
- Discussion

**MGT**  
of America

**Purpose**

- To assist the Joint Legislative Education Oversight Committee in evaluating the effectiveness of and identifying recommendations for improving the CAA.

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of America

**CAA Provisions**

- Statewide agreement governing credit transfer
  - 44-hour general education core fully transferable
  - AA and AS graduates transfer with Junior status
- Common course numbering system for community college programs
- Accurate & accessible academic counseling
- Transfer Advisory Committee (TAC)

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**Scope of Services Requested**


- Assessment of effectiveness
- Stakeholder input
- Perceptions of CAA & barriers
- Duplication of coursework
- Additional coursework to attain Junior status
- Pre-major agreement compliance

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**Scope of Services Requested**



- Comparisons between transfer & native students
- Trends in number of transfers
- Recommendations for improving student understanding and awareness of CAA, including appeals & grievances
- Recommendations for improving CAA & enhancing transfer process

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of America





## Methodology

- Qualitative & quantitative research to:
  - Determine degree of implementation
  - Quantify student transfer, performance, & progression to degree completion
  - Solicit stakeholder perceptions
- Technical advisors – articulation experts



## Methodology

- Research Activities included:
  - Analyze trends & projections
  - Review policy & evaluative documents
  - Interview policymakers & educators
  - Analyze transfer data reports
  - Survey students
  - Survey UNC & NCCCS representatives



## General Findings

- Example paths to baccalaureate attainment:
  - Transfer with AA degree
  - Transfer with AS degree
  - Transfer with AFA degree
  - Transfer with 44-hour General Education Core
  - Transfer with AAS degree
  - Transfer with hours, but no degree or Core
  - Native student at one university
  - Native student at >one university



## General Findings

- Accomplishments since 1985 <sup>mas</sup> mandate
  - Community colleges transitioned to semester calendar
  - Community college common course numbering system & library established
  - CAA implemented statewide
    - 44-hour General Education block transfer
    - Pre-major agreements formulated for selective fields
    - AA/AS transfer to UNC as Juniors
  - TAC established


## General Findings


- Perceptions of stakeholders
  - CAA has improved transfer of AA/AS
  - Primary strengths include:
    - Standardizing process
    - Providing students with a path and plan
  - Greater number of students are transferring
  - Problems not focused on given institution
  - Students expressed general satisfaction
  - Administrators saw improvement needs

## General Findings



- Are students duplicating coursework after transfer?
  - 29% reported problems transferring General Education Core
  - 18% required to repeat general education coursework
  - 11% required to repeat pre-major courses
  - 41% UNC counselors/faculty stated AA/AS transfers required to repeat courses







## General Findings

- Are AA/AS students required to take additional coursework to attain junior status?
  - No UNC transfer reported problems
  - UNC counselors/faculty
    - 32% reported that 80-100% transfers capable of completing degree taking same number classes as natives (39% reported up to 60% transfers capable)
    - 26% reported 1-3 additional courses (12% reported 4+)
  - NCCCS counselors/faculty
    - 16% reported transfers not admitted with junior status



## General Findings

- Compare transfers and native juniors
  - % credit hours with passing grade (83.1% to 85.9%)
  - Mean end of year GPA (2.70 to 2.80)
  - % with mean end of year GPA >2.0 (88.3% to 89.9%)
  - Persistence rates (~75% to 91%)



## General Findings

- Are more students transferring?
  - Number of award recipients
    - AA/AS: 2,250 (1999) to 3,170 (2003)
    - Other awards: 10,556 (1999) to 10,843 (2003)
  - Transfers to UNC
    - AA/AS: 1,265 (1999) to 1,518 (2003)
    - Other awards: 802 (1999) to 566 (2003)
  - Transfer rates for award recipients
    - AA/AS: 56.2% (1999) to 47.9% (2003)
    - Other awards: 7.6% (1999) to 5.2% (2003)



## Issues & Recommendations

- Vision for Higher Education Articulation
- Awareness of CAA
- Articulation Issues – Faculty Role
- Transfer Process
- Transfer Advisory Committee
- Need for Further Research


## Issues & Recommendations


- Vision for Higher Education Articulation
  - Cost effective approach to extend financial & geographic access
  - Share of first-time freshmen entering each sector (NCCCS, UNC, private colleges)
  - Safeguards to provide transfers with opportunities equal to native students

## Issues & Recommendations



- Awareness of CAA
  - Separate policy & planning documents
  - Supporting informational materials
  - Student-focused Web site with related links
  - Transfer Student Bill of Rights
  - Communication & marketing plan per paths to baccalaureate completion and CAA provisions







## Issues & Recommendations

- Articulation Issues – Faculty Role
  - General Education & Common Course Library
    - Better alignment of courses needed
  - Pre-Major Agreements
    - Review/revise existing pre-major agreements
    - Develop additional pre-major agreements



## Issues & Recommendations

- Articulation Issues – Faculty Role
  - Additional Need for Policy Resolution
    - Recalculating GPAs
    - Credits for AP exams for Core block
    - Grade forgiveness policy differences
    - Credits earned at institutions other than NC community colleges



## Issues & Recommendations

- Transfer Process
  - Grievance policy and procedures
  - Guaranteed admission to UNC institutions
  - Student advisement
  - Transfer degree completion
  - Designation of completion on transcripts
  - Community college rules process



## Issues & Recommendations

- Transfer Advisory Committee
  - Role of TAC
  - Membership of TAC
  - Staffing & funding support of articulation enhancement


## Issues & Recommendations

- Need for Further Research
  - Transcript analysis
  - Hours to degree completion
  - Cohort analysis
  - Examination of time required for degree completion
  - Survey of NCCCS transfers in private institutions

## Summary

- Biggest source of transfer problems?
  - Information & awareness
  - Pre-major agreements
- Recommendations for greatest impact?
  - Vision
  - Information/awareness – Bill of Rights
  - Faculty involvement – Pre-majors
  - Appeals/grievance policy & procedure
  - Guaranteed admission for AA/AS





# *UNC Comments on the CAA Evaluation Study by MGT of America, Inc.*

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*Joint Legislative Education  
Oversight Committee  
October 12, 2004*

The University of North Carolina Office of the President

# *CAA Evaluation Study Background*

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- NCCCS Transfers
  - 6,800 transfers 2003-04
- CAA began in 1997-98
- First UNC graduates in 2001 under the CAA
- Nationally recognized as a statewide articulation agreement
- Facilitated several 2+2 academic programs



The University of North Carolina Office of the President

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# ***MGT Recommendations Supported***

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- **TAC should revise CAA document separating policy and planning documents**
- **TAC should develop a student-focused website and collaborate with CFNC**
- **TAC should develop a communication and marketing plan**





## ***MGT Recommendations Supported (cont'd)***

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- **TAC should clarify grievance policy & process**
- **NCCCS should automate and post on transcripts completion of Gen Ed core**
- **NCCCS should be given relief from Administrative Procedures Act**



## ***MGT Recommendations Supported (cont'd)***

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- Joint Ed Oversight should seek funds for staff support to implement recommendations
- Future evaluation/research of CAA should include transcript analyses
- Future evaluation/research of CAA should include hours to degree completion



## *MGT Recommendations already implemented*

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- TAC should revise pre-major agreements with faculty input (*done*)
- TAC should utilize faculty to resolve problems with articulation policy or practices (*done*)
- TAC should develop training model and provide ongoing training (*done*)



# ***MGT Recommendations already implemented***

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- NCCCS should encourage A.A./A.S. degree completion before transfer (*done*)
- TAC should have standing faculty committees to assist with revisions to CAA (*done*)
- Joint Ed Oversight should convene a Task Force (*done*)
  - CAO's Joint Task Force
  - BOG/SBCC Joint Task Force
  - Statewide Nursing Task Force



# *Concerns about MGT Recommendations*

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- Joint Ed Oversight should require alignment of courses for articulation
- A.A. and A.S. graduates should be guaranteed admission to UNC



# *Concerns About MGT Recommendations*

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- Joint Ed Oversight should expand role of TAC to include issues related to preparation of students
- Joint Ed Oversight should consider expanding membership of the TAC

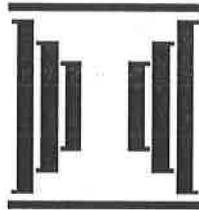


# ***Limitations of MGT Study***

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- **Low return rates on Student Surveys**
- **Low return rate on Faculty surveys**
- **Results co-mingle responses from A.A.S. students** *[Note: A.A.S. degree is an applied degree and is not covered under the CAA.]*
- **No Transcript Analyses**





## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

H. MARTIN LANCASTER  
PRESIDENT

October 13, 2004

ALAMANCE COMMUNITY COLLEGE  
ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY  
COLLEGE  
BEAUFORT COUNTY COMMUNITY COLLEGE  
BLADEN COMMUNITY COLLEGE  
BLUE RIDGE COMMUNITY COLLEGE  
BRUNSWICK COMMUNITY COLLEGE  
CALDWELL COMMUNITY COLLEGE  
& TECHNICAL INSTITUTE  
CAPE FEAR COMMUNITY COLLEGE  
CARTERET COMMUNITY COLLEGE  
CATAWBA VALLEY COMMUNITY COLLEGE  
CENTRAL CAROLINA COMMUNITY COLLEGE  
CENTRAL PIEDMONT COMMUNITY COLLEGE  
CLEVELAND COMMUNITY COLLEGE  
COASTAL CAROLINA COMMUNITY COLLEGE  
COLLEGE OF THE ALBEMARLE  
CRAVEN COMMUNITY COLLEGE  
DAVIDSON COUNTY COMMUNITY COLLEGE  
DURHAM TECHNICAL COMMUNITY COLLEGE  
EDGEcombe COMMUNITY COLLEGE  
FAYETTEVILLE TECHNICAL COMMUNITY  
COLLEGE  
FORSYTH TECHNICAL COMMUNITY COLLEGE  
GASTON COLLEGE  
GUILFORD TECHNICAL COMMUNITY COLLEGE  
HALIFAX COMMUNITY COLLEGE  
HAYWOOD COMMUNITY COLLEGE  
ISOTHERMAL COMMUNITY COLLEGE  
JAMES SPRUNT COMMUNITY COLLEGE  
JOHNSTON COMMUNITY COLLEGE  
LENOIR COMMUNITY COLLEGE  
MARTIN COMMUNITY COLLEGE  
MAYLAND COMMUNITY COLLEGE  
MCDOWELL TECHNICAL COMMUNITY COLLEGE  
MITCHELL COMMUNITY COLLEGE  
MONTGOMERY COMMUNITY COLLEGE  
NASH COMMUNITY COLLEGE  
PAMLICO COMMUNITY COLLEGE  
PIEDMONT COMMUNITY COLLEGE  
PITT COMMUNITY COLLEGE  
RANDOLPH COMMUNITY COLLEGE  
RICHMOND COMMUNITY COLLEGE  
ROANOKE-CHOWAN COMMUNITY COLLEGE  
ROBESON COMMUNITY COLLEGE  
ROCKINGHAM COMMUNITY COLLEGE  
ROWAN-CABARRUS COMMUNITY COLLEGE  
SAMPSON COMMUNITY COLLEGE  
SANDHILLS COMMUNITY COLLEGE  
SOUTH PIEDMONT COMMUNITY COLLEGE  
SOUTHEASTERN COMMUNITY COLLEGE  
SOUTHWESTERN COMMUNITY COLLEGE  
STANLY COMMUNITY COLLEGE  
SURRY COMMUNITY COLLEGE  
TRI-COUNTY COMMUNITY COLLEGE  
VANCE-GRANVILLE COMMUNITY COLLEGE  
WAKE TECHNICAL COMMUNITY COLLEGE  
WAYNE COMMUNITY COLLEGE  
WESTERN PIEDMONT COMMUNITY COLLEGE  
WILKES COMMUNITY COLLEGE  
WILSON TECHNICAL COMMUNITY COLLEGE  
NC CENTER FOR APPLIED TEXTILE TECHNOLOGY

The Honorable Robert Grady  
The Honorable A. B. Swindell  
Co-Chairs, Joint Legislative Education  
Oversight Committee  
North Carolina General Assembly  
Raleigh, NC 27601

Dear Representative Grady and Senator Swindell:

I greatly appreciate the opportunity on yesterday to respond to the study that was conducted by MGT, per your request.

As I indicated during my presentation, there are several recommendations that I hope you will strongly consider during the upcoming Legislative Session. If community colleges are granted the same flexibility that is accorded the UNC System of not being subjected to the North Carolina Administrative Procedures Act, then the recommendations from the Transfer Advisory Committee could be acted upon by the State Board of Community Colleges in a timely manner.

Please find in the attached information the North Carolina Community College System's priority list. Please contact me if I can provide you with any additional information for your consideration.

With kindest regards, I am

Sincerely,

H. Martin Lancaster

HML:phm

Attachments

c: Joint Legislative Education Oversight Committee Members





# **North Carolina Community College System**

## **Recommendations to the CAA Evaluation Study by MGT of America, Inc.**

**Joint Legislative Education  
Oversight Committee**

**October 12, 2004**

**President H. Martin Lancaster**



**North Carolina Community College System  
MGT Recommendations  
Priority Order**

**Introduction:**

Our appreciation is expressed to the Joint Legislative Education Oversight Committee for recognition of the need to assess the effectiveness of the Comprehensive Articulation Agreement.

As you know, MGT was asked by the Joint Education Oversight Committee to provide an accurate, credible and comprehensive assessment of the effectiveness of the CAA during its initial years of existence relative to the intent of its authorizing legislation. MGT discovered several weaknesses and strengths of the CAA and the transfer process that we have also recognized.

The NC Community College System fully supports the following recommendations provided by MGT and would like to stress their importance in the transfer process.

**7.5.6 Community College Rules Process**

**Recommendation (Page 7-15)**

*In order to keep the CAA current and effective in easing transfer of students with AA and AS degrees into UNC, the General Assembly should consider granting the State Board of Community Colleges an exemption limited to degree revision to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures.*

In December of 2003, the Transfer Advisory Committee, along with the assistance of discipline teams from both systems, approved realignment of hours within the Associate of Science pre-majors to ensure that transfer students were better prepared to transfer to four-year institutions. However, because of the rulemaking process the change isn't expected to become effective until December 1, 2004, one year after the revisions were made.

During the written comment period required of the Administrative Procedures, no comments were received. During the public hearing, no one attended to speak about the rule. The proposed rule is the same today as it was when it was proposed, except that it is a year older and we are a year behind in being responsive to the need of the students and the public interest.

Frankly, the NCCCS seeks a *complete* exemption from the rulemaking process - much like the exemption provided to the university system. Such a change will permit us to be more responsive to the needs of our students and institutions and will help us to be a more effective agency of the State.

### **7.6.3 Staffing and Funding Support for Articulation Enhancement Recommendation (Page 7-18)**

*The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA.*

The NC Community College System concurs with this recommendation. The Transfer Advisory Committee is overburdened in its current role of addressing changes to the Comprehensive Articulation Agreement and interpreting CAA policy.

It is inappropriate for the TAC and current system staff to undertake some recommendations or are simply unable to address the following recommendations of MGT without additional funding and support, however, we think the recommendations are vital to achieving further simplification of transfer:

- Development of a web site designed by students, faculty and advisors to increase awareness of the CAA;
- Development of a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA;
- Convening of cross-discipline faculty committees to resolve issues such as AP credit, grade forgiveness policy and recalculation of GPAs; and
- Development of a much needed grievance policy for students.

### **7.5.2 Guaranteed Admission to a UNC Institution Recommendation (Page 7-11)**

*Students who successfully complete an AA or AS degree at one of the NCCCS institutions should be guaranteed admission to an institution within the UNC.*

The NC Community College System strongly agrees with this recommendation. Our transfer students have proven that they are successful. Students must be assured that, if successful, they will achieve admission to a four-year institution. A number of university campuses have excess capacity and guaranteed admission could assist them in reaching enrollment goals. We should provide further encouragement for degree completion by guaranteeing admission to an institution within the University of North Carolina.

## **Pre-Major Agreements**

### **Recommendation (Page 7-8)**

*The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs.*

We must continue making progress in the development of true 2+2 articulation. Faculty discipline committees were successful in achieving revision of the Associate in Science and the Associate in Science pre-majors.

We have had *some* success in areas of key shortages such as nursing and education. Members of many task forces have worked extremely hard to provide relief in these areas of shortages; however, we continue to be faced with barriers. We are not confident that further progress can be made without mandates.

The universities must develop consistency of what is required in the areas of teacher education and nursing as well as many other less crucial majors. We should further explore models that are working, such as the education model at UNC-Greensboro and the Colorado Nursing Model. These models could be developed into system-wide articulation agreements. To facilitate this articulation, a discipline specific articulation guidebook should be developed and made accessible to students and faculty and updated annually.

System-wide consistency and true articulation with competencies must be promoted. The awarding of “elective” credit versus major credit is not fair to our students when they have followed approved tracks and are disadvantageous to eliminating shortages.

We don’t believe we can continue to rely on the work of task forces and discipline committee teams without stronger requirements from the Joint Education Oversight Committee.

## **Additional Need for Policy Resolution**

### **Recommendation (Page 7-9)**

*The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to such issues as:*

- a) Recalculating transfer students’ GPAs;*
- b) Award of credits for AP exams related to courses in the General Education Core block;*
- c) Grade forgiveness policy differences between the transferring and receiving institutions; and*
- d) Credit for courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree.*

The NC Community College System would like to emphasize our support for acceptance of credit earned at public or private, in-state or out-of-state institutions.

Recall that the primary assumption to the CAA is that institutions recognize the professional integrity of other public post-secondary institutions, therefore, if a community college grants credit to a student transferring from outside of the system, this credit should be accepted by UNC and should not prohibit the student from realizing the full protection of the CAA.

#### **7.4 Articulation Issues**

##### **General Education and the Common Course Library**

##### **Recommendation (Page 7-7)**

*The Joint Legislative Education Oversight Committee and General Assembly should “consider” requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC.*

What we hear over and over again as the solution to transfer problems, both between the systems and between the sixteen constituent institutions of the University of North Carolina, is the need for some commonality among the UNC institutions. If you read the comments provided in MGT’s reports by students, faculty and administrators, you see this need repeatedly mentioned.

In 1995, the General Assembly mandated the implementation of common course numbering and descriptions for community college programs. We brought together faculty from our fifty-eight institutions to develop our Common Course Library. Yes, college administrators and faculty were concerned about the loss of local autonomy, but they also recognized the need of the student and public interest in reducing barriers and providing a degree of consistency. We had courses that didn’t transfer between our own colleges. We see this same problem currently being faced by students transferring between the UNC institutions and between the two systems.

Our college faculty has realized that they can have local autonomy and effectively reduce barriers at the same time. Each of our courses was developed with system-wide faculty participation. The utilization of a fourth sentence, within each course description, provides that each college determines, if desired, twenty percent of the course’s content. Colleges are allowed to add additional prerequisites or co-requisites to courses. We have developed consistency and maintained flexibility.

There is sufficient commonality in lower-division, general education courses for development of a UNC common course numbering and descriptions in the area of general education. After all, college algebra is college algebra. History has already been written.

We believe in the individuality of each institution, but also believe that this individuality can be maintained while accomplishing transfer goals needed for the best interest of the

public and the student. We were able to bring 58 institutions together; we believe in the strength of UNC to accomplish unification between 16 institutions.

Please be sure that you read the many statements in the MGT report that call for UNC commonality:

Page 5-23 “The transfer students currently enrolled at a UNC institution offered numerous suggestions for improvement of the CAA. The major issue involved creating state standards for course numbers and naming. Numerous problems arise with the transferability of community college courses that are identical to UNC institutions courses but are named differently.”

Page 5-14 “Many (students) suggested creating a statewide system of courses in which all North Carolina institutions numbered and named courses similarly.”

Page 6-17 “Respondents (administrator, faculty and counselor) who indicated “other” said that the weaknesses of the CAA include.....each university has its own requirements.”

Page 6-23 “UNC frequently changes standards of what it will and will not accept and does not effectively communicate this to NCCCS.”

Page 6-24 “General education requirements are inconsistent across different UNC institutions.”

Page 7-6 “(General Assembly) Staff expressed interest in simplifying course-by-course transfer of college level credit, rather than limiting protection to completion of the General Education Core and completion of the AA and AS degrees.”

Page 7-7 “General Assembly mandates required the common course numbering for NCCCS, but not for the UNC. In survey responses, students called for creating statewide standards for course names and numbers for both the NCCCS and UNC.” ....increased standardization of course identification would improve the articulation of courses from one institution to another, both for NCCCS to UNC transfers and institution transfers within each system.”

Page B-7 “Make sure all numbers at all colleges are the same, such as BIO 165 meaning Anatomy & Physiology I everywhere.”

Page B-14 “Have all institutions name/label their courses by the same numbers to make credits transfer more easily.”

Page C-24 “Address inconsistencies between the expectations of the 16 receiving institutions. The community college system was mandated to have a common



course catalog. It would be helpful if the senior 16 institutions had similar requirements.”

Page C-27 “The Universities need to act as a system, like the community colleges. They need a common course library and some agreements about what is needed for a degree!”

Page C-29 “We really need ONE general education requirement for the entire UNC system so there is uniformity. Here at NCSU, the general education requirements have had major changes with alarming frequency, and it makes it very difficult for transfer students.”

Page C-30 “Basic issue is that universities and departments differ considerably in the requirements for a degree.”

Page C-32 “The Assembly for the State of North Carolina must mandate as has been done in Florida and some other states one common set of courses.”

Page C-32 “The NCCCS has a Common Course Library between their 58 institutions. This allows a standardization that still provides for local flexibility. The UNC system should at least have a general education common course library between their 16 institutions.”

MGT had a job of extreme magnitude. It is one that we face on a daily basis; how can we provide the best education and services for our students, employers and for our state? In accomplishing this goal, we have tried many of the same things that MGT recommends.

We have examined the role of the Transfer Advisory Committee and believe in the current composition of its membership.

We see the need to pull together Ad Hoc faculty and task forces as resources for decision-making. We also see the need for intervention when we have exhausted the efforts of these groups. Development of further committees and groups is an easy answer, but may not be the most effective solution.

Thank you for allowing the NC Community College System to respond in an open and honest manner about the recommendations that we feel would most benefit the students and the public interest of North Carolina.

**North Carolina Community College  
Responses to Each MGT Recommendation  
Study of the CAA**

**7.2 Vision for Higher Education Articulation in NC  
Recommendation (Page 7-3)**

*The Joint Legislative Education Oversight Committee should convene a task force of higher education stakeholders to develop a vision of higher education articulation for North Carolina. The task force should incorporate into the vision statement consideration of:*

- a) A cost-effective approach to extending financial and geographic access to all residents;*
  - b) the share of freshmen entering college through each sector(public community college, public university, and private college); and*
  - c) Safeguards that will provide transfer students with opportunities equal to those of native students*
- The community college system is supportive of development of a task force of higher education.
  - It is hoped that if a task force is convened, specific attention would be devoted to the articulation of AAS degrees.

Part of the original legislation that led to the CAA (Chapter 625 of Senate Bill 1161) states “The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. The CAA deals with this provision by including a sentence that states “individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to a baccalaureate degree programs.” This is a weak response given the need for AAS articulation and especially now, given the shortages in the area of education and health. AAS articulation on a system-wide basis needs to be addressed.

**7.3 Awareness of the Comprehensive Articulation Policy  
Recommendations (Page 7-5)**

*The TAC should revise the CAA document to establish separate policy and planning documents, with supporting information materials for student and other constituents.*

- The TAC has begun this process by assigning a sub-committee to reorganize and rewrite the CAA.

*The TAC should, in conjunction with students, faculty and advisors, develop a student-focused Web site that clearly conveys the provisions of the CAA and links electronically to information needed by students to plan their academic careers.*

- A web site containing the CAA, pre-major agreements, courses etc...is currently maintained by UNC-OP ([http://www.northcarolina.edu/content.php/assessment/reports/student\\_info/caa.htm](http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm)). A link to this site is provided on the NCCCS web site.
- It is agreed that this information should be more accessible to students and that the TAC should explore or appoint a sub-committee to explore, a more student-focused site and collaboration with the College Foundation of NC.

*The TAC should develop, in conjunction with students, faculty, and advisors, a Transfer Student Bill of Rights that succinctly states the guaranteed rights afforded by the CAA.*

- The NCCCS strongly supports this recommendation and believes the Bill of Rights should be incorporated into the CAA or provided as an easily assessed appendix.

*The TAC should develop a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA.*

- The NCCCS strongly supports the development of better marketing and communication. Funding is desperately needed for CAA marketing and student awareness. Students seem to have a vague concept of college transfer, but are not fully aware of the provisions of the CAA.

#### **7.4 Articulation Issues**

##### **General Education and the Common Course Library**

##### **Recommendation (Page 7-7)**

*The Joint Legislative Education Oversight Committee and General Assembly should “consider” requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC.*

- Several UNC institutions have equivalency lists which have been helpful for individual institutions but have not accomplished the goal of system-wide ease of transfer.
- It appears that further legislative mandates would be needed to accomplish further consistency within the UNC system.

- Considering the following results of the study and the obvious improvement of articulation through the NCCCS Common Course Library, this recommendation seems to be a very weak suggestion of what should be accomplished (a *general education* common course library for UNC):

Page 5-23 “The transfer students currently enrolled at a UNC institution offered numerous suggestions for improvement of the CAA. The major issue involved creating state standards for course numbers and naming. Numerous problems arise with the transferability of community college courses that are identical to UNC institutions courses but are named differently.”

Page 5-14 “Many (students) suggested creating a statewide system of courses in which all North Carolina institutions numbered and named courses similarly.”

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Page C-32 “The NCCCS has a Common Course Library between their 58 institutions. This allows a standardization that still provides for local flexibility. The UNC system should at least have a general education common course library between their 16 institutions.”

### **Pre-Major Agreements**

#### **Recommendation (Page 7-8)**

*The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs.*

- The convening of faculty discipline committees was successful in achieving revision of the Associate in Science pre-major articulation agreements.
- Faculty discipline committees are the preferred method in accomplishing revision of existing pre-majors and the establishment of new pre-majors. Mandates for UNC system-wide acceptance of nursing and education courses may be required for these areas of key shortages.
- The original pre-majors were developed to cover the primary interests of transferring students, but new areas should always be encouraged.

### **Additional Need for Policy Resolution**

#### **Recommendation (Page 7-9)**

*The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to such issues as:*

- a) *Recalculating transfer students' GPAs;*

- b) *Award of credits for AP exams related to courses in the General Education Core block;*
  - c) *Grade forgiveness policy differences between the transferring and receiving institutions; and*
  - d) *Credit for courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree.*
- The NCCCS strongly supports the need to address the issues listed above.
  - Commonality is needed in the area of grade forgiveness policies within our institutions and within receiving institutions.
  - The primary assumption to the CAA is that institutions recognize the professional integrity of other public post-secondary institutions, therefore, if a community college grants credit to a student transferring from outside of the system, this credit should be accepted by UNC and should not prohibit the student from realizing the full protection of the CAA.

## **Transfer Process Issues and Recommendations**

### **7.5.1 Grievance Policy and Procedures**

#### **Recommendation (Page 7-10)**

*The TAC, in conjunction with students, faculty, and advisors, should develop a grievance policy that clarifies the rights of students to appeal articulation and transfer decisions and the step-by-step process to do so.*

The NCCCS strongly supports development of a grievance policy. This grievance policy should be incorporated into the CAA or provided as an easily accessible appendix.

*An Ombudsman should be designated at each North Carolina public institution of higher education to serve as a point of information and advocate for student rights protected by the CAA.*

- Student advocacy should be the role of transfer counselors and advisors at both systems.
- Transfer counselors and advisors should be fully informed about the CAA so they can adequately serve as the points of information. Involvement in informational sessions provided by the TAC should be strongly encouraged by both systems.
- Training sessions and clarification concerning Minimum Credit Requirements (MCR) should be provided to both systems by UNC and participation by both systems should be strongly encouraged.

### **7.5.2 Guaranteed Admission to a UNC Institution**

#### **Recommendation (Page 7-11)**

*Students who successfully complete an AA or AS degree at one of the NCCCS institutions should be guaranteed admission to an institution within the UNC.*

- The NCCCS strongly agrees with this recommendation.

### **7.5.3 Student Advisement**

#### **Recommendation (Page 7-12)**

*The TAC should develop a CAA training model to orient new counselors as well as provide ongoing training for all counselors.*

- The TAC provides yearly sessions at four locations across the state. These sessions are not well attended by UNC counterparts. Part of the recommendation should be that the training should continue to be held and attendance should be strongly encouraged by both systems.
- A recommendation would also seem appropriate that is related specifically to Minimum Credit Requirements (MCR). The report documents (pp. C-25-30) what is already acknowledged: confusion about MCR. The MCR training roles needs to be clearly separated from TAC responsibilities and placed correctly with the governing body of MCR.

### **7.5.4 Transfer Degree Completion**

#### **Recommendation (Page 7-13)**

*The NCCCS and all advisement tools (printed or electronic) should encourage AA or AS degree completion prior to transferring to a UNC institution for students who are interested in earning baccalaureate degrees.*

- The NCCCS recognizes the protection given to transferring students through the CAA and strongly encourages completion of the degree or at the minimum, completion of the general education core. We will continue to promote completion of the degree.

### **7.5.5 Designation of Completion of General Education and Pre-major Requirements on Student Transcripts.**

#### **Recommendation (Page 7-14)**

*The NCCCS should expedite the implementation of an automated function that reviews student transcripts for completion of the general education core. This automated function should include a feature to designate completion of the core on the transcript. The automated function should be augmented to provide similar review and designation*

*features for pre-major requirements. The automated function should be implemented by August 2005. The UNC should initiate development of a similar function for its institutions.*

- This need is highly recognized by the NCCCS. This automated function will be available in the new reporting system and we will continue to emphasize the importance of this need to our Information Systems division.
- The seven colleges from Phase I of the conversion are already able to utilize the transcript statement.

### **7.5.6 Community College Rules Process**

#### **Recommendation (Page 7-15)**

*In order to keep the CAA current and effective in easing transfer of students with AA and AS degrees into UNC, the General Assembly should “consider” granting the State Board of Community Colleges an exemption limited to degree revision to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures.*

- The completion of revision to the AS pre-majors has been delayed due to the lengthy process imposed on the NCCCS.
- The UNC Board of Governors is exempt from the Administrative Procedures Act.
- NCCCS feels that the word “consider” weakens this recommendation and that the recommendation should have been stronger.

### **7.6 Transfer Advisory Committee**

#### **Recommendation (Page 7-16)**

*The Joint Legislative Education Oversight Committee should consider expanding the role of the TAC to incorporate issues related to the preparation of students for postsecondary education.*

- The NCCCS believes that the TAC should remain focused on their original charge of addressing changes to the CAA and authority to interpret CAA policy. Expanding the role of the TAC to encompass the recommendation’s issue would not be feasible and would go beyond the intended role of the TAC.

### **7.6.2 Membership of the TAC**

#### **Recommendations (Page 7-17)**

*The Joint Legislative Education Oversight Committee should consider expanding membership in the TAC to include additional key stakeholders representing the interests*



*of students, home school education, technical/workforce programs, public schools and/or districts, State Board of Education, and/or independent higher education institutions.*

- The NCCCS believes that the TAC should remain focused on their original charge of addressing changes to the CAA and authority to interpret CAA policy. Expanding the stakeholders to the recommendations capacity would broaden the scope of the TAC to an unmanageable level.
- The CAA is an agreement between the UNC and the NCCCS. Private institutions (which are represented on the TAC) endorse the agreement on an individual basis. The NCCCS encourages meeting with the groups listed when/if the need arises and is appropriate versus expansion of membership.

*The TAC should maintain standing faculty committees with representatives from the NCCCS and UNC to assist with articulation policy and procedure development and ongoing refinement of the Common Course Library, general education core, and pre-major agreements.*

- The NCCCS believes that the use of Ad Hoc faculty committees is sufficient to accomplish the goal of the recommendation.
- The NCCCS promotes the TAC's use of faculty and administrative review, when needed, but believes this process should be accomplished in a timely manner. The CAA currently states that "this process (course and/or CAA additions, deletions and modifications) may require up to 12 months for final action." The NCCCS does not consider twelve months as timely.

### **7.6.3 Staffing and Funding Support for Articulation Enhancement Recommendation (Page 7-18)**

*The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA.*

- The NCCCS concurs with this recommendation.

### **7.7 Need for Further Research Recommendation (Page 7-19)**

*The Joint Legislative Education Oversight Committee and the TAC should continue to evaluate transfer and articulation policy and procedures and practice and performance*

*outcomes to identify the effectiveness of the CAA and need for improvement. Some areas for further research include:*

*Transcript analysis*

*Hours to degree completion*

*Cohort analysis*

*Examination of time required for degree completion*

*Survey of NCCCS transfer in private institutions*

- The NCCCS concurs with this recommendation.
- Additionally, the articulation of AAS degrees need to be further evaluated, however, this task is outside the intent of the TAC.
- The NCCCS were strong supporters of including surveys of NCCCS transfer students to private institutions as part of this study.



## North Carolina Community College System Limitations/Concerns of the MGT Study

- Section 8.12(a)(i) of HB 397 states “there is a general sentiment expressed by students that the Comprehensive Articulation Agreement adopted by the Board of Governors of the University of North Carolina and the State Board of Community Colleges should be improved...” Therefore, the key element to the study was addressing the concerns of the student.

Due to the timing of the study and the limitations of the study, surveys were distributed during the end of the academic year. Unfortunately the MGT Study was only able to achieve a response rate of 10.1% from students that had transferred to UNC, a 15.7% response rate of *current* community college students and no responses from students that had chosen to transfer to private institutions. Recall that the counselor survey indicated that 36.5% of the students interviewed chose to attend a private institution (page 6-8). This is a large percentage of students given the cost barriers faced by the average community college student.

Although the NCCCS was a strong advocate of sending surveys to students who chose to transfer to North Carolina’s Independent Colleges and Universities, this population was not surveyed. As the study sites “conducting a survey of students who have chosen not to transfer to a UNC institution can provide insight into their decision to attend a private institution. Understanding these issues may assist in identifying ways to minimize barriers for transfer students in general.”

Given the following data from Exhibit 4-1, gathering information from the declining population of students choosing not to transfer to UNC remains crucial:

UNC Enrollment Yr.	1999-00	2000-01	2001-02	2002-03
NCCCS Transfer Degrees	2,104	2,396	2,662	3,170
Transfers to UNC	1,196	1,309	1,334	1,518
Transfer Rates to UNC	56.8%	54.6%	50.1%	47.9%

- Transfer students from only eight of the sixteen UNC institutions participated in the study.
- The result of the counselor, administrator and faculty surveys indicate (Exhibit 6-16) disturbing results. When this population was asked if, despite the CAA, there were still articulation and transfer barriers, 35.2% reported there were barriers due to UNC system policies and practices, 30.7 percent reported there were barriers from selected individual UNC institutions, 20.2% reported barriers from NCCCS policy and practices, and 12.6% reported barriers from overall CAA policy.

- Unfortunately the study seems to rely on recommendations of expanding the role of the Transfer Advisory Committee (TAC) to deal with barriers. This recommendation is unrealistic. The TAC is currently overburdened with attempting to fulfill its primary intent of reviewing proposed amendment to the CAA. Recall that the TAC is comprised of nine members who are currently full-time employees of the NCCCS, UNC or NC Private Institutions.
- House Bill 739 and Senate Bill 1161 were mandates on behalf of the public interest to establish simplification of transfer between the community colleges and between the community colleges and the constituent institutions of the University of North Carolina. The Comprehensive Articulation Agreement was made possible by this mandate. Recommendations for faculty groups, task forces and cross-discipline faculty are recognized, utilized and strongly encouraged by the NCCCS; however, we believe stronger recommendations are needed.

**2003-04 Most Improved Schools  
Growth and Performance 1999-00 through 2003-04**

Lea Code	School Code	School Name	Grade Span	ABCs Status <sup>1</sup> 1999-00	PC <sup>2</sup> 1999-00	ABCs Status 2000-01	PC 2000-01	ABCs Status 2001-02	PC 2001-02	ABCs Status 2002-03	PC 2002-03	ABCs Status 2003-04	PC 2003-04
090	318	BLADEN LAKES PRI	PK-5	Exp	73.3	NR	68.2	Dst Hgh	81.5	Pro Hgh	78.2	HE Hgh MI	93.6
110	388	PISGAH ELEM	PK-5	Exm Dst	81.2	Exm Exc	90.0	Dst Hgh	87.5	Exc Hgh MI	92.6	HE Hgh MI	95.4
16A	000	CAPE LOOKOUT HS	9 -12	Exm	41.5	Exp	46.0	Pri Exp	53.8	Pri Hgh MI	44.7	Pri Hgh MI	49.4
170	334	NORTH ELEM	PK-5	Exm	62.8	NR	63.6	Pro Hgh	73.9	Dst Hgh	88.2	Dst Hgh MI	89.4
231	316	EAST ELEM	0K-4	Exm Exc MI	91.8	Exm Exc	94.5	Exc Hgh	91.6	Exc Hgh MI	93.9	HE Hgh MI	94.9
231	336	WEST ELEM	0K-4	Exm Exc	91.2	Exp Exc	90.7	Exc Hgh	93.1	Exc Hgh	96.2	HE Hgh MI	94.6
232	310	JAMES LOVE ELEM	PK-3	NR	64.6	Exm	71.4	Pro Exp	72.4	Dst Hgh	87.3	HE Hgh MI	91.7
270	316	MOYOCK ELEM	0K-4	Exm Dst	88.2	Exm Exc	92.1	Exc Hgh	91.0	Exc Hgh	95.1	HE Hgh MI	94.8
291	340	PICKETT PRI	PK-3	Exm	73.8	NR	63.3	Dst Hgh	83.3	Pro Hgh	79.6	Dst Hgh MI	88.1
320	310	EASTWAY ELEM	0K-5	LP	40.6	Exp	57.2	Pri	56.2	Pro Hgh	65.3	Dst Hgh MI	82.1
330	328	N EDGECOMBE MAGNET	9 -12	Exm	50.8	Exp	48.7	Pri Hgh MI	56.5	Pri Hgh MI	55.8	Pro Hgh MI	65.4
330	358	TARBORO HS	9 -12	Exm	57.6	Exm	59.4	Pro Hgh MI	66.5	Pro Hgh MI	68.5	Pro Hgh MI	73.5
34D	000	WOODSON SCH OF CHALL	0K-12	Exp	44.8	NR	42.6	LP	39.3	Pro Hgh MI	64.3	Pro Hgh MI	71.6
35A	000	A CHILD'S GARDEN SCH	0K-5							NR	65.7	HE Hgh MI	90.6
390	324	J F WEBB HS	9 -12	Exm	66.7	Exp	69.5	NR	65.3	Pro Hgh	77.3	Dst Hgh MI	82.0

Lea Code	School Code	School Name	Grade Span	ABCs Status <sup>1</sup> 1999-00	PC <sup>2</sup> 1999-00	ABCs Status 2000-01	PC 2000-01	ABCs Status 2001-02	PC 2001-02	ABCs Status 2002-03	PC 2002-03	ABCs Status 2003-04	PC 2003-04
410	366	WALDO C FALKENER SR	PK-5		.		.	Pri Exp	58.5	Pro Hgh	71.7	Dst Hgh MI	87.1
410	390	GC MIDDLE COLLEGE HS	8 -12		.		.	Pro Exp	66.3	Pro Exp	66.0	Pro Hgh MI	66.7
410	395	GUILFORD EARLY COLLEGE HS	8 -12		.		.		.	Exc Exp	96.9	HE Hgh MI	95.2
410	401	GTCC MID COLLEGE HS	8 -12		.		.	Pri Exp	50.9	Pro Hgh	64.3	Pri Hgh MI	43.8
420	316	DAWSON ELEM	PK-5	NR	73.4	Exm Exc MI	91.9	NR	80.3	Pro Hgh	72.5	Pro Hgh MI	74.5
420	340	INBORDEN ELEM	PK-5	NR	65.5	NR	60.2	Dst Hgh	85.1	Dst Hgh	80.2	HE Hgh MI	92.4
420	344	MCIVER ELEM	PK-5	Exp	72.9	Exm Dst MI	84.5	Pri Exp	40.9	Dst Hgh	88.8	HE Hgh MI	99.0
420	348	PITTMAN ELEM	PK-5	Exm	77.0	Exm	79.4	NR	.	Exc Hgh MI	94.6	HE Hgh MI	94.6
422	324	WELDON HS	9 -12	Exm	29.1	LP	24.7	LP	27.1	Pri Hgh	37.6	Pri Hgh MI	49.2
520	308	COMFORT ELEM	PK-5	Exm Dst	88.0	NR	78.6	Dst Hgh	85.5	Dst Hgh	89.2	HE Hgh MI	96.0
560	304	CARTOOGECCHAYE ELEM	OK-5	Exm Dst	86.0	Exm Exc	90.6	Dst Exp	89.7	Dst Hgh	89.6	HE Hgh MI	90.8
570	312	HOT SPRINGS ELEM	OK-5	Exm	75.2	Exm Exc MI	92.0	Exc Hgh	97.1	Dst Hgh	85.2	HE Hgh MI	95.9
60G	000	QUEENS GRANT COMMUNITY SCH	OK-6		.		.		.	NR	88.3	HE Hgh MI	91.1
610	320	GOUGE ELEM	OK-4	Exm	76.7	Dst NR	81.8	Hgh	.	Exc Hgh	91.9	HE Hgh MI	92.2
660	312	JACKSON-EASTSIDE ELEM	PK-5	Exm	74.1	NR	73.9	NR	67.0	Dst Hgh	82.0	HE Hgh MI	92.0

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770	318	FAIRVIEW HEIGHTS ELEM	0K-3	Exm	60.8	Exm	64.9	Dst Hgh MI	80.3	Dst Hgh MI	86.9	Dst Hgh MI	85.1
780	322	EAST ROBESON PRI	PK-3	Exm	78.6	Exm Dst	81.0	Pro Hgh	73.5	Dst Hgh	85.6	Pro Hgh MI	79.3
780	325	FAIRMONT HS	9 -12	LP	40.6	Exp	47.3	Pro Hgh MI	62.9	Pro Hgh MI	71.1	Pro Hgh MI	72.5
780	328	GREEN GROVE ELEM	PK-3	Exm	66.0	Exm MI	72.6	Pro Hgh	68.2	Pro Hgh MI	79.5	Dst Hgh MI	83.9
920	444		6 -6		.		.		.		.	HE Hgh MI	96.4
96C	000	DILLARD ACAD	0K-3	NR	38.1	NR	37.9	Pro Hgh MI	77.3	Pri Hgh	52.9	Pro Hgh MI	78.6
995	308	BEE LOG ELEM	0K-5	Exm Exc	93.5	Exm Exc MI	95.4	Exc Hgh	94.4	Exc Hgh	94.8	HE Hgh MI	96.2

<sup>1</sup> ABCs Status Abbreviations:

HE	Honor School of Excellence
Hgh	School Making High Growth
Exp	School Making Expected Growth
MI	25 Most Improved K-8 Schools
MI	10 Most Improved High Schools
Exc	School of Excellence
Dst	School of Distinction
Pri	Priority School
NR	No Recognition
LP	Low-Performing *
EE	Excessive Exclusions
95R	Less than 95 percent tested

<sup>2</sup> Performance Composite





## **VI. Issues for Further Consideration**

## Issues for Further Consideration

During the past two years, the SBE has modified the ABCs Accountability Workbook to accommodate the requirements of the NCLB legislation. The US Department of Education (USED) approved several modifications to the state's accountability plan in 2003-04. The USED has given tacit approval to using Algebra I and Biology as high school mathematics and science tests for NCLB. The proposal to use English I and Grade 10 Writing to replace the High School Comprehensive Reading Test is still under consideration at the time of this report.

This year, the SBE approved adding a new top recognition category, Honor School of Excellence, to the ABCs Program to denote a School of Excellence that also makes AYP. The ABCs incentive structure, however, has not been revised by the General Assembly to reflect that a school also has met the AYP requirements of NCLB as was recommended by the SBE.

With the ultimate goal of NCLB that 100% of students score proficient on state tests by the end of the school year 2013-14, the state must meet the challenges of developing newer editions of the state tests based on revisions to the state curriculum. The issue of raising academic achievement standards also has been a recurring theme in recent SBE meetings, and the recently ratified House Bill 1414 calls for an evaluation of the accountability system during the 2004-05 school year and making changes in standards (if necessary) no later than the 2005-06 school year.

The SBE also is responding to the issue of middle schools not performing well on the ABCs during the 2003-04 school year. Based on the outcome of recommendations before the SBE, ABCs results for the 2003-04 school year *may* change. Certain adjustments also may be made to the growth formulas in some of the grades for the 2004-05 school year based on analyses and recommendations by DPI. We do, however, anticipate making revisions to all of the formulas effective with the 2005-06 school year as per HB 1414.

DPI has recommended to the SBE that the implementation schedule for the new mathematics assessments be amended by delaying by one year the implementation of the Grade 3 mathematics pretest and the end of grade (EOG) mathematics tests at Grade 7 and Grade 8, and for the mathematics end of course (EOC) tests and making the corresponding changes in the ABCs to accommodate this delayed implementation. These revisions are based on the lessons learned several years ago when the mathematics curriculum changed dramatically and the tests were revised to align with that new curriculum. The USED has not yet approved a request to conduct a statewide field test in grades 7 and 8 mathematics and EOC mathematics in lieu of the operational tests in the 2005-06 school year.

Finally, revisions to the curricula and the tests will result in necessary delays in reporting ABCs and AYP results each year for several years starting with the reporting for the 2005-06 school year.

**National Assessment of Educational Progress (NAEP) Information for  
the Joint Legislative Education Oversight Committee Presentation**

**October 13, 2004**

### Comparisons Between North Carolina, the Nation, and Other Participating States and Jurisdictions

In 2003, 53 jurisdictions participated in the mathematics assessment. These included the 50 states, the District of Columbia and the two groups of Department of Defense Education Activity (DoDEA) schools: Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Dependents Schools (DoDDS).

Prior to 2003, NAEP designated regional reporting groups. North Carolina was part of the NAEP Southeast region. The NAEP Southeast region included the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.

In 2003, NAEP changed the regional reporting groups to match the United States Census Bureau regions. North Carolina is part of the South Census Region. The following states and jurisdictions are in the South Census Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

### Comparisons by Average Scale Scores and Achievement Levels

Graphs 1A and 1B compare the overall performance results of grades 4 and 8 public school students in North Carolina and the nation.

Tables 1A and 1B compare North Carolina's 2003 overall mathematics scale scores at grades 4 and 8 with those of all other participating states and jurisdictions.

#### ***Grade 4 Scale Score Comparisons and Achievement Level Results***

- Students' scale scores in North Carolina were higher than those in 44 jurisdictions, and not significantly different from those in 8 jurisdictions.
- In 2003, the percentage of North Carolina's students who performed at or above the *Proficient* level was 41 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (31 percent).
- In North Carolina, the percentage of students who performed at or above the *Proficient* level in 2003 was greater than that in 2000 (25 percent).

#### ***Grade 8 Scale Score Comparisons and Achievement Level Results***

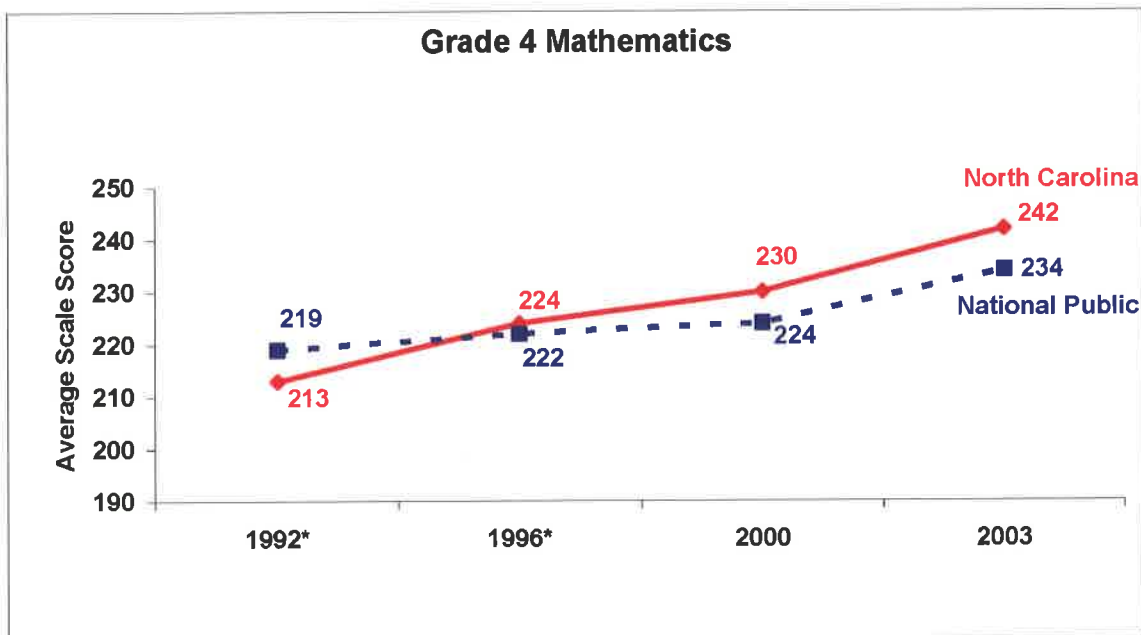
- Students' scale scores in North Carolina were higher than those in 22 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 8 jurisdictions.
- In 2003, the percentage of North Carolina's students who performed at or above the *Proficient* level was 32 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (27 percent).
- In North Carolina, the percentage of students who performed at or above the *Proficient* level in 2003 was greater than that in 2000 (27 percent).

# NAEP 2003 Mathematics Report for North Carolina

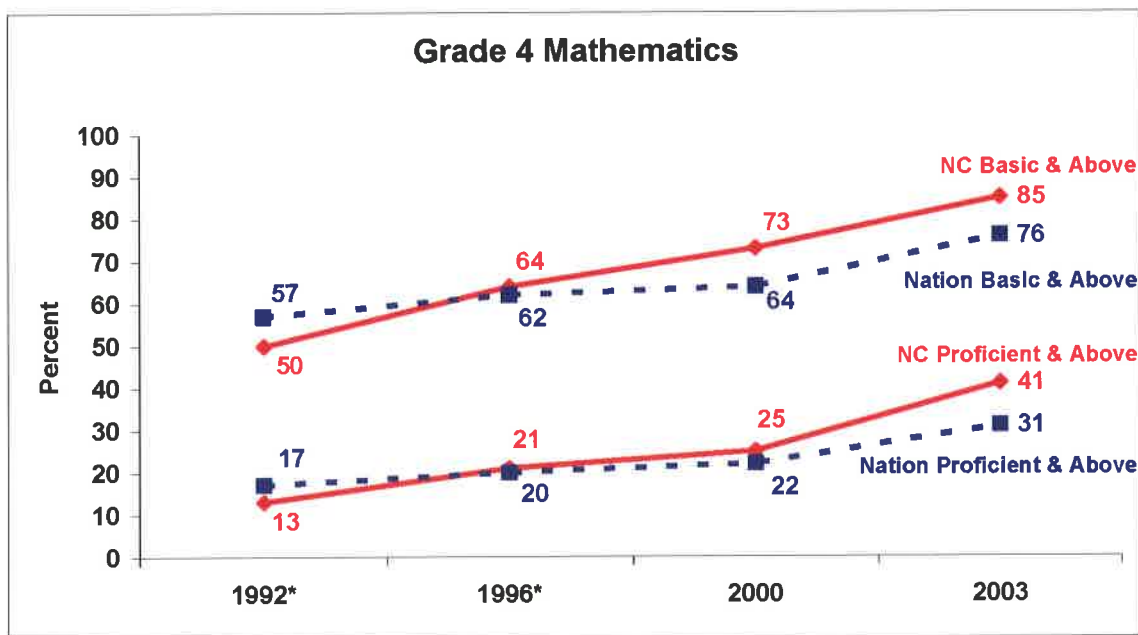
GRAPHS  
**1A**

## The Nation's Report Card 2003 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 4 public schools: 1992 - 2003



NOTE: The NAEP mathematics scale ranges from 0 to 500.



NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below *Basic*, 213 or lower; *Basic*, 214-248; *Proficient*, 249-281; and *Advanced*, 282 and above.

\*NAEP did not provide accommodations for students with disabilities or limited English proficient students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2003 Mathematics Assessments.

# NAEP 2003 Mathematics Report for North Carolina



## The Nation's Report Card 2003 State Assessment

**North Carolina's average mathematics scale score compared with scores for other participating jurisdictions, grade 4 public schools: 2003**

**North Carolina Average Scale Score: 242**

**National Average Scale Score: 234**

**South Census Average Scale Score: 233**

States and Jurisdictions Significantly Below North Carolina (44)	States and Jurisdictions Not Significantly Different from North Carolina (8)	States and Jurisdictions Significantly Above North Carolina (0)
Alabama* (223)	Connecticut (241)	
Alaska (233)	Kansas (242)	
Arizona (229)	Massachusetts (242)	
Arkansas* (229)	Minnesota (242)	
California (227)	New Hampshire (243)	
Colorado (235)	Vermont (242)	
Delaware* (236)	Virginia* (239)	
District of Columbia* (205)	Wyoming (241)	
Florida* (234)		
Georgia* (230)		
Hawaii (227)		
Idaho (235)		
Illinois (233)		
Indiana (238)		
Iowa (238)		
Kentucky* (229)		
Louisiana* (226)		
Maine (238)		
Maryland* (233)		
Michigan (236)		
Mississippi* (223)		
Missouri (235)		
Montana (236)		
Nebraska (236)		
Nevada (228)		
New Jersey (239)		
New Mexico (223)		
New York (236)		
North Dakota (238)		
Ohio (238)		
Oklahoma* (229)		
Footnotes appear at the bottom of the last page of this table.		

# NAEP 2003 Mathematics Report for North Carolina

## TABLE 1A

### The Nation's Report Card 2003 State Assessment

**North Carolina's average mathematics scale score compared with scores for other participating jurisdictions, grade 4 public schools: 2003**

**North Carolina Average Scale Score: 242**  
**National Average Scale Score: 234**  
**South Census Average Scale Score: 233**

States and Jurisdictions Significantly Below North Carolina (44)	States and Jurisdictions Not Significantly Different from North Carolina (8)	States and Jurisdictions Significantly Above North Carolina (0)
Oregon (236)		
Pennsylvania (236)		
Rhode Island (230)		
South Carolina* (236)		
South Dakota (237)		
Tennessee* (228)		
Texas* (237)		
Utah (235)		
Washington (238)		
West Virginia* (231)		
Wisconsin (237)		
DoDEA/DDES (237)		
DoDEA/DoDDS (237)		
*South Census States () Average Scale Score for 2003 NOTE: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessments.		

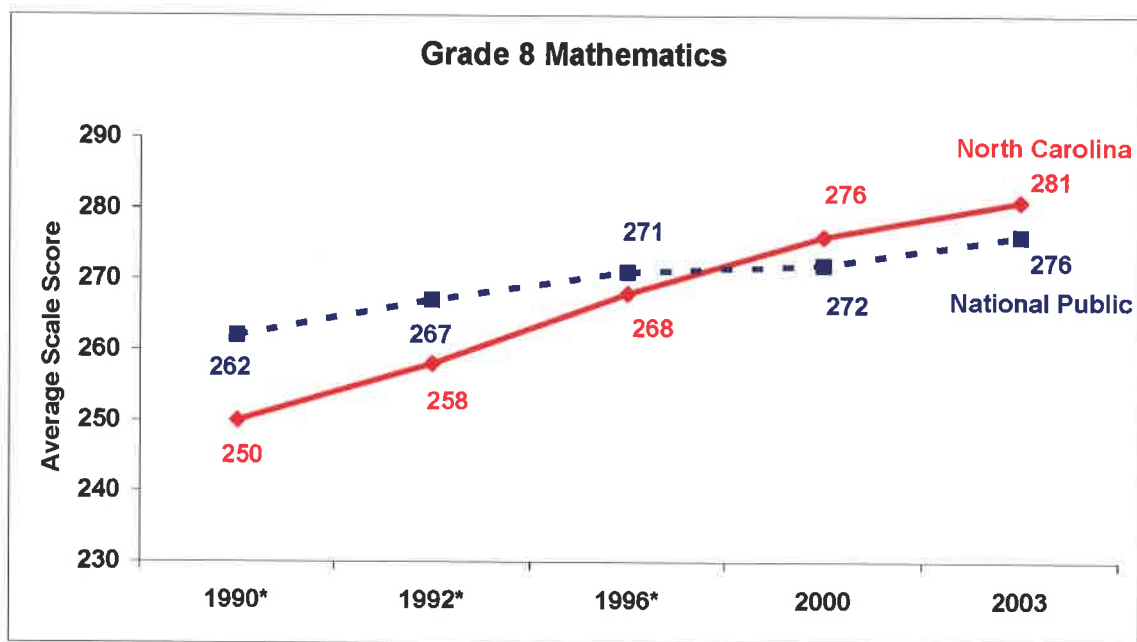


# NAEP 2003 Mathematics Report for North Carolina

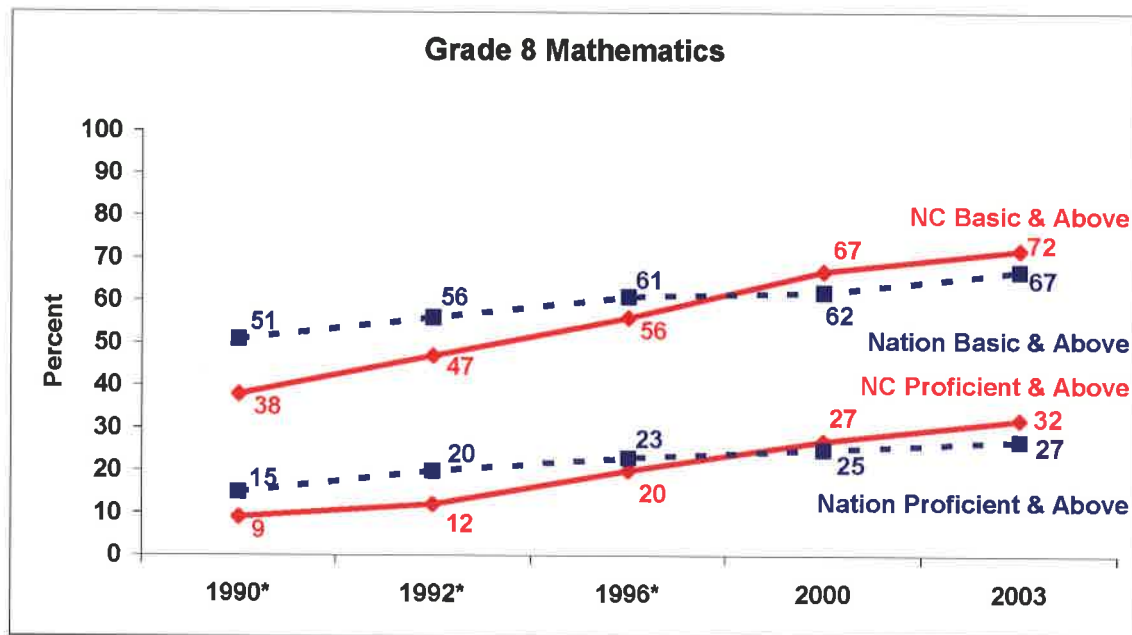
## 1B

### The Nation's Report Card 2003 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 8 public schools: 1990 - 2003



NOTE: The NAEP mathematics scale ranges from 0 to 500.



NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262-298; Proficient, 299-332; and Advanced, 333 and above.

\*NAEP did not provide accommodations for students with disabilities or limited English proficient students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990-2003 Mathematics Assessments.

# NAEP 2003 Mathematics Report for North Carolina

## TABLE 1B

### The Nation's Report Card 2003 State Assessment

**North Carolina's average mathematics scale score compared with scores for other participating jurisdictions, grade 8 public schools: 2003**

**North Carolina Average Scale Score: 281**

**National Average Scale Score: 276**

**South Census Average Scale Score: 274**

<b>States and Jurisdictions Significantly Below North Carolina (22)</b>	<b>States and Jurisdictions Not Significantly Different from North Carolina (22)</b>	<b>States and Jurisdictions Significantly Above North Carolina (8)</b>
Alabama* (262)	Alaska (279)	Massachusetts (287)
Arizona (271)	Colorado (283)	Minnesota (291)
Arkansas* (266)	Connecticut (284)	Montana (286)
California (267)	Idaho (280)	New Hampshire (286)
Delaware* (277)	Indiana (281)	North Dakota (287)
District of Columbia* (243)	Iowa (284)	South Dakota (285)
Florida* (271)	Kansas (284)	Vermont (286)
Georgia* (270)	Maine (282)	DoDEA/DoDDS (286)
Hawaii (266)	Michigan (276)	
Illinois (277)	Missouri (279)	
Kentucky* (274)	Nebraska (282)	
Louisiana* (266)	New Jersey (281)	
Maryland* (278)	New York (280)	
Mississippi* (261)	Ohio (282)	
Nevada (268)	Oregon (281)	
New Mexico (263)	Pennsylvania (279)	
Oklahoma* (272)	Utah (281)	
Rhode Island (272)	Virginia* (282)	
South Carolina* (277)	Washington (281)	
Tennessee* (268)	Wisconsin (284)	
Texas* (277)	Wyoming (284)	
West Virginia* (271)	DoDEA/DDESS (282)	
<p>*South Census States  () Average Scale Score for 2003  NOTE: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers.  SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessments.</p>		

## NAEP 2003 Reading Report for North Carolina

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### Comparisons Between North Carolina, the Nation, and Other Participating States and Jurisdictions

In 2003, 53 jurisdictions participated in the reading assessment. These included the 50 states, the District of Columbia and the two groups of Department of Defense Education Activity (DoDEA) schools: Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Dependents Schools (DoDDS).

Prior to 2003, NAEP designated regional reporting groups. North Carolina was part of the NAEP Southeast region. The NAEP Southeast region included the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.

In 2003, NAEP changed the regional reporting groups to match the United States Census Bureau regions. North Carolina is part of the South Census Region. The following states and jurisdictions are in the South Census Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

### Comparisons by Average Scale Scores and Achievement Levels

Graphs 2A and 2B compare the overall performance results of grades 4 and 8 public school students in North Carolina and the nation.

Tables 2A and 2B compare North Carolina's 2003 overall reading scale scores at grades 4 and 8 with those of all other participating states and jurisdictions.

#### ***Grade 4 Scale Score Comparisons and Achievement Level Results***

- Students' scale scores in North Carolina were higher than those in 19 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 7 jurisdictions.
- In 2003, the percentage of North Carolina's students who performed at or above the *Proficient* level was 33 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In North Carolina, the percentage of students who performed at or above the *Proficient* level in 2003 was not found to differ significantly from that in 2002 (32 percent).

#### ***Grade 8 Scale Score Comparisons and Achievement Level Results***

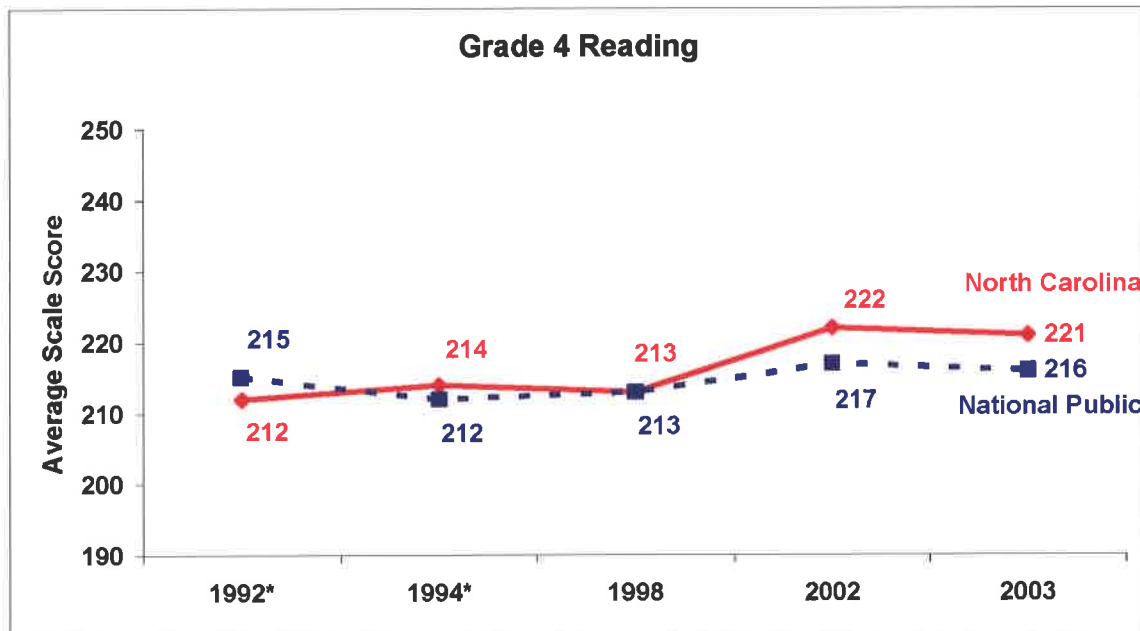
- Students' scale scores in North Carolina were higher than those in 15 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 26 jurisdictions.
- In 2003, the percentage of North Carolina's students who performed at or above the *Proficient* level was 29 percent. This was not found to differ significantly from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In North Carolina, the percentage of students who performed at or above the *Proficient* level in 2003 was not found to differ significantly from that in 2002 (32 percent).

# NAEP 2003 Reading Report for North Carolina

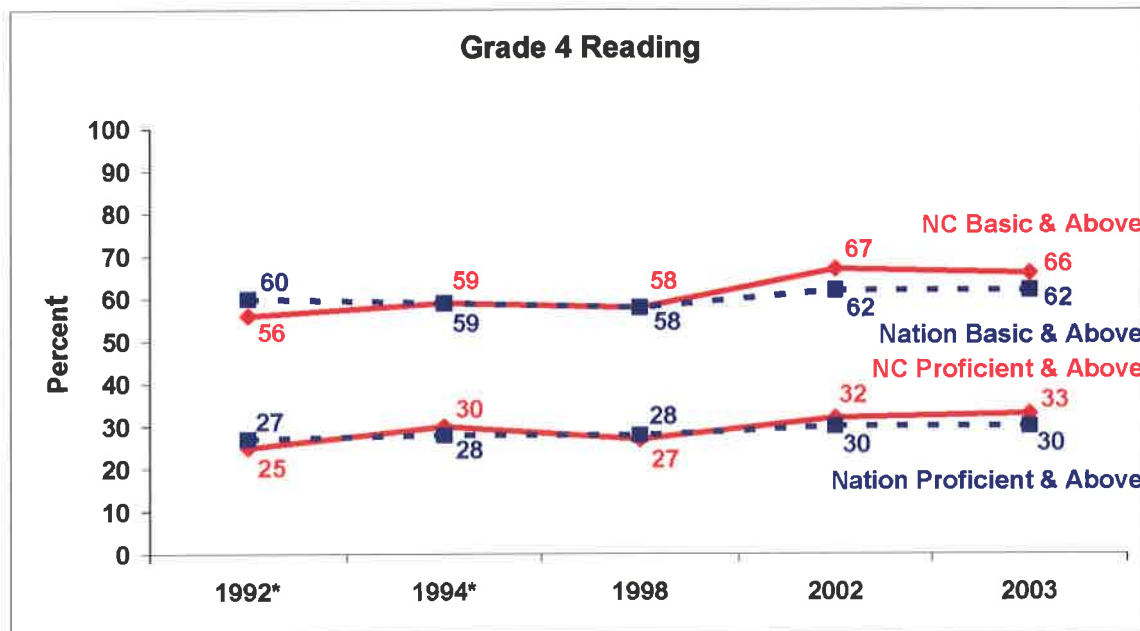


## The Nation's Report Card 2003 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 4 public schools: 1992 - 2003



NOTE: The NAEP reading scale ranges from 0 to 500.



NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; and *Advanced*, 268 and above.

\*NAEP did not provide accommodations for students with disabilities or limited English proficient students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2003 Reading Assessments.

# NAEP 2003 Reading Report for North Carolina



## The Nation's Report Card 2003 State Assessment

**North Carolina's average reading scale score compared with scores for other participating jurisdictions, grade 4 public schools: 2003**

**North Carolina Average Scale Score: 221**

**National Average Scale Score: 216**

**South Census Average Scale Score: 215**

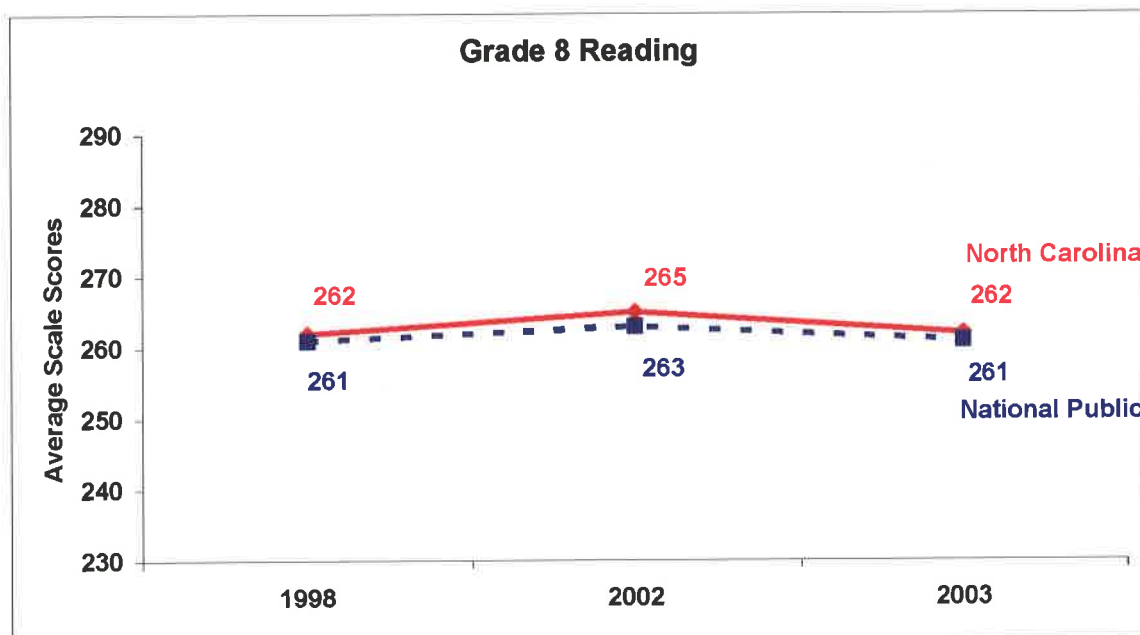
States and Jurisdictions Significantly Below North Carolina (19)	States and Jurisdictions Not Significantly Different from North Carolina (26)	States and Jurisdictions Significantly Above North Carolina (7)
Alabama* (207)	Colorado (224)	Connecticut (228)
Alaska (212)	Florida* (218)	Delaware* (224)
Arizona (209)	Idaho (218)	Massachusetts (228)
Arkansas* (214)	Indiana (220)	New Hampshire (228)
California (206)	Iowa (223)	New Jersey (225)
District of Columbia* (188)	Kansas (220)	Vermont (226)
Georgia* (214)	Kentucky* (219)	DoDEA/DoDDS (225)
Hawaii (208)	Maine (224)	
Illinois (216)	Maryland* (219)	
Louisiana* (205)	Michigan (219)	
Mississippi* (205)	Minnesota (223)	
Nevada (207)	Missouri (222)	
New Mexico (203)	Montana (223)	
Oklahoma* (214)	Nebraska (221)	
Oregon (218)	New York (222)	
Rhode Island (216)	North Dakota (222)	
South Carolina* (215)	Ohio (222)	
Tennessee* (212)	Pennsylvania (219)	
Texas* (215)	South Dakota (222)	
	Utah (219)	
	Virginia* (223)	
	Washington (221)	
	West Virginia* (219)	
	Wisconsin (221)	
	Wyoming (222)	
	DoDEA/DDESS (223)	
<p>*South Census States  () Average Scale Score for 2003  NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers.  SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.</p>		

# NAEP 2003 Reading Report for North Carolina

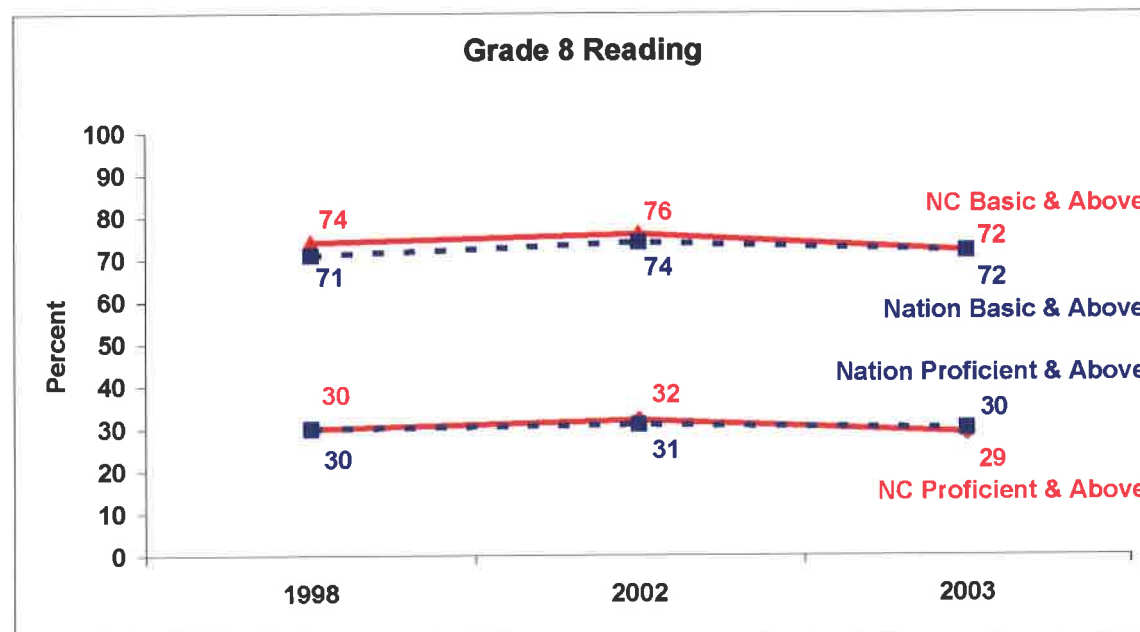
GRAPHS  
**2B**

## The Nation's Report Card 2003 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 8 public schools: 1998 - 2003



NOTE: The NAEP reading scale ranges from 0 to 500.



NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; and *Advanced*, 323 and above.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998-2003 Reading Assessments.



# NAEP 2003 Reading Report for North Carolina

## TABLE 2B

### The Nation's Report Card 2003 State Assessment

North Carolina's average reading scale score compared with scores for other participating jurisdictions, grade 8 public schools: 2003

North Carolina Average Scale Score: 262  
National Average Scale Score: 261  
South Census Average Scale Score: 259

States and Jurisdictions Significantly Below North Carolina (15)	States and Jurisdictions Not Significantly Different from North Carolina (11)	States and Jurisdictions Significantly Above North Carolina (26)
Alabama* (253)	Idaho (264)	Colorado (268)
Alaska (256)	Maryland* (262)	Connecticut (267)
Arizona (255)	Michigan (264)	Delaware* (265)
Arkansas* (258)	Oklahoma* (262)	Illinois (266)
California (251)	Oregon (264)	Indiana (265)
District of Columbia* (239)	Pennsylvania (264)	Iowa (268)
Florida* (257)	Rhode Island (261)	Kansas (266)
Georgia* (258)	Texas* (259)	Kentucky* (266)
Hawaii (251)	Utah (264)	Maine (268)
Louisiana* (253)	Washington (264)	Massachusetts (273)
Mississippi* (255)	West Virginia* (260)	Minnesota (268)
Nevada (252)		Missouri (267)
New Mexico (252)		Montana (270)
South Carolina* (258)		Nebraska (266)
Tennessee* (258)		New Hampshire (271)
		New Jersey (268)
		New York (265)
		North Dakota (270)
		Ohio (267)
		South Dakota (270)
		Vermont (271)
		Virginia* (268)
		Wisconsin (266)
		Wyoming (267)
		DoDEA/DDESS (269)
		DoDEA/DoDDS (273)
<p>*South Census States ( ) Average Scale Score for 2003 NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.</p>		

### Comparisons Between North Carolina, the Nation, and Other Participating States and Jurisdictions

In 2002, 45 states and five other jurisdictions participated in the grade 4 NAEP writing assessment. At grade 8, 44 states and six other jurisdictions participated in the 2002 NAEP writing assessment. Two states at grade 4 and three states at grade 8 did not meet minimum school participation guidelines for reporting their results in 2002.

In 2002, North Carolina was part the NAEP Southeast region. The NAEP Southeast region included the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.

### Comparisons by Average Scale Scores and Achievement Levels

Graphs 3A and 3B compare the overall performance results of grades 4 and 8 public school students in North Carolina and the nation.

Tables 3A and 3B compare North Carolina's 2002 overall writing scale scores at grades 4 and 8 with those of all other participating states and jurisdictions.

#### ***Grade 4 Scale Score Comparisons and Achievement Level Results***

- Students' scale scores in North Carolina were higher than those in 30 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 3 jurisdictions.
- In 2002, the percentage of North Carolina's students who performed at or above the *Proficient* level was 32 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (27 percent).
- 2002 was the first year that NAEP administered state-level assessments in grade 4 writing.

#### ***Grade 8 Scale Score Comparisons and Achievement Level Results***

- Students' scale scores in North Carolina were higher than those in 30 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- In 2002, the percentage of North Carolina's students who performed at or above the *Proficient* level was 34 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In North Carolina, the percentage of students who performed at or above the *Proficient* level in 2002 was greater than that in 1998 (27 percent).

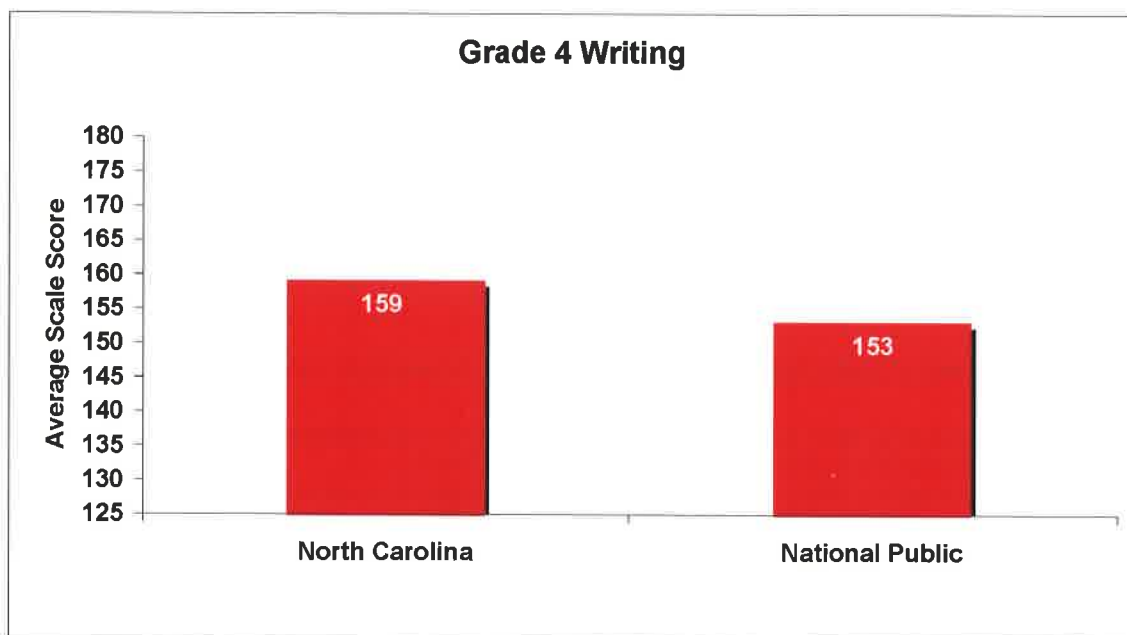


## NAEP 2002 Writing Report for North Carolina

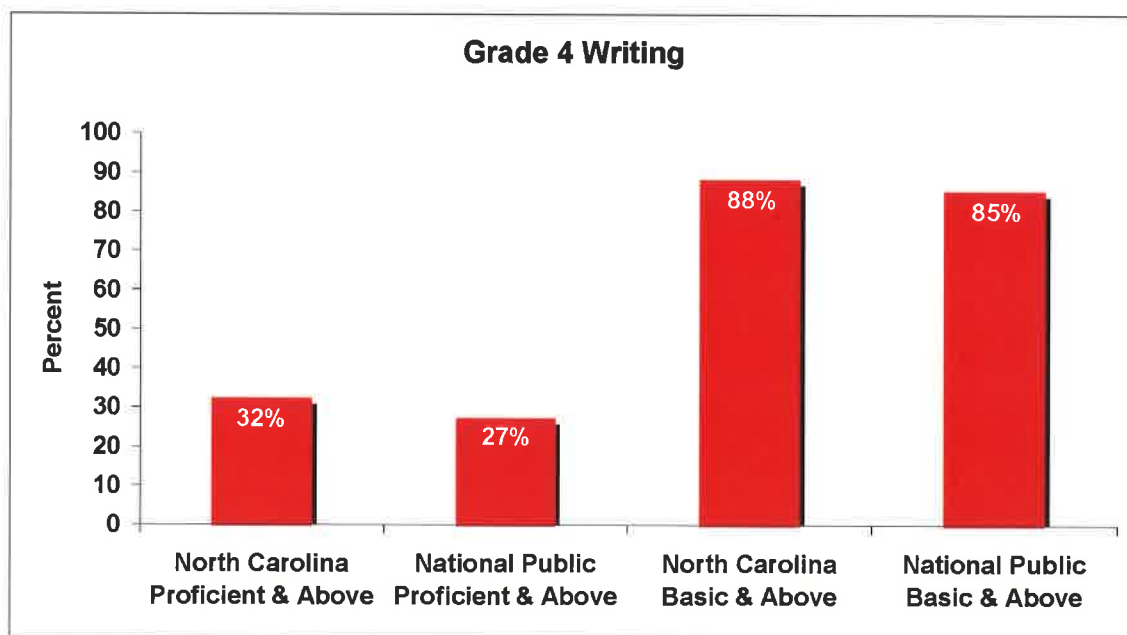


### The Nation's Report Card 2002 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 4 public schools: 2002



NOTE: The NAEP Writing scale ranges from 0 to 300.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessments.

# NAEP 2002 Writing Report for North Carolina



## The Nation's Report Card 2002 State Assessment

**North Carolina's average writing scale score compared with scores for other participating jurisdictions, grade 4 public schools: 2002**

**North Carolina Average Scale Score: 159**  
**National Average Scale Score: 153**  
**Southeast Region Average Scale Score: 151**

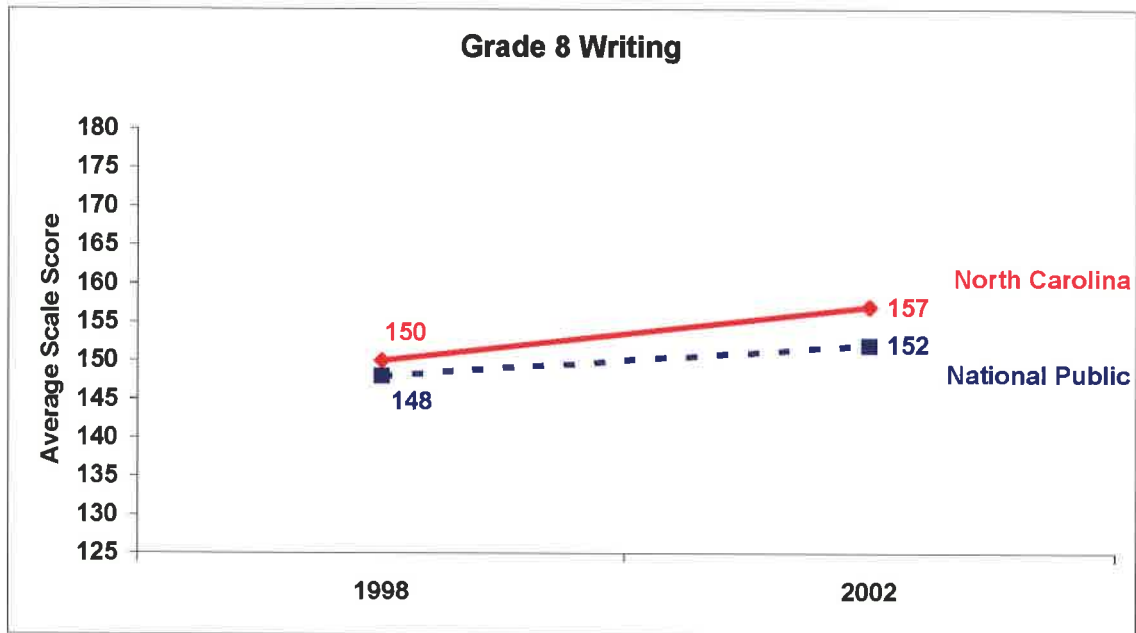
States and Jurisdictions Significantly Below North Carolina (30)	States and Jurisdictions Not Significantly Different from North Carolina (14)	States and Jurisdictions Significantly Above North Carolina (3)
Alabama* (140)	DODEA/DDESS (156)	Connecticut (174)
Arizona (140)	DODEA/DODDS (159)	Delaware (163)
Arkansas* (145)	Florida* (158)	Massachusetts (170)
California (146)	Iowa (155)	
District of Columbia (135)	Maine (158)	
Georgia* (149)	Maryland (157)	
Guam (131)	Minnesota (156)	
Hawaii (149)	New York (163)	
Idaho (150)	Ohio (157)	
Indiana (154)	Pennsylvania (156)	
Kansas (149)	Rhode Island (157)	
Kentucky* (154)	Vermont (158)	
Louisiana* (142)	Virginia* (157)	
Michigan (147)	Washington (158)	
Mississippi* (141)		
Missouri (151)		
Montana (149)		
Nebraska (154)		
Nevada (145)		
New Mexico (142)		
North Dakota (150)		
Oklahoma (142)		
Oregon (149)		
South Carolina* (145)		
Tennessee* (149)		
Texas (154)		
Utah (145)		
Virgin Islands (125)		
West Virginia* (147)		
Wyoming (150)		
*Southeast Region States () Average Scale Score for 2002 NOTE: The NAEP writing scale ranges from 0 to 300. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessments.		

## NAEP 2002 Writing Report for North Carolina

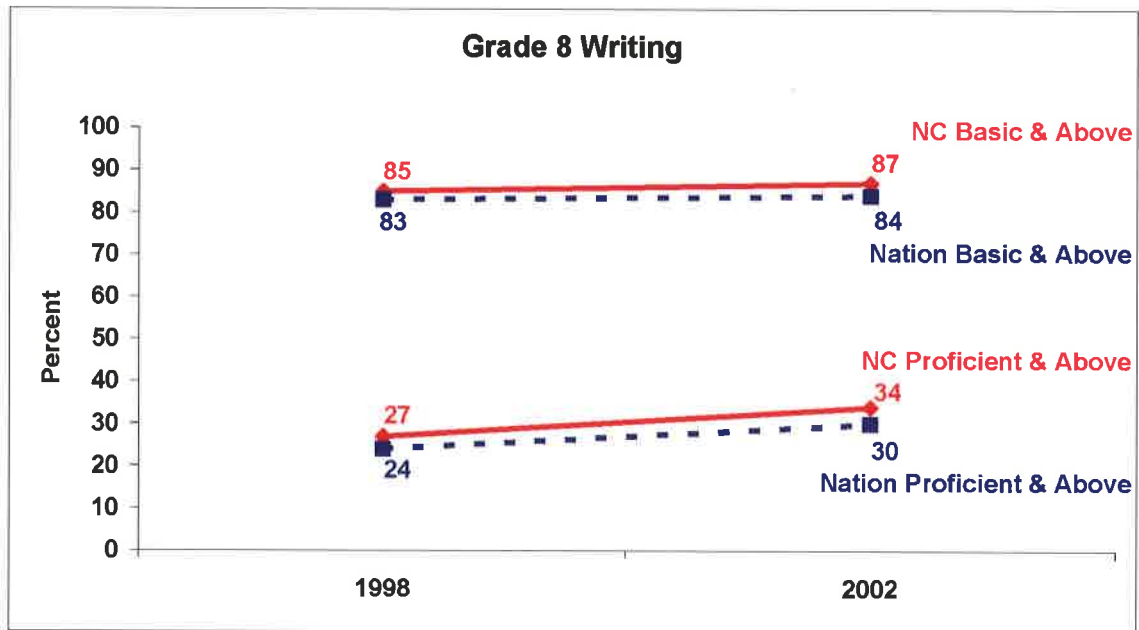
GRAPHS  
**3B**

### The Nation's Report Card 2002 State Assessment

North Carolina's overall performance results compared with the nation's overall performance results, grade 8 public schools: 1998 - 2002



NOTE: The NAEP Writing scale ranges from 0 to 300.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998-2002 Writing Assessments.

# NAEP 2002 Writing Report for North Carolina



## The Nation's Report Card 2002 State Assessment

**North Carolina's average writing scale score compared with scores for other participating jurisdictions, grade 8 public schools: 2002**

**North Carolina Average Scale Score: 157**  
**National Average Scale Score: 152**  
**Southeast Region Average Scale Score: 149**

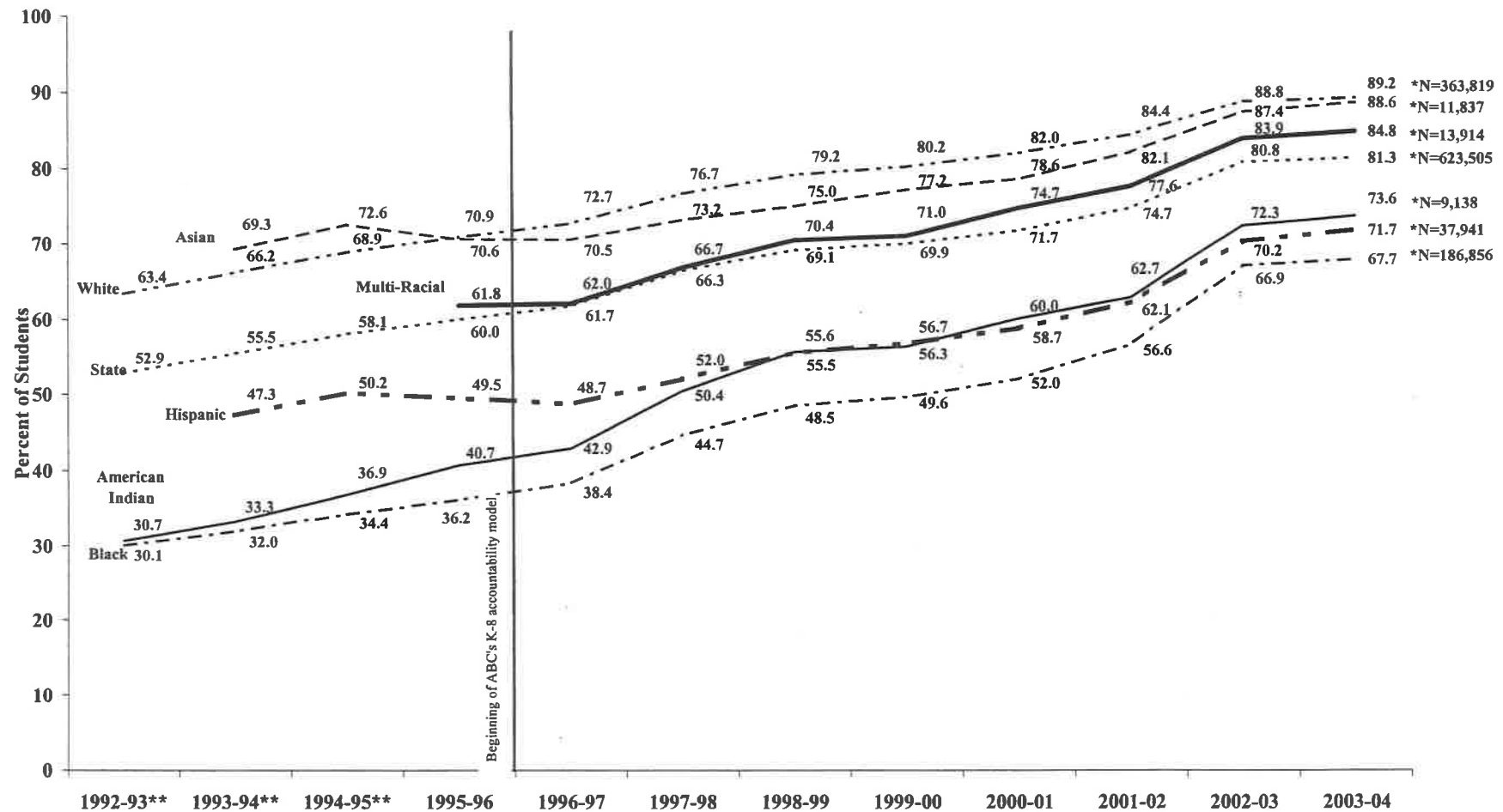
<b>States and Jurisdictions Significantly Below North Carolina (30)</b>	<b>States and Jurisdictions not Significantly Different from North Carolina (11)</b>	<b>States and Jurisdictions Significantly Above North Carolina (5)</b>
Alabama* (142)	Delaware (159)	Connecticut (164)
American Samoa (95)	Florida* (154)	DODEA/DDESS (164)
Arizona (141)	Kansas (155)	DODEA/DODDS (161)
Arkansas* (142)	Maine (157)	Massachusetts (163)
California (144)	Maryland (157)	Vermont (163)
District of Columbia (128)	Nebraska (156)	
Georgia* (147)	Ohio (160)	
Guam (130)	Oregon (155)	
Hawaii (138)	Pennsylvania (154)	
Idaho (151)	Virginia* (157)	
Indiana (150)	Washington (155)	
Kentucky* (149)		
Louisiana* (142)		
Michigan (147)		
Mississippi* (141)		
Missouri (151)		
Montana (152)		
Nevada (137)		
New Mexico (140)		
New York (151)		
North Dakota (147)		
Oklahoma (150)		
Rhode Island (151)		
South Carolina* (146)		
Tennessee* (148)		
Texas (152)		
Utah (143)		
Virgin Islands (128)		
West Virginia* (144)		
Wyoming (151)		
*Southeast Region States () Average Scale Score for 2002 NOTE: The NAEP writing scale ranges from 0 to 300. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessments.		







**Figure 3. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results  
Percent of Students At or Above Level III in Both Reading and Mathematics,  
Grades 3-8, by Ethnicity**



Notes: \*N counts equal the number of students tested; previous years are comparable.

\*\*Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested in only reading or mathematics or taking the alternate assessments.

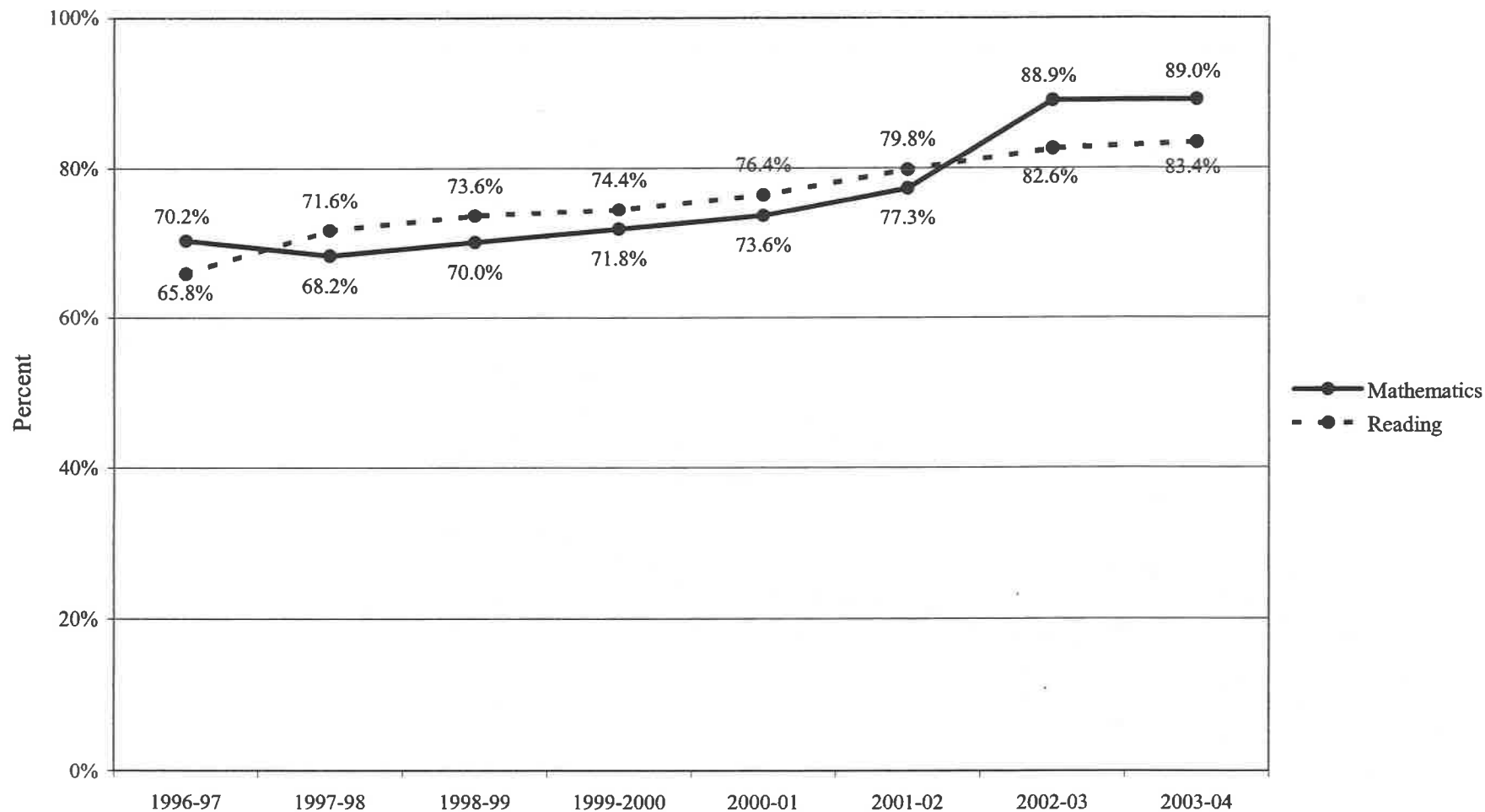
Some data points are changed from previous publication to correct reporting errors.

Data received by LEAs and charter schools after July 15, 2004 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

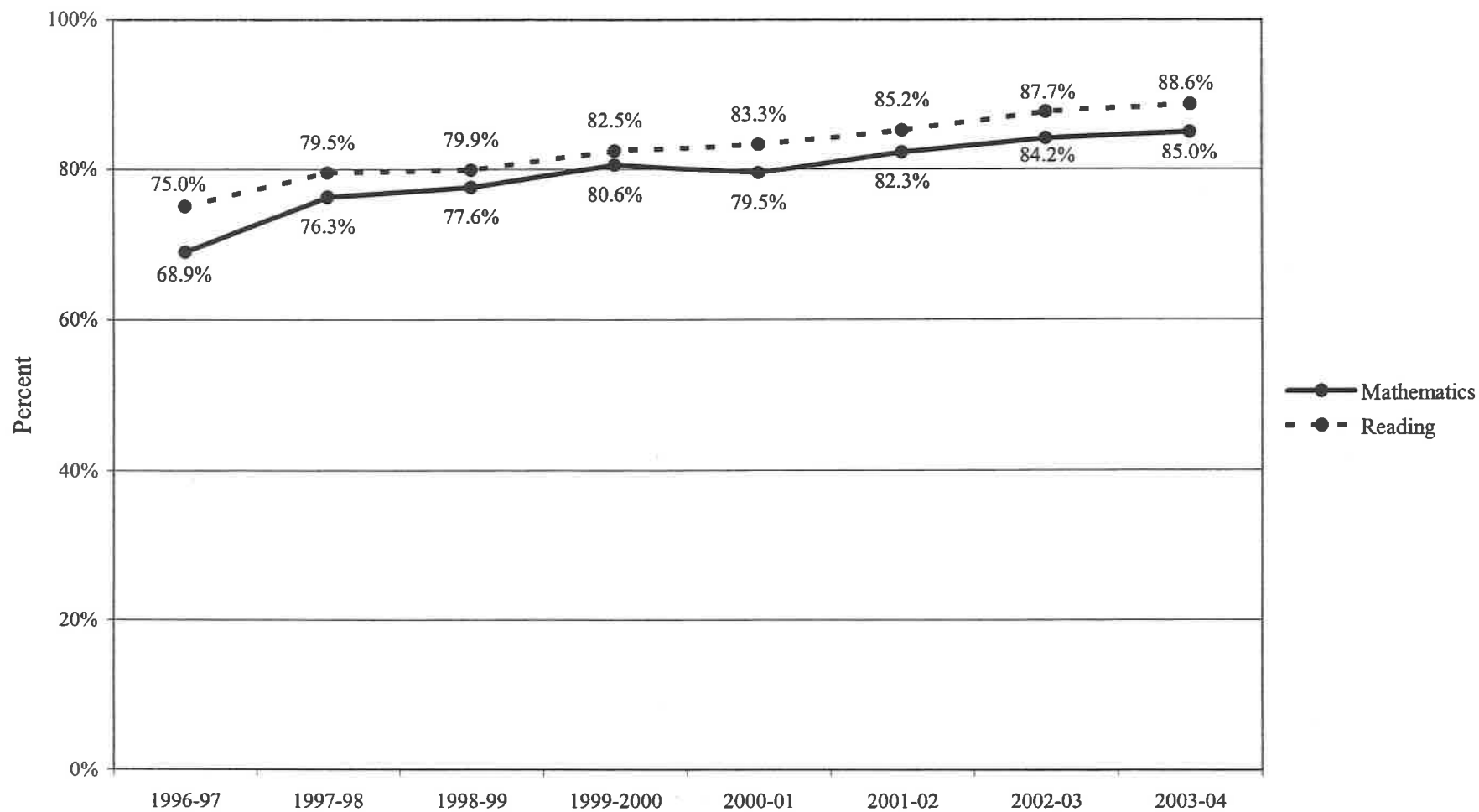


# **Percentage of Grade 3 Students Proficient on End-of-Grade Reading and End-of-Grade Mathematics, 1996-97 through 2003-04**



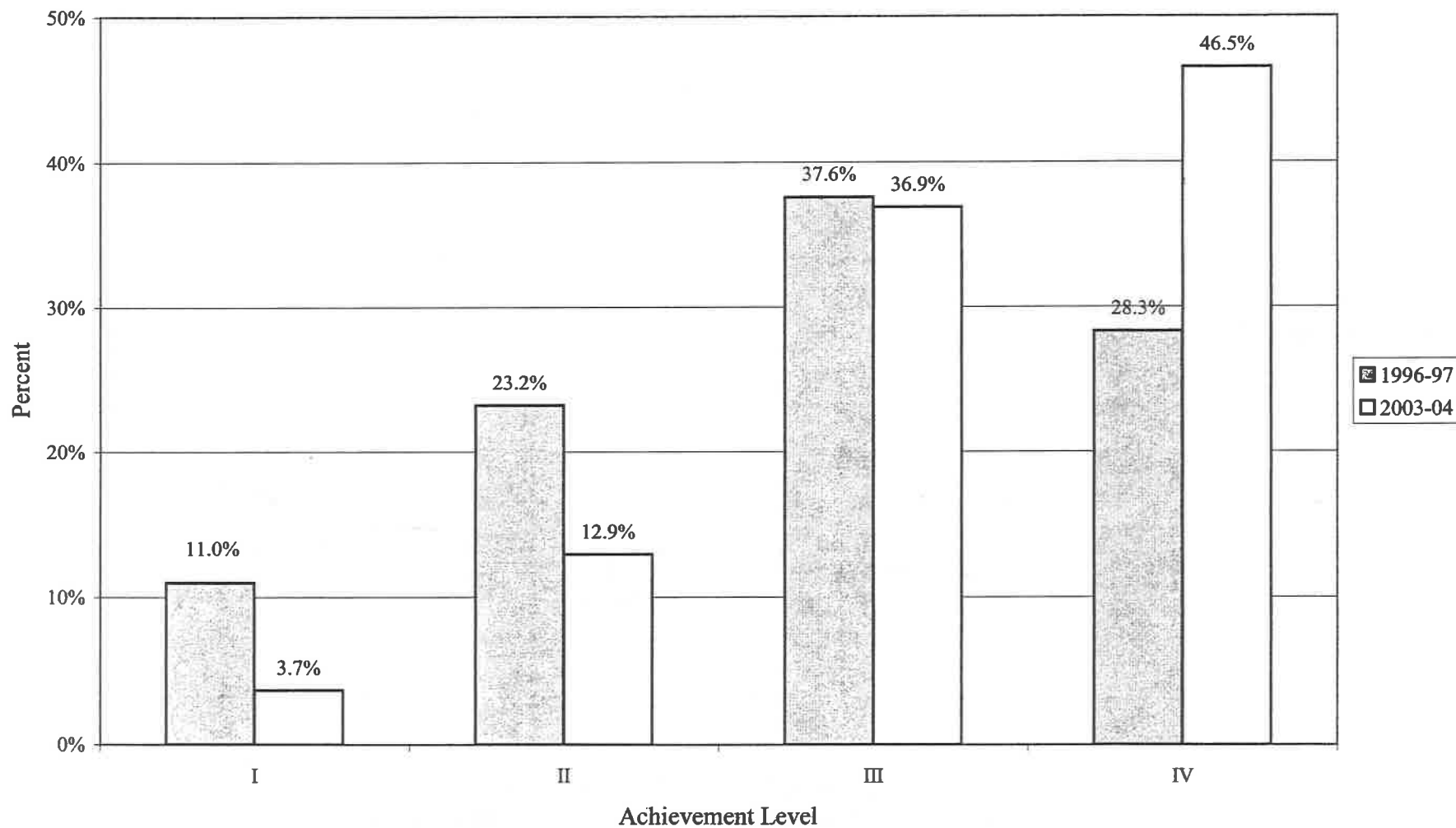
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

# **Percentage of Grade 8 Students Proficient on End-of-Grade Reading and End-of-Grade Mathematics, 1996-97 through 2003-04**



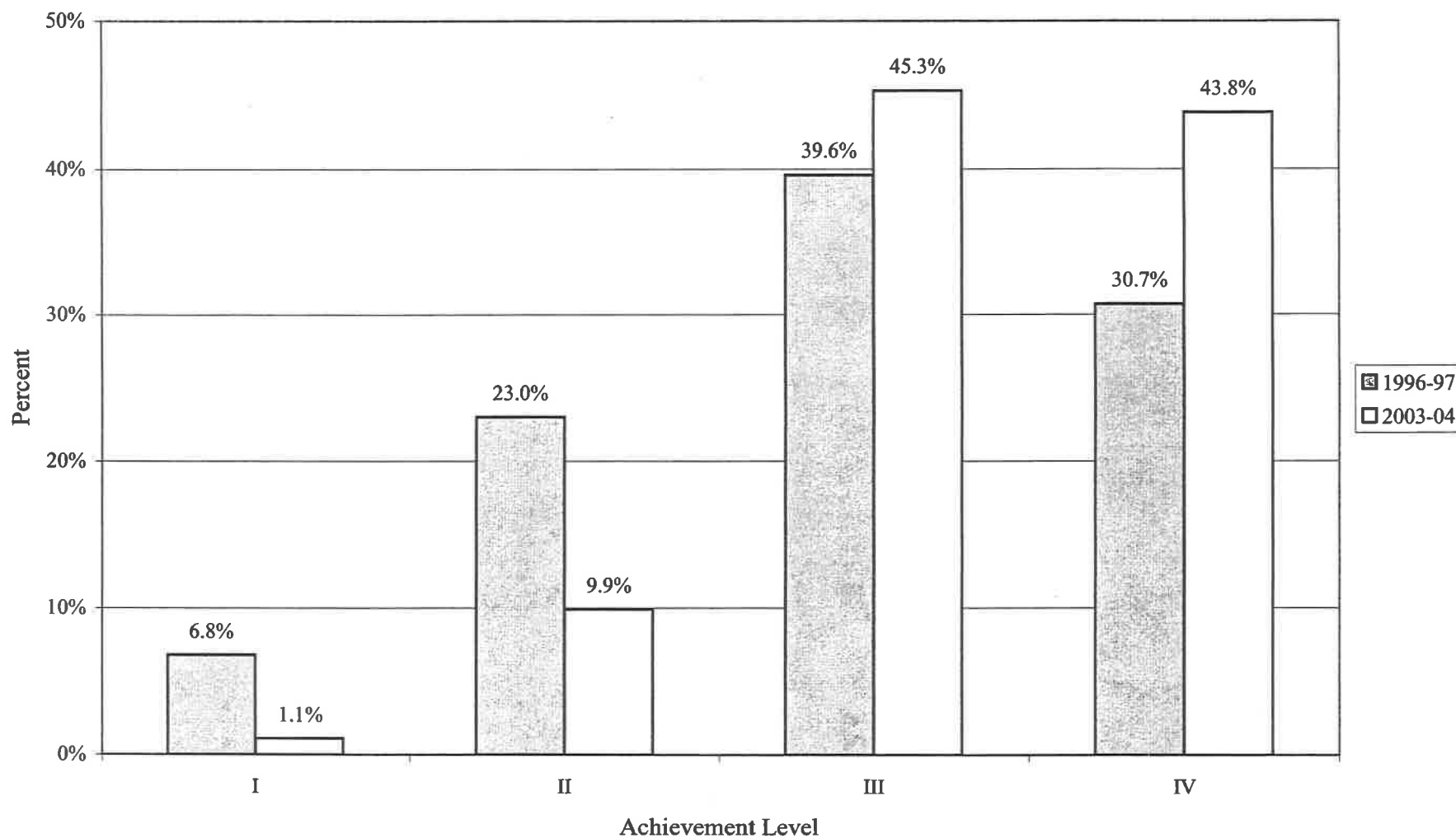
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

### Percentage of Grade 3 Students, by Achievement Level on End-of-Grade Reading



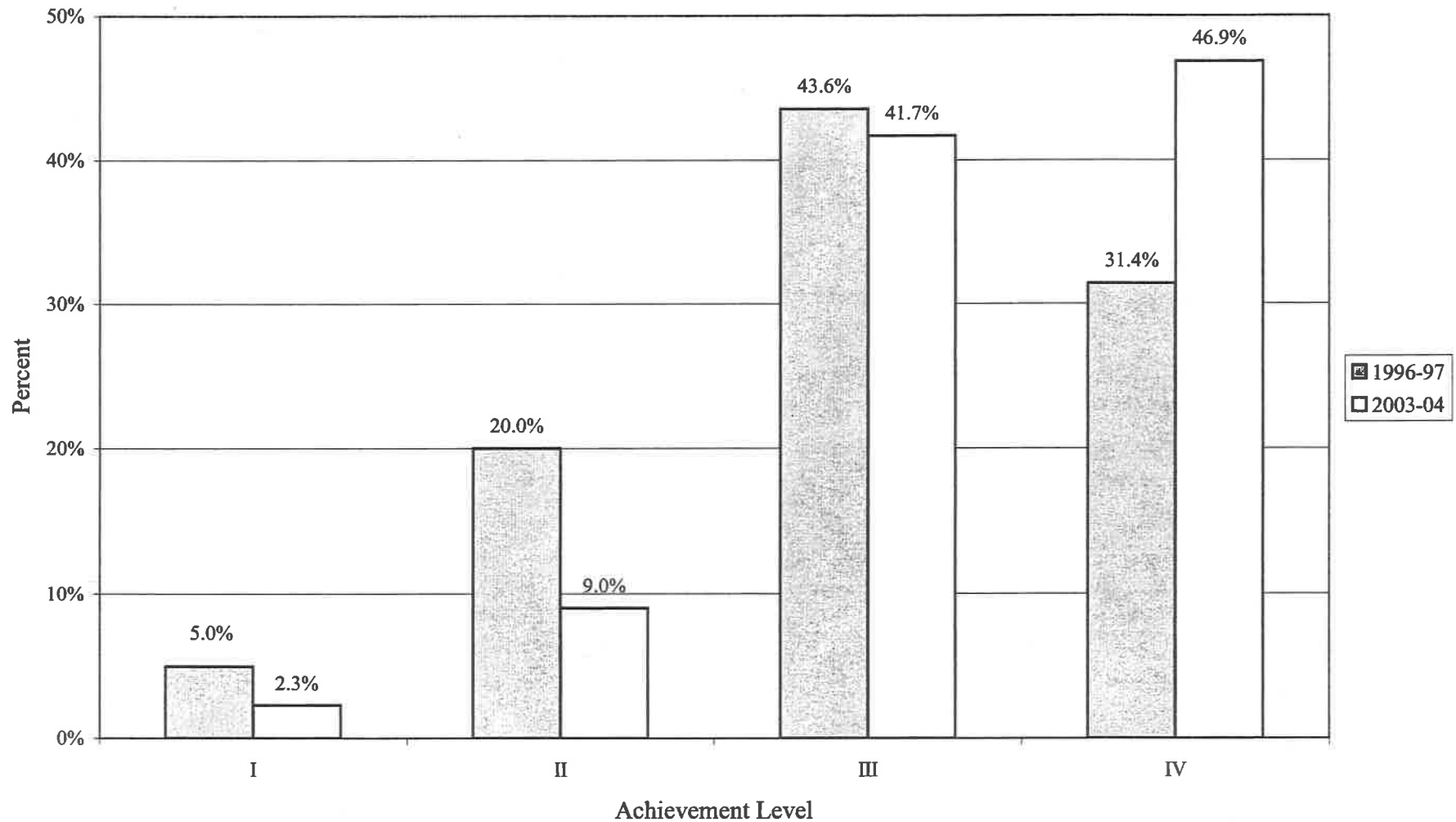
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

### Percentage of Grade 3 Students, by Achievement Level on End-of-Grade Mathematics



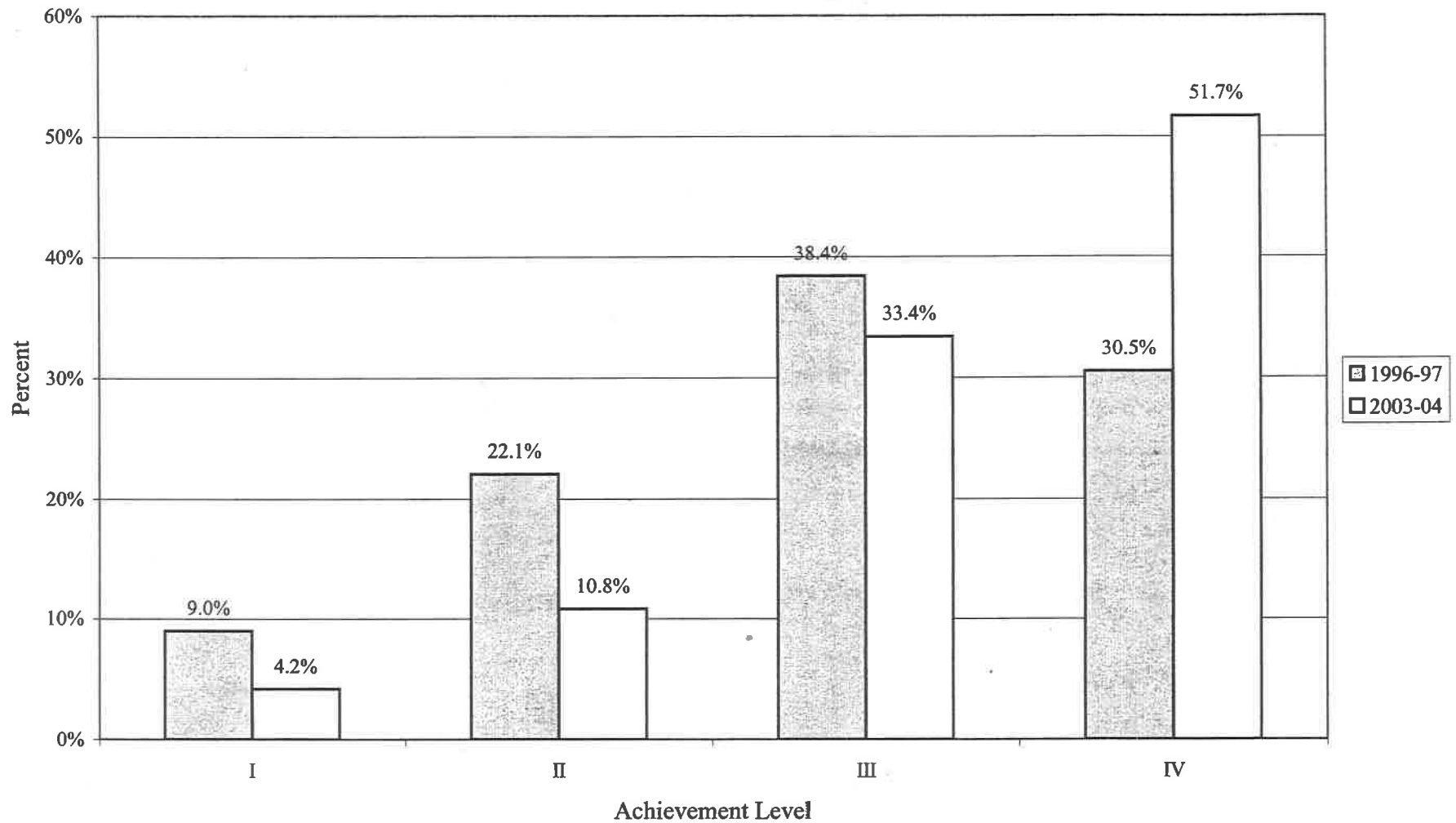
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

### Percentage of Grade 8 Students, by Achievement Level on End-of-Grade Reading



Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

## Percentage of Grade 8 Students, by Achievement Level on End-of-Grade Mathematics



Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program on October 8, 2004

**EXECUTIVE SUMMARY****Title:** Process to Evaluate the Validity of the ABCs Accountability System**Type of Executive Summary:**☐ Action ☐ Action on First Reading ☐ Discussion ☒ Information**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #SL 2004-124; G. S. 115C-105.35
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☐ SBE Policy (New)
- ☐ APA # \_\_\_\_\_
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Mr. Louis M. Fabrizio (Director, Accountability Services Division)**Description:**

The 2004 General Assembly passed House Bill 1414 (see excerpted text below).

*During the 2004-05 school year and at least every five years thereafter, the State Board shall evaluate the accountability system and, if necessary, modify the testing standards to assure the testing standards continue to reasonably reflect the level of performance necessary to be successful at the next grade level or for more advanced study in the content area.*

*As part of this evaluation, the Board shall, where available, review the historical trend data on student academic performance on State tests. To the extent that the historical trend data suggest that the current standards for student performance may not be appropriate, the State Board shall adjust the standards to assure that they continue to reflect the State's high expectations for student performance. (Section 7.12.(a); amends G.S. 115C-105.35) Furthermore, The State Board shall complete its initial evaluation and any necessary modifications to the testing standards required under G.S. 115C-105.35, as rewritten by subsection (a) of this section, so that the modified standards are in effect no later than the 2005-2006 school year. Section 7.12.(b)*

Attached is a proposed timeline for conducting this evaluation. The method used will be an internal evaluation with external review by the Technical Advisory Committee (membership list attached) to ensure appropriateness of the recommendations and possible revisions. Included in the evaluation will be a review of the growth standards (formulas) as well.

Also, as part of the evaluation, there will be a review of the Compliance Commission for Accountability. After the SBE meeting, the information in this agenda item will be shared with the LEAs.

**Resources:**

Accountability Services Staff and Technical Advisory Committee

**Input Process:**

Department of Public Instruction staff and outside experts including the Technical Advisory Committee

**Stakeholders:**

State and local government leaders, LEAs, general public

**Timeline For Action:**

This item is being presented as Information at the October SBE meeting.

**Recommendations:**

N/A

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**Audiovisual equipment requested for the presentation:**

☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: _____	Seconded By: _____
Vote: Yes _____ No _____	Abstain _____
Approved _____ Disapproved _____	Postponed _____ Revised _____

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3771



### **Proposed ABCs Evaluation Timeline**

<b>Date</b>	<b>Persons Responsible</b>	<b>Activity</b>
July 2004 - August 2004	Chris Cobitz, Reporting Section Accountability Services	Analyze data to discern patterns over time
August 2004 - October 2004	Chris Cobitz, internal Psychometricians, advisors, Reporting Section	<ul style="list-style-type: none"> <li>• Review historical data to discern trends and possible areas in need of improvement/revisions</li> <li>• Perform analyses to determine validity of data</li> <li>• Develop solutions</li> </ul>
November 2004 - December 2004	Chris Cobitz, internal Psychometricians, advisors, Reporting Section	Run simulations using newly designed formulas
January 2005	Chris Cobitz, internal Psychometricians, advisors, Reporting Section	Present findings to Technical Advisory Committee (TAC)
January 2005 - February 2005	Chris Cobitz, Reporting Section	<ul style="list-style-type: none"> <li>• Apply TAC requested modifications</li> <li>• Develop report</li> </ul>
March 2005	Lou Fabrizio, Chris Cobitz	Submit recommendations to SBE for discussion
April 2005	Lou Fabrizio, Chris Cobitz	Submit recommendations to SBE for action
	Harry Wilson	Begin APA process
April 15, 2005	Lou Fabrizio, Chris Cobitz, Reporting Section	Submit SBE-approved report to Joint Legislative Education Oversight Committee
August 2005	Lou Fabrizio, Chris Cobitz, Harry Wilson	Submit completed APA policy back to SBE for final approval

## North Carolina Technical Advisory Committee Members

Dr. Susan Agruso, Assistant Superintendent  
Instructional Accountability  
Charlotte-Mecklenburg Schools  
Charlotte, NC

Dr. Lloyd Bond, Senior Scholar  
Carnegie Foundation for the Advancement of  
Teaching  
Menlo Park, CA

Dr. Steve Ferrara  
Managing Research Director  
American Institutes for Research  
Washington, DC

Dr. Richard Luecht, Professor and Chair  
Education Research Methodology Dept.  
University of North Carolina at Greensboro  
Greensboro, NC

Dr. Mark Reckase, Professor  
Measurement and Quantitative Methods  
Michigan State University  
East Lansing, MI

Dr. David Thissen, Professor  
Quantitative Program  
Dept. of Psychology  
L.L. Thurston Psychometric Laboratory  
University of North Carolina at Chapel Hill  
Chapel Hill, NC

Dr. Gregory Cizek, Associate Professor  
Education Measurement and Evaluation  
University of North Carolina at Chapel Hill  
Chapel Hill, NC

Dr. John Fremer  
(formerly with Educational Testing Service)  
Senior Director, Test Security Services  
Caveon Test Security  
Washington Crossing, PA

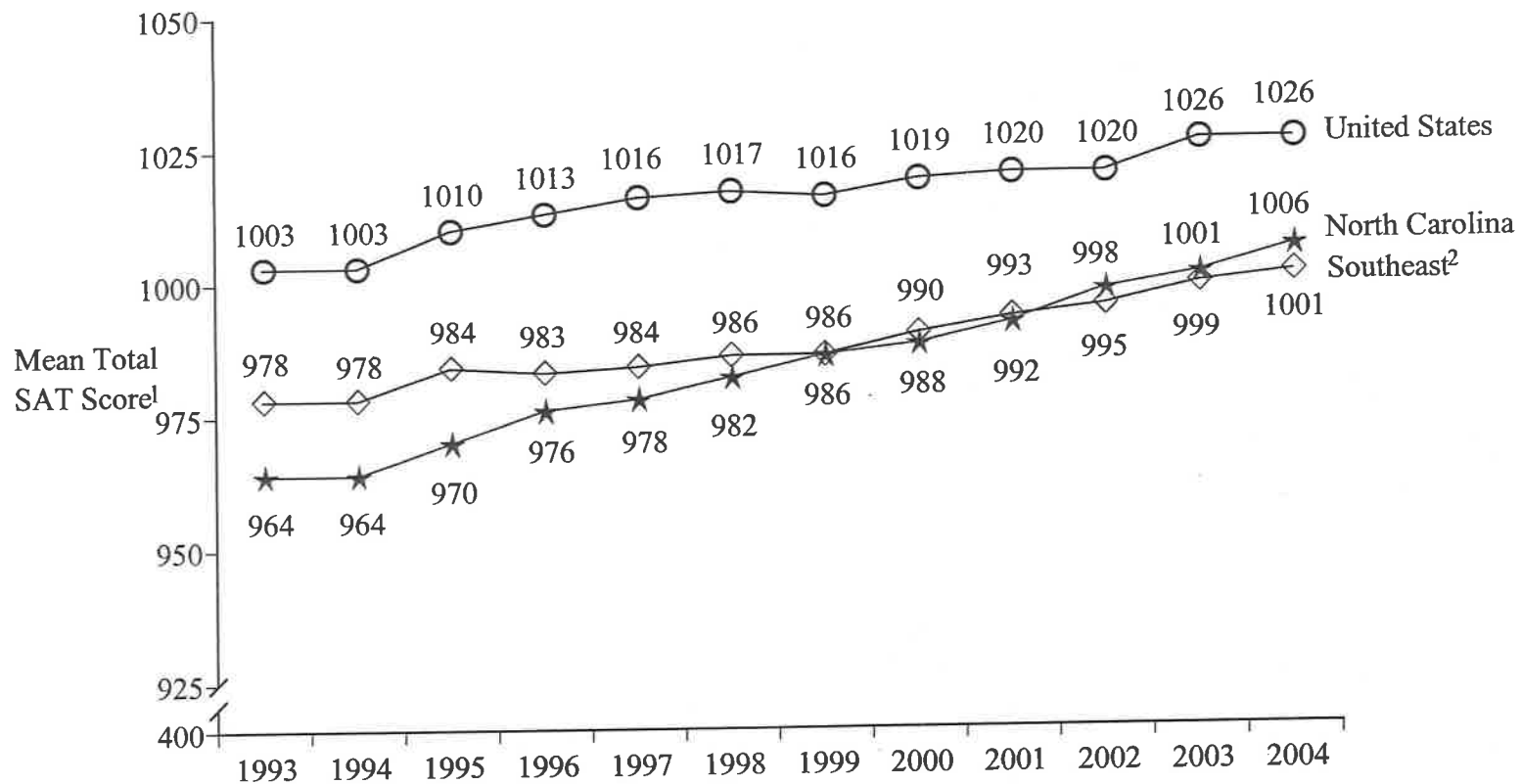
Dr. Marty Ward, Program Evaluation Mgr.  
Winston-Salem Forsyth County Schools  
Winston-Salem, NC







# Mean Total SAT Scores for the United States, the Southeast Region, and North Carolina, 1993-2004



<sup>1</sup>All SAT scores are reported on the recentered score scale (1995).

<sup>2</sup>The Southeast region average is a weighted average of results for Florida, Georgia, North Carolina, South Carolina, and Virginia.



## State Progress Reports

Slightly more than half the states had released statistics on adequate yearly progress by last week. Those data suggest that schools have made headway in meeting the student-achievement requirements in mathematics and reading under the No Child Left Behind Act.

	No. of schools that made AYP		% of schools that made AYP		No. of schools that did NOT make AYP		% of schools that did NOT make AYP		No. of schools in improvement		% of schools in improvement	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Alabama <sup>1</sup>	NA	319	NA	23	NA	1,125	NA	76	NA	83	NA	6
Alaska	206	290	42	58	282	207	58	42	66	181	14	36
Arizona	1,294	1,435	76	82	401	319	24	18	Expected release 9/04			
Arkansas					Expected release 9/04							
California <sup>2</sup>	4,870	5,940	54	65	4,149	3,198	46	35	Expected release 10/04			
Colorado					Expected release 10/04							
Connecticut					Expected release 10/04							
Delaware	76	131	44	76	96	42	56	24	12	43	7	25
District of Columbia	68	60	NA	NA	NA	90	NA	NA	15	68	NA	NA
Florida	529	717	18	23	2,466	2,351	82	77	45	964	2	31
Georgia	1,274	1,586	64	78	725	442	36	22	533	424	27	21
Hawaii					Expected release 10/7/04							
Idaho	429	492	67	78	153	138	24	22	43	86	7	14
Illinois					Expected release 10/30/04				577	694	15	18
Indiana	1,406	1,405	77	76	422	438	23	24	97	77	5	4
Iowa					Expected release 10/04				11	66	NA	4
Kansas					Expected release 10/04				30	15	2	NA
Kentucky	701	890	60	76	465	286	40	24	25	130	2	11
Louisiana					Expected release 10/04				69	75	5	5
Maine					Expected release 9/04							
Maryland <sup>3</sup>	821	1,214	61	86	523	195	39	14	137	217	10	15
Massachusetts					Expected release 9/17/04							
Michigan <sup>4</sup>	2,006	2,058	76	78	488	390	19	15	391	370	15	14
Minnesota <sup>5</sup>	1,826	1,293	93	66	143	472	7	24	NA	48	NA	2
Mississippi					Expected release 9/10/04							
Missouri	1,046	1,167	51	57	1,007	867	49	43	33	254	2	12
Montana					Expected release 1/05							
Nebraska					Expected release 11/04							
Nevada	NA	357	NA	63	NA	210	NA	37	NA	122	NA	22
New Hampshire <sup>6</sup>	324	331	70	71	140	132	30	29	6	79	1	17
New Jersey					Expected release 9/04							
New Mexico <sup>7</sup>	NA	508	NA	66	NA	260	NA	34	NA	126	NA	16
New York					Expected release 9/6/04							
North Carolina	1,031	1,600	47	70	1,143	661	53	29	35	160	2	7
North Dakota	370	407	74	84	46	44	9	9	23	19	5	4
Ohio	3,030	3,239	79	83	829	662	21	17	191	488	5	16
Oklahoma					Expected release 9/16/04							
Oregon	1,140	761	71	64	330	371	29	31	11	223	1	19
Pennsylvania	1,735	2,444	62	81	1,051	565	38	19	313	481	11	16
Rhode Island					Expected release 11/16/04				24	39	7	12
South Carolina					Expected release 9/30/04							
South Dakota	NA	NA	NA	79	NA	NA	NA	NA	32	109	NA	NA
Tennessee	928	1,357	56	81	729	320	44	19	61	199	4	12
Texas					Expected release 2/25/05							
Utah					Expected release 10/15/04							
Vermont					Expected release 11/04							
Virginia	NA	1,257	58	69	NA	507	NA	28	NA	119	NA	6
Washington <sup>8</sup>	1,177	1,530	73	82	432	326	35	18	51	166	4	9
West Virginia	434	516	60	71	294	204	40	28	32	37	4	5
Wisconsin					Expected release 9/17/04							
Wyoming	313	333	85	92	54	29	15	8	0	14	0	4

Note: NA indicates that data were not available or not provided to Education Week prior to deadline. Most 2004 numbers and percentages are based on preliminary data. While all states identify Title I schools that are in need of improvement, some states identify non-Title I schools under this heading as well, and may or may not apply the same federal consequences to those schools.

<sup>1</sup> Under a compliance agreement with the U.S. Department of Education, 2003-04 serves as a base-line year for measuring adequate yearly progress. <sup>2</sup> Numbers are approximate and may change upon release of more information in late September. <sup>3</sup> AYP determinations for 2004 may change upon the release of high school math results. <sup>4</sup> Elementary and middle school results only. High school results will not be available until later in the year because the Michigan state test is administered in May. <sup>5</sup> High schools and middle schools were not rated on test performance in 2002-03. <sup>6</sup> Some small schools were not rated. <sup>7</sup> In 2002-03, Washington did not rate schools with less than 30 students; in 2003-04, schools with 10 to 29 students were also rated.

SOURCE: Education Week Research Center





**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2003**

**SESSION LAW 2003-419  
HOUSE BILL 797**

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ASSIST LOCAL  
SCHOOL ADMINISTRATIVE UNITS ON THE IMPLEMENTATION OF THE  
NO CHILD LEFT BEHIND ACT OF 2001.

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-12 is amended by adding a new subdivision to read:  
**"§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- (30a) Duty to Assist Schools in Meeting Adequate Yearly Progress. – The State Board of Education shall:
- a. Identify which schools are meeting adequate yearly progress with subgroups as specified in the No Child Left Behind Act of 2001;
  - b. Study the instructional, administrative, and fiscal practices and policies employed by the schools selected by the State Board of Education that are meeting adequate yearly progress specified in the No Child Left Behind Act of 2001;
  - c. Create assistance models for each subgroup based on the practices and policies used in schools that are meeting adequate yearly progress. The schools of education at the constituent institutions of The University of North Carolina, in collaboration with the University of North Carolina Center for School Leadership Development, shall assist the State Board of Education in developing these models; and
  - d. Offer technical assistance based on these assistance models to local school administrative units not meeting adequate yearly progress, giving priority to those local school administrative units with high concentrations of schools that are not meeting adequate yearly progress. The State Board of Education shall determine the number of local school administrative units that can be served effectively in the first two years. This technical assistance shall include peer assistance and professional development by teachers, support personnel, and administrators in schools with subgroups that are meeting adequate yearly progress.

**SECTION 2.** The State Board of Education and the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee by June 15, 2004, and December 15, 2005, on the implementation of Section 1 of this act. The report shall include:



- (1) The number and locations of schools meeting adequate yearly progress with the subgroups specified in the No Child Left Behind Act of 2001;
- (2) The assistance models developed for each subgroup;
- (3) Technical assistance provided to a local school administrative unit or a school; and
- (4) The need for additional resources to implement this act on a statewide basis.

**SECTION 3.** This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 18<sup>th</sup> day of July,  
2003.

s/ Beverly E. Perdue  
President of the Senate

s/ Richard T. Morgan  
Speaker of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 1:09 p.m. this 14<sup>th</sup> day of August, 2003



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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, October 13, 2004  
Legislative Office Building  
Room 643  
9:00 A.M.

### ISSUE: SCHOOL ACCOUNTABILITY AND LOCAL DECISION-MAKING

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#### Presenters

**Dr. Robert Landry**  
**Sheila Tribble**

Principal, South Davie Middle School  
Teacher, South Davie Middle School

#### Background:

Since 1996, the State's school accountability program, the ABCs program, has been the accountability model for the public schools to improve student performance, emphasize the basics and high educational standards, and maximize local flexibility and control. Schools are held accountable for the educational growth of the same groups of students over time and for the actual achievement levels of students. The ABCs has been in place since the 1997-98 school year. Principals, teachers, and teacher assistants receive a bonus if their school meets or exceeds its growth standards (set by DPI) and at least 50% of the students are at or above Achievement Level III.

No Child Left Behind (NCLB) is the federal education accountability program and is based primarily on the actual student achievement level of different groups of students. NCLB intends for all students to reach 100% proficiency in reading and math by the end of the 2013-14 school year. Each state initially set its minimum level of performance, and each year until 2013-14, schools and school systems are recognized based on whether they failed to meet Adequate Yearly Progress (AYP) in that year. A school cannot make AYP unless each of its subgroups meets the State uniform measure of progress for both math and English language arts. The 2003-2004 school year was the second year for schools to measure AYP.

*Dr. Landry and Ms. Tribble will discuss the impact of both the ABCs and No Child Left Behind on their middle school, which has a highly diverse population.*



### **General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex: <http://www.ncleg.net/help/directions.html>





## **School Accountability and Local Decision-Making**

### **Presenters:**

**Dr. Robert Landry, Principal, South Davie Middle School**

**Sheila Tribble, Teacher, South Davie Middle School**

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### **Issues/Questions**

1. Briefly describe South Davie Middle School. How many students? How many subgroups? How many teachers? What is the average class size? What special programs, if any?
2. Briefly provide a summary of the 2003-2004 ABCs and No Child Left Behind results for your school.
3. What challenges exist at South Davie Middle School?
4. What is the teacher turnover rate at the school?
5. What is the process at your school for making decisions to improve student achievement? What decisions are out of the school's control?
6. Describe some of the decisions that have been made that affect student achievement at South Davie Middle School.
7. What challenges does the school face?



ISSUE: SCHOOL ACCOUNTABILITY AND LOCAL DECISION-MAKING  
SOUTH DAVIE MIDDLE SCHOOL  
OCTOBER 13, 2004

**1. Briefly describe South Davie Middle School.**

- Serves southern and western part of Davie County – Mocksville to Cooleemee and Fork to Center (Iredell County line).
- Median income \$17,000 a year.
- Feeder schools: Cornatzer, Mocksville and Cooleemee.
- Encompass the Hispanics/Limited English Proficiency and Exceptional Educational from the other district.
- South Davie willingly took the Educationally Mentally Handicapped middle school students who have been successful with their adaptation and transitioning to the secondary level.
- Hispanics and Limited English Proficiency middle school students attend ADELANTE which has proven effective in transitioning students out into the mainstream programs. Bi-lingual principal.
- 9.7% of the children live in poverty (43 % free/reduced breakfast and/or lunch)

**How many students?**

798 students

**How many subgroups?**

- 9 subgroups (All, White, Black, Hispanics, Multi-Racial, Free-reduced lunch, Non-Economically Disadvantaged, Limited English proficiency, Students with Disabilities)

**How many teachers?**

- 60 teachers (83 % fully licensed, 20 % have advanced degrees, 6 are Nationally Board certified, and 58% have taught for over 10 years)

**What is the average class size?**

- 6<sup>th</sup> grade = 24, 7<sup>th</sup> grade = 23 and 8<sup>th</sup> grade = 20 (averages include Exceptional Educational services)

**What special programs, if any?**

- South Davie provides Exceptional Educational services for the following sub-groups: Hearing Impaired, Educationally Mentally Handicapped, Specific Learning Disabled, Speech Impaired, Visually Impaired, Other Health Impaired, Autistic, Trainable Mentally Disabled)
- Academically Gifted (Blackboard)
- Saturday School for making up work and tests, Language Arts and math assistance
- "Reading is Fun" part of the 6<sup>th</sup> and 7<sup>th</sup> grade elective rotations



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SOUTH DAVIE MIDDLE SCHOOL  
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- Davie High School holds a course on our campus (video technology – originally our course for our students)
- Fast Forward – designed to assist students failing a previous grade (2 core academics) and wish to “catch up” with their peers.
- ADELANTE (Immersion in dual languages)

**2. Briefly provide a summary of the 2003-2004 ABCs and No Child Left Behind results for your school.**

**Computer Scores for 2003-2004**

Year	# Tested	Multiple Choice % Passed	Performance % Passed	Total % Passed	Total % Shown on State Report Card
2000-01	222	96.40%	98.60%	97.50%	NA
2001-02	218	98.60%	100%	99.30%	NA
2002-03	182	95.60%	100%	97.80%	87.10%
2003-04	216	98.20%	99.50%	98.85%	90.20%

- # tested includes all students who did not fall into the category of EXEMPT
- Total % Passed in the average of multiple choice and performance scores
- Total % shown on NC State Report Card includes students who were EXEMPT but counted as Failures
- NA indicates inability to find these scores on the report card for two years

**South Davie Middle School 2003-2004  
Performance of Students in Each Grade on ABCs End-of-Grade Tests**

	Grade 6		Grade 7		Grade 8		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
<b>Our School</b>	86.4	92.2	86.9	84.7	92.5	90.3	88.4	89.0
<b>District</b>	89.2	>95	89.5	89.1	94.9	93.5	89.8	93.0
<b>State</b>	79.9	89.0	85.0	84.2	87.8	84.3	84.3	88.5

- Students scored above the state average reading and math for all three tested grades
- Hispanics and LEP scored below the state average



ISSUE: SCHOOL ACCOUNTABILITY AND LOCAL DECISION-MAKING  
SOUTH DAVIE MIDDLE SCHOOL  
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**Performance of Each Student Group on the ABCs End-of-Grade Tests**

	All	Male	Female	White	Black	Hispanic	Amer. Indian	Asian Pacific Islander	Multi- Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
<b>Our School</b>	82.7	79.4	86.0	88.4	65.3	56.9	N/A	N/A	86.7	72.7	88.2	28.6	N/A	53.3
<b># of Tests Taken</b>	752	374	378	577	95	65	0	0	15	267	485	35	0	107
<b>District</b>	86.8	84.8	88.8	89.8	70.7	65.1	N/A	>95	83.8	75.8	91.4	42.3	N/A	59.6
<b>State</b>	80.2	77.3	83.2	88.3	66.7	68.6	72.7	87.1	84.0	68.6	90.0	53.9	64.8	45.6

- 96-97 school year proficiency 71%
- AYP 2002-2003 not met (made 21 out of 25 target goals for 84% Proficiency)
- 87.2% proficient = School of Distinction with 25 Alternative Academic Assessment Inventories (AAAIs)
- AYP 2003-2004 made AYP (27 out of 27 target goals)
- 89.6% proficient = No Recognition (Missed by .3) Excellence (Missed by .4) with 75 AAAs
- Currently 76 AAAs for 2004-2005 testing





ISSUE: SCHOOL ACCOUNTABILITY AND LOCAL DECISION-MAKING  
SOUTH DAVIE MIDDLE SCHOOL  
OCTOBER 13, 2004

**3. What challenges exist at South Davie Middle School?**

- English Language Learners
- Exceptional Education Learners
- 37.8% student population without Internet computer
- Over-population in the current building
- Homeless students
- Social-Economic Status

**4. What is the teacher turnover rate at the school?**

- 7% (one retirement)

**5. What is the process at your school for making decisions to improve student achievement?**

- Information, mandates, requests – sent to the school
- Administrators (school and Central Office) present information on results
- Meet with grade chairs
- Grade chairs – teachers and administrators disaggregate the results
- School Improvement Plan/SACS which includes parents and students
- Make recommendation with timelines within grade
- Overall recommendations to school
- Advisory council, PTA and Principal's Advisory Council
- Faculty decisions regarding textbooks, staff development, instructional supplies and scheduling

**6. What decisions are out of the school's control?**

- Funding for special needs programs (EC/ELL)
- Overpopulation (unexpected)
- Lack of financial parental support (income) SES
- The N.C. Alternative Academic Assessment Inventory
- Recruiting highly qualified teachers in specific areas (communications/math)
- Bus Transportation exceptions (Hispanics/LEPs outside school district)
- District lines
- Exceptional Education stratification (one day - four new, same grade level students walked in – all needing EC services)



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**7. Describe some of the decisions that have been made that affect student achievement at South Davie Middle School.**

- ADELANTE (dual immersion in both languages)
- Functional Curriculum – EC
- Saxon math text (not on state adopted list) in the math area
- Accelerated Math computerized program
- Reading lab
- Computer tutoring
- Saturday school
- Tutoring after school in math/communications
- Required pacing guides/ syllabus/Webquest
- Reading workshops
- Vertical alignment in language arts
- Course design/lesson design/test design workshop
- Multiple intelligence workshop
- Student tutors
- Test Prep time (1/2 hour during the regular day – three times a week)

**8. What challenges does the school face?**

- Uncontrolled growth/lack of facility
- Shifting population of Hispanics within county (compare 2002-2003 to 2003 -2004 to now)
- Shifting population of Exceptional Educational learners
- Funding for special needs at appropriate time, not once the school is in session then re-organize
- Re-organize grade levels after the first 9 weeks completed due to growth within grade levels
- Recruiting highly teachers in specific areas (math and communications)
- Morale

