

2006  
Critical  
Success  
Factors



North Carolina Community College System  
Planning, Accountability, Research & Evaluation



# ***2006 CRITICAL SUCCESS FACTORS***

***FOR THE***

***NORTH CAROLINA COMMUNITY COLLEGE SYSTEM***

***Seventeenth Annual Report***

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***Martin Lancaster, President***

***Dr. Saundra Wall Williams***

***Vice President for Administration***

**Planning, Accountability, Research & Evaluation**

***Keith Brown***

***Associate Vice President***

***Dr. Soyoung Yim***

***Coordinator for Research and Evaluation***

***Terry Shelwood, Director***

***Planning and Data Coordination***

***Dr. Betty Adams, Associate Director***

***Planning and Effectiveness***

***Timothy Mizelle***

***Coordinator for Data Publication***

***Vivian Barrett***

***Office Assistant***



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***CRITICAL SUCCESS FACTORS FOR THE  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM***

***Seventeenth Annual Report***

***INTRODUCTION***

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First mandated by the North Carolina General Assembly in 1989 (S.L. 1989; C. 752; S. 80), the Critical Success Factors Report has evolved into the major accountability document for the North Carolina Community College System. This seventeenth annual report on the critical success factors is the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

**Core Indicators of Success**

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors Report. This factor is labeled “Core Indicators of Success,” for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System’s major public accountability tool.

**System Strategic Plan**

Under the leadership of President H. Martin Lancaster, the North Carolina Community College System embarked on a strategic planning process in January 1998. The purpose of the process was to develop a strategic plan that would focus the efforts of the system on a set

of strategic initiatives. The strategic plan is the vehicle that sets the strategic direction for the System and guides the development of the biennial budget requests.

The purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the system in achieving the objectives in the strategic plan and to report these achievements. The measures that comprise these factors are the evaluation of the strategic plan objectives. Unlike the measures comprising factor one, the measures included in factors two through five will change more frequently as new strategic plan objectives are developed. In addition, the measures in factors two through five are meant to be System measures, rather than individual college measures. When available, individual college data will be presented, but the intended focus of these measures is the success of the System in achieving some predefined level of achievement.

A matrix showing the factors and measures contained in the Critical Success Factors Report can be found on page 3.

CRITICAL SUCCESS FACTORS AND MEASURES, 2004-2005

<b>Factor I: Core Indicators of Student Success</b>	A. Progress of basic skills students	B. Passing rates on licensure & certification exams	C. Goal completion for program completers	D. Employment status of graduates	E. Performance of college transfer students	F. Developmental course passing rates	G. Success of developmental students in college-level courses	H. Student satisfaction	I. Curriculum student retention and graduation	J. Employer satisfaction with graduates	K. Client satisfaction with customized training	L. Program unduplicated headcount enrollment
<b>Factor II: Workforce Development</b>	A. Percentage of employers satisfied with NCCCS training programs	B. Percentage of Tech Prep students enrolling in a community college	C. Number of employers & trainees served by: NEIT, FIT, Small Business Centers, customized training									
<b>Factor III: Diverse Populations Learning Needs</b>	A. Number and percentage of dropouts annually served by basic skills programs	B. Number of GEDS and AHSDs awarded compared to the number of dropouts statewide	C. Percentage of basic skills students and recent high school graduates enrolling in a community college	D. Unduplicated headcount in English as a Second Language (ESL)	E. Number of under-represented students enrolled per category	F. Percentage of students receiving financial aid and amount of aid compared with cost of attendance	G. Percentage of population in service area enrolled					
<b>Factor IV: Resources</b>	A. Percentage of college libraries meeting ALA standards	B. Total dollar amount of budget transfers between program areas made by community colleges	C. Average faculty salaries as a percentage of the SREB average	D. Retention rate for full-time faculty with less than five years of experience	E. Number of faculty and staff participating in professional development activities	F. Percentage of facilities meeting satisfactory building condition	G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment					
<b>Factor V: Technology</b>	A. Number of colleges participating in the NC virtual learning community	B. Number of colleges connected to the North Carolina Information Highway	C. Number of colleges possessing the FCC license for wireless cable systems	D. Number of courses and programs offered via telecourse, wireless cable, the Internet, two-way video, etc.	E. Number of courses offered through the NC virtual learning community	F. Enrollment in courses offered through the NC virtual learning community						



## ***CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS***

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Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the System Planning Council decided to designate the 12 measures as the core indicators of student success and include them as the first factor of the Critical Success Factors report.

System summary data on each measure are presented in the report along with individual college performance data. A table is presented at the end of this section that summarizes, by measure, whether or not colleges met the performance standard. Any college not meeting a standard is required to submit to the State Board of Community Colleges an action plan for improving performance.

The Core Indicators of Student Success are:

- A. Progress of Basic Skills Students
- B. Passing Rates on Licensure and Certification Examinations
- C. Goal Completion for Completers
- D. Employment Status of Graduates
- E. Performance of College Transfer Students
- F. Passing Rates of Students in Developmental Courses
- G. Success Rate of Developmental Students in Subsequent College-Level Courses
- H. Satisfaction of Program Completers and Non-Completers
- I. Curriculum Student Retention and Graduation
- J. Employer Satisfaction With Graduates
- K. Client Satisfaction With Customized Training
- L. Program Unduplicated Headcount Enrollment

**CORE INDICATORS OF  
SUCCESS MEASURE A:**

***Progress of Basic Skills Students***

**Description/Definition**—Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

**Methodology and Data Source**—The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled at the system office, and the composite measure and adjustment for each college are calculated.

**Performance Standard**—The standard for the progress of basic skills students is 75 percent for the composite measure. This measure is a required performance funding measure.

**Results:** For the year 2004-05, 55 of the 58 community colleges met the required standard. The average composite measure for the System was 81 percent. The range in the composite progress measure was from a low of 70 percent to a high of 94 percent. One (1) college that did not meet the standard last year showed a significant improvement in its performance this year even though it did not meet the standard.

**SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS**

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED LEVEL OR GOAL	ADVANCED NEXT LEVEL	COMPOSITE MEASURE
1999-00	21%	23%	43%	13%	79%
2000-01	22%	50%	11%	17%	78%
2001-02	22%	49%	11%	19%	78%
2002-03	21%	51%	9%	19%	79%
2003-04	20%	49%	9%	22%	80%
2004-05	19%	49%	9%	23%	81%

PROGRESS OF BASIC SKILLS STUDENTS, 2004-2005

INSTITUTION	SYSTEM FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL	PROGRESSING SAME LEVEL	MOVED TO A HIGHER LEVEL	EXIT NON-COMPETERD	COMPOSITE PROGRESS MEASURE
Alamance CC	3,709	3,078	9%	60%	22%	10%	90%
Asheville-Buncombe TCC	5,576	3,709	5%	47%	28%	20%	80%
Beaufort County CC	1,837	1,055	7%	47%	26%	20%	80%
Bladen CC	1,452	633	14%	48%	23%	15%	85%
Blue Ridge CC	2,322	1,350	13%	53%	18%	16%	84%
Brunswick CC	1,332	958	3%	63%	28%	7%	93%
Caldwell CC & TI	3,644	2,245	12%	60%	14%	13%	87%
Cape Fear CC	6,699	3,201	5%	52%	22%	22%	78%
Carteret CC	1,718	854	13%	45%	21%	22%	78%
Catawba Valley CC	4,454	3,292	13%	61%	14%	12%	88%
Central Carolina CC	5,115	4,634	13%	61%	17%	9%	91%
Central Piedmont CC	12,304	11,584	10%	41%	26%	23%	77%
Cleveland CC	2,700	676	14%	45%	27%	14%	86%
Coastal Carolina CC	4,238	4,234	5%	50%	35%	11%	89%
College of The Albemarle	2,141	2,762	16%	40%	19%	25%	75%
Craven CC	2,816	1,668	7%	53%	22%	17%	83%
Davidson County CC	3,474	3,024	12%	42%	35%	11%	89%
Durham TCC	4,517	4,384	5%	54%	18%	23%	77%
Edgecombe CC	2,453	1,979	3%	42%	25%	30%	70%
Fayetteville TCC	10,078	6,540	7%	53%	19%	20%	80%
Forsyth TCC	6,299	5,352	7%	51%	28%	15%	85%
Gaston College	4,494	2,621	10%	35%	36%	18%	82%
Guilford TCC	8,273	5,878	6%	44%	25%	25%	75%
Halifax CC	1,726	1,237	9%	47%	22%	21%	79%
Haywood CC	1,792	690	9%	47%	24%	21%	79%
Isothermal CC	2,146	1,470	8%	60%	21%	12%	88%
James Sprunt CC	1,352	898	11%	57%	12%	20%	80%
Johnston CC	3,598	1,693	11%	53%	13%	23%	77%
Lenoir CC	3,103	2,156	7%	57%	15%	21%	79%
Martin CC	1,127	802	9%	53%	31%	6%	94%
Mayland CC	1,607	1,121	14%	45%	24%	17%	83%
McDowell TCC	1,300	989	7%	43%	25%	25%	75%
Mitchell CC	2,211	2,323	13%	47%	16%	25%	75%
Montgomery CC	829	545	7%	37%	26%	30%	70%
Nash CC	2,359	1,798	3%	56%	22%	18%	82%
Pamlico CC	528	333	8%	32%	38%	23%	77%
Piedmont CC	2,356	1,067	13%	44%	19%	24%	76%
Pitt CC	5,363	2,843	6%	54%	15%	25%	75%
Randolph CC	2,512	2,045	5%	65%	22%	8%	92%
Richmond CC	1,957	1,844	11%	48%	25%	16%	84%
Roanoke-Chowan CC	994	740	14%	54%	11%	21%	79%
Robeson CC	3,514	2,870	5%	52%	21%	22%	78%
Rockingham CC	2,103	1,670	9%	37%	26%	29%	71%
Rowan-Cabarrus CC	5,478	3,457	16%	45%	20%	19%	81%
Sampson CC	1,760	1,134	11%	45%	22%	22%	78%
Sandhills CC	3,550	1,673	10%	41%	26%	22%	78%
South Piedmont CC	2,034	2,228	10%	46%	32%	12%	88%
Southeastern CC	2,417	1,475	14%	48%	22%	16%	84%
Southwestern CC	2,179	1,678	8%	36%	35%	21%	79%
Stanly CC	2,125	1,507	12%	52%	16%	20%	80%
Surry CC	3,079	1,654	8%	42%	25%	25%	75%
Tri-County CC	1,106	472	13%	48%	21%	17%	83%
Vance-Granville CC	4,371	2,679	16%	43%	17%	24%	76%
Wake TCC	10,377	7,807	6%	49%	26%	19%	81%
Wayne CC	3,524	3,087	14%	40%	26%	19%	81%
Western Piedmont CC	2,930	2,828	9%	50%	16%	24%	76%
Wilkes CC	2,961	1,666	3%	53%	25%	19%	81%
Wilson TCC	2,220	1,829	6%	60%	20%	14%	86%
<b>System Totals</b>	<b>194,235</b>	<b>140,019</b>	<b>9%</b>	<b>49%</b>	<b>23%</b>	<b>19%</b>	<b>81%</b>

***Description/Definition***—The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

***Methodology and Data Source***—Data are collected by the Planning, Accountability, Research and Evaluation Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and physical therapy assistant are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

***Performance Standard***—There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

***Results***—In 2004-2005, 43 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 23 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Twenty-three (23) community colleges met both standards and thus met the overall requirement for the measure “passing rates on licensure and certification examinations.” Four (4) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

**PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING  
LICENSING AND CERTIFICATION EXAMINATIONS  
(FIRST-TIME TEST TAKERS ONLY)**

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
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Aviation Maintenance		
General	15	100%
Airframe	14	100%
Power Plant	13	100%
Basic Law Enforcement Trng.	1,489	93%
Cosmetic Arts	Data not available	Data not available
Apprentice		
Cosmetology		
Cosmetology Teacher		
Manicurist		
Esthetics		
Dental Hygiene	163	99%
Emergency Medical Technician (EMT)		
EMT	2,510	84%
EMT-I	514	74%
EMT-P	255	68%
EMD	45	82%
Nursing		
RN	1,808	89%
PN	864	94%
Opticianry	*	*
Physical Therapist Assistant	64	91%
Radiologic Technology		
Nuclear Medicine Technology	*	*
Radiation Therapy Technology	24	92%
Radiography	355	95%
Real Estate		
Sales	1,020	69%
Veterinary Medical Technology	57	84%

\*Number too small to report without violating students' privacy.

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

INSTITUTION	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	3,709	159	129	81%	1
Asheville-Buncombe TCC	5,576	353	320	91%	0
Beaufort County CC	1,837	94	75	80%	2
Bladen CC	1,452	41	41	100%	0
Blue Ridge CC	2,322	127	117	92%	0
Brunswick CC	1,332	156	102	65%	1
Caldwell CC & TI	3,644	221	182	82%	1
Cape Fear CC	6,699	240	218	91%	0
Carteret CC	1,718	180	123	68%	3
Catawba Valley CC	4,454	187	160	86%	0
Central Carolina CC	5,115	158	139	88%	0
Central Piedmont CC	12,304	422	383	91%	0
Cleveland CC	2,700	167	138	83%	1
Coastal Carolina CC	4,238	209	182	87%	0
College of The Albemarle	2,141	141	112	79%	2
Craven CC	2,816	124	108	87%	1
Davidson County CC	3,474	187	169	90%	1
Durham TCC	4,517	343	282	82%	1
Edgecombe CC	2,453	35	33	94%	0
Fayetteville TCC	10,078	226	191	85%	0
Forsyth TCC	6,299	265	236	89%	1
Gaston College	4,494	218	193	89%	0
Guilford TCC	8,273	348	316	91%	0
Halifax CC	1,726	36	33	92%	0
Haywood CC	1,792	48	34	71%	1
Isothermal CC	2,146	64	53	83%	0
James Sprunt CC	1,352	59	55	93%	0
Johnston CC	3,598	191	173	91%	1
Lenoir CC	3,103	106	87	82%	0
Martin CC	1,127	81	55	68%	1
Mayland CC	1,607	96	70	73%	2
McDowell TCC	1,300	71	55	77%	1
Mitchell CC	2,211	169	139	82%	1
Montgomery CC	829	57	42	74%	1
Nash CC	2,359	106	83	78%	1
Pamlico CC	528	*	*	*	*
Piedmont CC	2,356	40	26	65%	1
Pitt CC	5,363	217	180	83%	1
Randolph CC	2,512	140	108	77%	1
Richmond CC	1,957	47	38	81%	0
Roanoke-Chowan CC	994	51	44	86%	1
Robeson CC	3,514	142	111	78%	2
Rockingham CC	2,103	99	89	90%	0
Rowan-Cabarrus CC	5,478	363	313	86%	0
Sampson CC	1,760	128	108	84%	1
Sandhills CC	3,550	177	146	82%	0
South Piedmont CC	2,034	122	108	89%	2
Southeastern CC	2,417	128	102	80%	2
Southwestern CC	2,179	146	124	85%	1
Stanly CC	2,125	111	101	91%	0
Surry CC	3,079	239	220	92%	1
Tri-County CC	1,106	95	75	79%	1
Vance-Granville CC	4,371	219	190	87%	1
Wake TCC	10,377	432	387	90%	1
Wayne CC	3,524	153	139	91%	0
Western Piedmont CC	2,930	134	113	84%	1
Wilkes CC	2,961	87	66	76%	2
Wilson TCC	2,220	90	84	93%	0
<b>System Totals</b>	<b>194,235</b>	<b>9,045</b>	<b>7,700</b>	<b>85%</b>	

\*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709						
Asheville-Buncombe TCC	5,576						
Beaufort County CC	1,837						
Bladen CC	1,452						
Blue Ridge CC	2,322						
Brunswick CC	1,332						
Caldwell CC & TI	3,644						
Cape Fear CC	6,699						
Carteret CC	1,718						
Catawba Valley CC	4,454						
Central Carolina CC	5,115						
Central Piedmont CC	12,304						
Cleveland CC	2,700						
Coastal Carolina CC	4,238						
College of The Albemarle	2,141						
Craven CC	2,816						
Davidson County CC	3,474						
Durham TCC	4,517						
Edgecombe CC	2,453						
Fayetteville TCC	10,078						
Forsyth TCC	6,299						
Gaston College	4,494						
Guilford TCC	8,273 *	*	*	*	*	11	100%
Halifax CC	1,726						
Haywood CC	1,792						
Isothermal CC	2,146						
James Sprunt CC	1,352						
Johnston CC	3,598						
Lenoir CC	3,103						
Martin CC	1,127						
Mayland CC	1,607						
McDowell TCC	1,300						
Mitchell CC	2,211						
Montgomery CC	829						
Nash CC	2,359						
Pamlico CC	528						
Piedmont CC	2,356						
Pitt CC	5,363						
Randolph CC	2,512						
Richmond CC	1,957						
Roanoke-Chowan CC	994						
Robeson CC	3,514						
Rockingham CC	2,103						
Rowan-Cabarrus CC	5,478						
Sampson CC	1,760						
Sandhills CC	3,550						
South Piedmont	2,034						
Southeastern CC	2,417						
Southwestern CC	2,179						
Stanly CC	2,125						
Surry CC	3,079						
Tri-County CC	1,106						
Vance-Granville CC	4,371						
Wake TCC	10,377						
Wayne CC	3,524	* *	*	*	*	*	*
Western Piedmont CC	2,930						
Wilkes CC	2,961						
Wilson TCC	2,220						
System Totals	194,235	15	100%	14	100%	13	100%

\*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005  
 --BASIC LAW ENFORCEMENT TRAINING--  
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,709	14	93%
Asheville-Buncombe TCC	5,576	59	100%
Beaufort County CC	1,837	11	100%
Bladen CC	1,452 *	*	
Blue Ridge CC	2,322	28	96%
Brunswick CC	1,332	17	100%
Caldwell CC & TI	3,644	24	96%
Cape Fear CC	6,699	41	93%
Carteret CC	1,718	15	80%
Catawba Valley CC	4,454	19	90%
Central Carolina CC	5,115	41	85%
Central Piedmont CC	12,304	25	100%
Cleveland CC	2,700	24	100%
Coastal Carolina CC	4,238	28	100%
College of The Albemarle	2,141	30	97%
Craven CC	2,816	16	88%
Davidson County CC	3,474	60	98%
Durham TCC	4,517	34	79%
Edgecombe CC	2,453		
Fayetteville TCC	10,078	45	73%
Forsyth TCC	6,299	13	54%
Gaston College	4,494	82	93%
Guilford TCC	8,273	28	100%
Halifax CC	1,726	14	100%
Haywood CC	1,792	*	*
Isothermal CC	2,146	16	94%
James Sprunt CC	1,352	13	100%
Johnston CC	3,598	30	100%
Lenoir CC	3,103	19	90%
Martin CC	1,127	11	91%
Mayland CC	1,607	10	100%
McDowell TCC	1,300	15	60%
Mitchell CC	2,211	40	98%
Montgomery CC	829 *	*	
Nash CC	2,359	32	97%
Pamlico CC	528		
Piedmont CC	2,356		
Pitt CC	5,363	60	87%
Randolph CC	2,512	29	90%
Richmond CC	1,957		
Roanoke-Chowan CC	994		
Robeson CC	3,514	21	95%
Rockingham CC	2,103	26	92%
Rowan-Cabarrus CC	5,478	65	88%
Sampson CC	1,760 *	*	
Sandhills CC	3,550	48	100%
South Piedmont	2,034	38	100%
Southeastern CC	2,417	13	77%
Southwestern CC	2,179	19	90%
Stanly CC	2,125	23	96%
Surry CC	3,079	41	100%
Tri-County CC	1,106		
Vance-Granville CC	4,371	34	94%
Wake TCC	10,377	75	95%
Wayne CC	3,524	32	84%
Western Piedmont CC	2,930	43	91%
Wilkes CC	2,961	16	100%
Wilson TCC	2,220	22	91%
System Totals	194,235	1,489	93%

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005  
--COSMETIC ARTS—  
FIRST-TIME TEST TAKERS  
(DATA UNAVAILABLE)

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005  
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT  
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709				
Asheville-Buncombe TCC	5,576	18	94%		
Beaufort County CC	1,837				
Bladen CC	1,452				
Blue Ridge CC	2,322				
Brunswick CC	1,332				
Caldwell CC & TI	3,644			12	100%
Cape Fear CC	6,699 *		*		
Carteret CC	1,718				
Catawba Valley CC	4,454 *		*		
Central Carolina CC	5,115				
Central Piedmont CC	12,304	23	100%	13	77%
Cleveland CC	2,700				
Coastal Carolina CC	4,238	19	95%		
College of The Albemarle	2,141				
Craven CC	2,816				
Davidson County CC	3,474				
Durham TCC	4,517				
Edgecombe CC	2,453				
Fayetteville TCC	10,078	20	100%	11	91%
Forsyth TCC	6,299				
Gaston College	4,494				
Guilford TCC	8,273	34	100%		
Halifax CC	1,726 *		*		
Haywood CC	1,792				
Isothermal CC	2,146				
James Sprunt CC	1,352				
Johnston CC	3,598				
Lenoir CC	3,103				
Martin CC	1,127			*	*
Mayland CC	1,607				
McDowell TCC	1,300				
Mitchell CC	2,211				
Montgomery CC	829				
Nash CC	2,359			10	80%
Pamlico CC	528				
Piedmont CC	2,356				
Pitt CC	5,363				
Randolph CC	2,512				
Richmond CC	1,957				
Roanoke-Chowan CC	994				
Robeson CC	3,514				
Rockingham CC	2,103				
Rowan-Cabarrus CC	5,478				
Sampson CC	1,760				
Sandhills CC	3,550				
South Piedmont	2,034				
Southeastern CC	2,417				
Southwestern CC	2,179			12	100%
Stanly CC	2,125				
Surry CC	3,079				
Tri-County CC	1,106				
Vance-Granville CC	4,371				
Wake TCC	10,377	16	100%		
Wayne CC	3,524	18	100%		
Western Piedmont CC	2,930				
Wilkes CC	2,961				
Wilson County TC	2,220				
System Totals	194,235	163	99%	64	91%

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005  
 --EMERGENCY MEDICAL TECHNICIAN (EMT)--  
 FIRST-TIME TEST TAKERS

INSTITUTION	EMT		EMT-I		EMT-P		EMD		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709	62	87%	*	*	*	*		
Asheville-Buncombe TCC	5,576	94	87%						
Beaufort County CC	1,837	22	68%	13	69%				
Bladen CC	1,452	18	100%						
Blue Ridge CC	2,322	49	90%	19	90%				
Brunswick CC	1,332	13	100%	*	*	*	*		
Caldwell CC & TI	3,644	81	78%	17	71%	12	67%		
Cape Fear CC	6,699	55	78%	*	*	*	*		
Carteret CC	1,718	44	66%	17	53%	12	83%		
Catawba Valley CC	4,454	93	86%						
Central Carolina CC	5,115	10	100%						
Central Piedmont CC	12,304	161	96%						
Cleveland CC	2,700	59	85%	24	58%	29	76%		
Coastal Carolina CC	4,238	108	82%	10	100%	*	*		
College of The Albemarle	2,141	37	76%	19	68%	*	*		
Craven CC	2,816	18	94%						
Davidson County CC	3,474	54	87%	12	50%	*	*		
Durham TCC	4,517	180	88%			*	*		
Edgecombe CC	2,453	17	88%						
Fayetteville TCC	10,078	17	77%	*	*	*	*		
Forsyth TCC	6,299	56	89%						
Gaston College	4,494								
Guilford TCC	8,273	116	86%	28	71%				
Halifax CC	1,726	15	93%			*	*		
Haywood CC	1,792	*	*	15	40%				
Isothermal CC	2,146	17	71%			*	*		
James Sprunt CC	1,352					*	*		
Johnston CC	3,598	45	69%	22	86%	15	93%		
Lenoir CC	3,103	25	72%	*	*	*	*		
Martin CC	1,127	58	60%	*	*				
Mayland CC	1,607	23	52%	*	*	*	*		
McDowell TCC	1,300	18	78%	11	82%				
Mitchell CC	2,211	33	64%	*	*	*	*		
Montgomery CC	829	11	73%	19	47%				
Nash CC	2,359	40	78%	15	47%	*	*		
Pamlico CC	528			*	*				
Piedmont CC	2,356	*	*						
Pitt CC	5,363	27	82%	18	83%	*	*		
Randolph CC	2,512	50	72%	*	*	*	*		
Richmond CC	1,957							*	*
Roanoke-Chowan CC	994	18	61%						
Robeson CC	3,514	38	87%	21	86%				
Rockingham CC	2,103	29	86%						
Rowan-Cabarrus CC	5,478	145	87%	38	84%	16	75%		
Sampson CC	1,760	21	67%	10	80%	*	*	*	*
Sandhills CC	3,550	40	80%	10	80%	10	70%		
South Piedmont	2,034	50	88%			13	69%		
Southeastern CC	2,417	36	86%	*	*	11	64%		
Southwestern CC	2,179	41	81%	*	*				
Stanly CC	2,125	15	93%	*	*				
Surry CC	3,079	45	93%	30	80%	10	80%		
Tri-County CC	1,106	39	69%	10	90%	*	*		
Vance-Granville CC	4,371	40	90%	*	*	22	68%		
Wake TCC	10,377	126	94%	29	86%				
Wayne CC	3,524	30	97%	*	*	11	73%		
Western Piedmont CC	2,930	13	69%	10	70%			28	82%
Wilkes CC	2,961	19	90%	*	*	*	*		
Wilson TCC	2,220	26	85%						
System Totals	194,235	2,510	84%	514	74%	255	68%	45	82%

\*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709	*	*	46	83%
Asheville-Buncombe TCC	5,576	37	97%	77	91%
Beaufort County CC	1,837	13	92%	27	85%
Bladen CC	1,452	17	100%		
Blue Ridge CC	2,322			21	90%
Brunswick CC	1,332	26	81%		
Caldwell CC & TI	3,644	22	100%	31	84%
Cape Fear CC	6,699	22	95%	59	100%
Carteret CC	1,718	20	95%		
Catawba Valley CC	4,454			55	84%
Central Carolina CC	5,115	34	100%	*	*
Central Piedmont CC	12,304			33	76%
Cleveland CC	2,700	18	89%		
Coastal Carolina CC	4,238	14	100%	23	91%
College of The Albemarle	2,141	13	77%	11	100%
Craven CC	2,816	11	100%	66	86%
Davidson County CC	3,474			47	98%
Durham TCC	4,517	38	74%	43	91%
Edgecombe CC	2,453				
Fayetteville TCC	10,078	37	95%	63	89%
Forsyth TCC	6,299	37	100%	103	86%
Gaston College	4,494	30	97%	43	86%
Guilford TCC	8,273	30	93%	55	93%
Halifax CC	1,726				
Haywood CC	1,792			19	79%
Isothermal CC	2,146	28	89%		
James Sprunt CC	1,352	12	100%	30	90%
Johnston CC	3,598	19	100%	35	100%
Lenoir CC	3,103	11	100%	26	77%
Martin CC	1,127				
Mayland CC	1,607	17	88%	14	100%
McDowell TCC	1,300	23	96%		
Mitchell CC	2,211			32	97%
Montgomery CC	829	20	90%		
Nash CC	2,359				
Pamlico CC	528				
Piedmont CC	2,356			15	93%
Pitt CC	5,363			45	91%
Randolph CC	2,512			21	76%
Richmond CC	1,957			37	78%
Roanoke-Chowan CC	994	16	100%	17	100%
Robeson CC	3,514	22	91%	30	57%
Rockingham CC	2,103	21	86%	23	96%
Rowan-Cabarrus CC	5,478	27	89%	21	100%
Sampson CC	1,760	38	97%	33	88%
Sandhills CC	3,550	16	88%	44	84%
South Piedmont	2,034	10	100%		
Southeastern CC	2,417	14	100%	39	92%
Southwestern CC	2,179	10	100%	20	85%
Stanly CC	2,125			33	97%
Surry CC	3,079	24	100%	71	99%
Tri-County CC	1,106			14	100%
Vance-Granville CC	4,371	32	94%	43	79%
Wake TCC	10,377			101	91%
Wayne CC	3,524	10	100%	28	93%
Western Piedmont CC	2,930			40	88%
Wilkes CC	2,961			23	65%
Wilson TCC	2,220	21	100%	21	100%
Foothills Nursing Consortium				38	87%
NEWH Nursing Consortium		74	100%	105	95%
Region A Nursing Consortium**				52	90%
System Totals	194,235	864	94%	1,808	89%

\*\*Region A Nursing Consortium includes Haywood CC, Southwestern CC, and Tri-County CC. 16

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005  
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY  
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709				
Asheville-Buncombe TCC	5,576				
Beaufort County CC	1,837				
Bladen CC	1,452				
Blue Ridge CC	2,322				
Brunswick CC	1,332				
Caldwell CC & TI	3,644				
Cape Fear CC	6,699				
Carteret CC	1,718				
Catawba Valley CC	4,454				
Central Carolina CC	5,115			31	90%
Central Piedmont CC	12,304				
Cleveland CC	2,700				
Coastal Carolina CC	4,238				
College of The Albemarle	2,141				
Craven CC	2,816				
Davidson County CC	3,474				
Durham TCC	4,517	*	*		
Edgecombe CC	2,453				
Fayetteville TCC	10,078				
Forsyth TCC	6,299				
Gaston College	4,494			26	77%
Guilford TCC	8,273				
Halifax CC	1,726				
Haywood CC	1,792				
Isothermal CC	2,146				
James Sprunt CC	1,352				
Johnston CC	3,598				
Lenoir CC	3,103				
Martin CC	1,127				
Mayland CC	1,607				
McDowell TCC	1,300				
Mitchell CC	2,211				
Montgomery CC	829				
Nash CC	2,359				
Pamlico CC	528				
Piedmont CC	2,356				
Pitt CC	5,363				
Randolph CC	2,512				
Richmond CC	1,957				
Roanoke-Chowan CC	994				
Robeson CC	3,514				
Rockingham CC	2,103				
Rowan-Cabarrus CC	5,478				
Sampson CC	1,760				
Sandhills CC	3,550				
South Piedmont	2,034				
Southeastern CC	2,417				
Southwestern CC	2,179				
Stanly CC	2,125				
Surry CC	3,079				
Tri-County CC	1,106				
Vance-Granville CC	4,371				
Wake TCC	10,377				
Wayne CC	3,524				
Western Piedmont CC	2,930				
Wilkes CC	2,961				
Wilson TCC	2,220				
System Totals	194,235	*	*	57	84%

\*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005  
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--  
RADIATION THERAPY TECHNOLOGY  
FIRST-TIME TEST TAKERS

INSTITUTION	RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,709						
Asheville-Buncombe TCC	5,576	20	95%				
Beaufort County CC	1,837						
Bladen CC	1,452						
Blue Ridge CC	2,322						
Brunswick CC	1,332						
Caldwell CC & TI	3,644	18	100%	*	*		
Cape Fear CC	6,699	20	95%				
Carteret CC	1,718	12	83%				
Catawba Valley CC	4,454	*	*				
Central Carolina CC	5,115						
Central Piedmont CC	12,304						
Cleveland CC	2,700	11	100%				
Coastal Carolina CC	4,238						
College of The Albemarle	2,141						
Craven CC	2,816						
Davidson County CC	3,474						
Durham TCC	4,517						
Edgecombe CC	2,453	18	100%				
Fayetteville TCC	10,078	*	*				
Forsyth TCC	6,299	48	96%	*	*	*	*
Gaston College	4,494						
Guilford TCC	8,273						
Halifax CC	1,726						
Haywood CC	1,792						
Isothermal CC	2,146						
James Sprunt CC	1,352						
Johnston CC	3,598	25	100%				
Lenoir CC	3,103	*	*				
Martin CC	1,127						
Mayland CC	1,607						
McDowell TCC	1,300						
Mitchell CC	2,211						
Montgomery CC	829						
Nash CC	2,359						
Pamlico CC	528						
Piedmont CC	2,356						
Pitt CC	5,363	22	100%	*	*	17	88%
Randolph CC	2,512	15	93%				
Richmond CC	1,957						
Roanoke-Chowan CC	994						
Robeson CC	3,514						
Rockingham CC	2,103						
Rowan-Cabarrus CC	5,478	21	76%				
Sampson CC	1,760						
Sandhills CC	3,550	*	*				
South Piedmont	2,034						
Southeastern CC	2,417						
Southwestern CC	2,179	15	100%				
Stanly CC	2,125	24	83%				
Surry CC	3,079						
Tri-County CC	1,106						
Vance-Granville CC	4,371	27	96%				
Wake TCC	10,377	24	100%				
Wayne CC	3,524						
Western Piedmont CC	2,930						
Wilkes CC	2,961						
Wilson TCC	2,220						
System Totals	194,235	355	95%	*	*	24	92%

\*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2004-2005

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	3,709	24	58%
Asheville-Buncombe TCC	5,576	48	77%
Beaufort County CC	1,837	*	*
Bladen CC	1,452		
Blue Ridge CC	2,322	10	100%
Brunswick CC	1,332	93	49%
Caldwell CC & TI	3,644		
Cape Fear CC	6,699	22	86%
Carteret CC	1,718	60	57%
Catawba Valley CC	4,454	*	*
Central Carolina CC	5,115	33	70%
Central Piedmont CC	12,304	167	87%
Cleveland CC	2,700	*	*
Coastal Carolina CC	4,238		
College of The Albemarle	2,141	28	68%
Craven CC	2,816	13	69%
Davidson County CC	3,474	*	*
Durham TCC	4,517	45	64%
Edgecombe CC	2,453		
Fayetteville TCC	10,078	19	74%
Forsyth TCC	6,299		
Gaston College	4,494	37	84%
Guilford TCC	8,273	28	93%
Halifax CC	1,726	*	*
Haywood CC	1,792		
Isothermal CC	2,146		
James Sprunt CC	1,352		
Johnston CC	3,598		
Lenoir CC	3,103	*	*
Martin CC	1,127	*	*
Mayland CC	1,607	17	41%
McDowell TCC	1,300	*	*
Mitchell CC	2,211	48	75%
Montgomery CC	829		
Nash CC	2,359	*	*
Pamlico CC	528		
Piedmont CC	2,356	17	41%
Pitt CC	5,363	18	33%
Randolph CC	2,512	14	64%
Richmond CC	1,957	*	*
Roanoke-Chowan CC	994		
Robeson CC	3,514	10	30%
Rockingham CC	2,103		
Rowan-Cabarrus CC	5,478	30	83%
Sampson CC	1,760		
Sandhills CC	3,550		
South Piedmont	2,034	11	64%
Southeastern CC	2,417	11	18%
Southwestern CC	2,179	20	65%
Stanly CC	2,125	14	86%
Surry CC	3,079	18	61%
Tri-County CC	1,106	24	88%
Vance-Granville CC	4,371	12	83%
Wake TCC	10,377	61	67%
Wayne CC	3,524	*	*
Western Piedmont CC	2,930		
Wilkes CC	2,961	23	52%
Wilson TCC	2,220		
System Totals	194,235	1,020	69%

\*Number too small to report without violating students' privacy.

**Description/Definition**—The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

**Methodology and Data Source**—The data are collected by survey, with each college using a standard set of questions. A response rate of 50% is suggested, and a minimum of 15 respondents will be required to report the data at the institutional level. If a 50% response rate is not achieved, a statistically significant (90% confidence interval) sample size will be necessary for the data to be used for performance funding.

**Performance Standard**—The performance standard for percent of completers who achieve their goal is 95 percent. This measure is a required performance funding measure.

**Results**—In 2004-2005, all 58 community colleges met the performance standard. The system average was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2004-2005

INSTITUTION	TOTAL FTE	NUMBER OF RESPONSES	PERCENT COMPLETED GOAL
Alamance CC	3,709	261	100%
Asheville-Buncombe TCC	5,576	430	100%
Beaufort County CC	1,837	175	99%
Bladen CC	1,452	75	100%
Blue Ridge CC	2,322	154	99%
Brunswick CC	1,332	196	100%
Caldwell CC & TI	3,644	232	100%
Cape Fear CC	6,699	484	99%
Carteret CC	1,718	144	99%
Catawba Valley CC	4,454	721	99%
Central Carolina CC	5,115	326	99%
Central Piedmont CC	12,304	458	98%
Cleveland CC	2,700	307	98%
Coastal Carolina CC	4,238	648	100%
College of The Albemarle	2,141	213	98%
Craven CC	2,816	127	98%
Davidson County CC	3,474	248	99%
Durham TCC	4,517	235	100%
Edgecombe CC	2,453	128	99%
Fayetteville TCC	10,078	655	100%
Forsyth TCC	6,299	555	100%
Gaston College	4,494	560	100%
Guilford TCC	8,273	687	99%
Halifax CC	1,726	126	99%
Haywood CC	1,792	141	98%
Isothermal CC	2,146	176	99%
James Sprunt CC	1,352	155	99%
Johnston CC	3,598	163	100%
Lenoir CC	3,103	216	99%
Martin CC	1,127	61	97%
Mayland CC	1,607	146	100%
McDowell TCC	1,300	132	100%
Mitchell CC	2,211	193	99%
Montgomery CC	829	87	99%
Nash CC	2,359	116	99%
Pamlico CC	528	42	100%
Piedmont CC	2,356	112	100%
Pitt CC	5,363	319	99%
Randolph CC	2,512	105	96%
Richmond CC	1,957	236	100%
Roanoke-Chowan CC	994	114	100%
Robeson CC	3,514	188	100%
Rockingham CC	2,103	229	99%
Rowan-Cabarrus CC	5,478	418	100%
Sampson CC	1,760	125	100%
Sandhills CC	3,550	433	99%
South Piedmont	2,034	22	100%
Southeastern CC	2,417	190	99%
Southwestern CC	2,179	155	99%
Stanly CC	2,125	276	97%
Surry CC	3,079	288	100%
Tri-County CC	1,106	108	100%
Vance-Granville CC	4,371	270	100%
Wake TCC	10,377	635	99%
Wayne CC	3,524	343	99%
Western Piedmont CC	2,930	325	99%
Wilkes CC	2,961	260	100%
Wilson TCC	2,220	243	100%
<b>System Totals</b>	<b>194,235</b>	<b>15,167</b>	<b>99%</b>

***Description/Definition***—The proportion of identified community college completers who are employed within one year of last attendance.

***Methodology and Data Sources***—The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Registration, Completion and Financial Aid database and the following year curriculum student registration data. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year and have applied for unemployment insurance benefits or job services of the Employment Security Council are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

***Performance Standard***—The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard is 95 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way:

compute the difference between the state's average annual unemployment rate and that of each college's service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 95 percent. This measure is a required performance funding measure.

**Results**—Data on 17,495 graduates for the 2003-04 academic year were collected. The System average employment rate was 99.58 percent. All fifty-eight (58) community colleges met the adjusted standard for their school.

PERCENT OF 2003-04 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	Performance Standard Adjusted for Local Unemployment*	Number of Graduates (minus inmates and missing students)	Percent of 2003-04 Graduates Employed Within One Year of Graduating
Alamance CC	3,709	95.00%	373	100.00%
Asheville-Buncombe TCC	5,576	96.00%	577	99.64%
Beaufort County CC	1,837	94.00%	152	100.00%
Bladen CC	1,452	94.00%	98	98.98%
Blue Ridge CC	2,322	95.00%	135	100.00%
Brunswick CC	1,332	94.00%	144	99.31%
Caldwell CC & TI	3,644	96.00%	282	99.29%
Cape Fear CC	6,699	94.00%	871	99.54%
Carteret CC	1,718	95.00%	207	100.00%
Catawba Valley CC	4,454	96.00%	443	99.55%
Central Carolina CC	5,115	95.00%	428	99.53%
Central Piedmont CC	12,304	96.00%	403	99.50%
Cleveland CC	2,700	94.00%	275	100.00%
Coastal Carolina CC	4,238	95.00%	358	99.16%
College of The Albemarle	2,141	94.00%	237	100.00%
Craven CC	2,816	95.00%	193	98.45%
Davidson County CC	3,474	95.00%	479	99.37%
Durham TCC	4,517	96.00%	337	99.70%
Edgecombe CC	2,453	94.00%	163	100.00%
Fayetteville TCC	10,078	95.00%	704	99.29%
Forsyth TCC	6,299	96.00%	677	99.85%
Gaston College	4,494	95.00%	642	99.84%
Guilford TCC	8,273	95.00%	466	99.36%
Halifax CC	1,726	95.00%	150	98.67%
Haywood CC	1,792	94.00%	204	99.02%
Isothermal CC	2,146	94.00%	214	99.53%
James Sprunt CC	1,352	95.00%	239	99.16%
Johnston CC	3,598	96.00%	517	99.03%
Lenoir CC	3,103	94.00%	227	100.00%
Martin CC	1,127	93.00%	85	98.82%
Mayland CC	1,607	94.00%	112	99.11%
McDowell TCC	1,300	95.00%	88	100.00%
Mitchell CC	2,211	95.00%	232	100.00%
Montgomery CC	829	95.00%	127	99.21%
Nash CC	2,359	94.00%	167	98.80%
Pamlico CC	528	95.00%	24	100.00%
Piedmont CC	2,356	94.00%	79	100.00%
Pitt CC	5,363	94.00%	467	99.57%
Randolph CC	2,512	95.00%	213	99.53%
Richmond CC	1,957	95.00%	167	100.00%
Roanoke-Chowan CC	994	94.00%	80	98.75%
Robeson CC	3,514	95.00%	285	99.65%
Rockingham CC	2,103	94.00%	225	99.56%
Rowan-Cabarrus CC	5,478	96.00%	352	99.72%
Sampson CC	1,760	94.00%	184	98.91%
Sandhills CC	3,550	95.00%	450	99.56%
South Piedmont	2,034	95.00%	156	100.00%
Southeastern CC	2,417	95.00%	184	99.46%
Southwestern CC	2,179	94.00%	243	100.00%
Stanly CC	2,125	95.00%	293	100.00%
Surry CC	3,079	95.00%	402	100.00%
Tri-County CC	1,106	93.00%	139	100.00%
Vance-Granville CC	4,371	94.00%	331	99.70%
Wake TCC	10,377	96.00%	887	99.44%
Wayne CC	3,524	95.00%	280	99.29%
Western Piedmont CC	2,930	95.00%	360	100.00%
Wilkes CC	2,961	94.00%	443	99.77%
Wilson TCC	2,220	95.00%	245	100.00%
System Totals	194,235	95.00%	17,495	99.58%

\*Colleges must meet or exceed this adjusted standard

**Description/Definition**—College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

**Methodology and Data Source**—Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC GA in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data. When the total number of students is less than 10, the total number of students in three year and the respective percentage are reported.

**Performance Standard**—Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 87.1 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

**Results**—Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS or AFA degree in 2003-04 and transferred to a UNC institution within one year, 89.4 percent had a GPA equal to or greater than 2.0 after two semesters at a university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 83.3 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups are combined, 85.5 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution or a private institution.

Twenty-one (21) community colleges met the 87.1 percent performance standard, with 15 additional colleges showing significant improvement over last year's performance.

PERCENT OF 2003-04 COLLEGE TRANSFER STUDENTS WITH A  
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	24 or More Semester Hours		Associate Degree Recipient		Total	
		Number	Percent >=2.0	Number	Percent >=2.0	Number	Percent >=2.0
Alamance CC	3,709	71	80.3%	23	91.3%	94	83.0%
Asheville-Buncombe TCC	5,576	60	85.0%	55	85.5%	115	85.2%
Beaufort County CC	1,837	17	82.4%	10	80.0%	27	81.5%
Bladen CC	1,452	15	80.0%	10	80.0%	25	80.0%
Blue Ridge CC	2,322	17	76.5%	12	91.7%	29	82.8%
Brunswick CC	1,332	18	61.1%	13	92.3%	31	74.2%
Caldwell CC & TI	3,644	85	89.4%	26	96.2%	111	91.0%
Cape Fear CC	6,699	164	75.6%	217	85.3%	381	81.1%
Carteret CC	1,718	30	93.3%	17	88.2%	47	91.5%
Catawba Valley CC	4,454	52	84.6%	27	85.2%	79	84.8%
Central Carolina CC	5,115	40	82.5%	14	85.7%	54	83.3%
Central Piedmont CC	12,304	246	80.9%	94	90.4%	340	83.5%
Cleveland CC	2,700	27	81.5%	**	**	35	85.7%
Coastal Carolina CC	4,238	56	89.3%	51	94.1%	107	91.6%
College of The Albemarle	2,141	20	85.0%	37	91.9%	57	89.5%
Craven CC	2,816	53	88.7%	19	100.0%	72	91.7%
Davidson County CC	3,474	26	84.6%	15	73.3%	41	80.5%
Durham TCC	4,517	64	85.9%	39	89.7%	103	87.3%
Edgecombe CC	2,453	19	94.7%	**	**	19	94.7%
Fayetteville TCC	10,078	90	83.3%	41	97.6%	131	87.8%
Forsyth TCC	6,299	91	80.2%	17	94.1%	108	82.4%
Gaston College	4,494	49	79.6%	44	84.1%	93	81.7%
Guilford TCC	8,273	135	88.9%	37	89.2%	172	89.0%
Halifax CC	1,726	13	92.3%	**	**	13	92.3%
Haywood CC	1,792	**	**	12	75.0%	21	76.2%
Isothermal CC*	2,146	41	80.5%	11	81.8%	52	80.8%
James Sprunt CC*	1,352	31	87.1%	**	**	40	90.0%
Johnston CC	3,598	38	81.6%	21	90.5%	59	84.8%
Lenoir CC	3,103	42	71.4%	33	87.9%	75	78.7%
Martin CC	1,127	21	75.1%	11	81.8%	32	77.4%
Mayland CC*	1,607	**	**	15	93.3%	15	93.3%
McDowell TCC	1,300	18	83.3%	**	**	27	85.2%
Mitchell CC	2,211	23	87.0%	25	88.0%	48	87.5%
Montgomery CC*	829	**	**	**	**	**	**
Nash CC*	2,359	56	78.6%	**	**	65	80.0%
Pamlico CC	528	**	**	**	**	**	**
Piedmont CC	2,356	17	76.5%	**	**	21	81.0%
Pitt CC	5,363	109	80.7%	28	78.6%	137	80.3%
Randolph CC	2,512	23	91.3%	**	**	30	93.3%
Richmond CC	1,957	13	69.2%	**	**	22	81.8%
Roanoke-Chowan CC	994	18	66.7%	**	**	18	66.7%
Robeson CC	3,514	15	100.0%	**	**	15	100.0%
Rockingham CC	2,103	29	86.2%	24	83.3%	53	84.9%
Rowan-Cabarrus CC	5,478	59	83.1%	20	90.0%	79	84.8%
Sampson CC	1,760	23	73.9%	**	**	30	80.0%
Sandhills CC	3,550	26	69.2%	41	92.7%	67	83.6%
South Piedmont	2,034	14	85.7%	**	**	14	85.7%
Southeastern CC	2,417	30	80.0%	15	93.3%	45	84.4%
Southwestern CC	2,179	23	95.7%	30	86.7%	53	90.6%
Stanly CC	2,125	20	80.0%	14	85.7%	34	82.3%
Surry CC*	3,079	87	85.1%	74	95.9%	161	90.1%
Tri-County CC	1,106	10	90.0%	16	87.5%	26	88.5%
Vance-Granville CC	4,371	34	85.3%	12	83.3%	46	84.8%
Wake TCC	10,377	296	88.2%	113	92.0%	409	89.2%
Wayne CC	3,524	60	90.0%	20	90.0%	80	90.0%
Western Piedmont CC*	2,930	64	82.8%	47	89.4%	111	85.6%
Wilkes CC	2,961	41	87.8%	46	95.7%	87	92.0%
Wilson TCC	2,220	18	77.8%	**	**	22	77.3%
<b>System Totals</b>	194,235	2,759	83.3%	1,508	89.4%	4,278	85.5%

\*Includes data from private colleges and universities.

\*\*Number too small to report.

*Italics: 3-year total number of students and 3-year percentage.*

***Description/Definition***—The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

***Methodology and Data Source***—The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

***Performance Standard***—Seventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

***Results***—Eighty-one percent (81%) of the students who completed a developmental course(s) had a grade of "C" or better in 2004-05. Fifty-four (54) colleges met the performance standard and one (1) college made a significant improvement over last year's performance.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2004-2005

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,709	724	91%	1,131	75%			1,855	81%
Asheville-Buncombe TCC	5,576	389	89%	1,166	86%	355	97%	1,910	89%
Beaufort County CC	1,837	142	92%	295	82%	178	96%	615	88%
Bladen CC	1,452	305	83%	522	86%	139	88%	966	85%
Blue Ridge CC	2,322	287	86%	668	82%	172	82%	1,127	83%
Brunswick CC	1,332	248	55%	445	74%			693	67%
Caldwell CC & TI	3,644	324	87%	1,027	83%	323	86%	1,674	84%
Cape Fear CC	6,699	1,141	67%	1,855	60%			2,996	63%
Carteret CC	1,718	193	77%	536	81%	137	89%	866	81%
Catawba Valley CC	4,454	627	89%	1,782	75%	608	87%	3,017	80%
Central Carolina CC	5,115	237	86%	530	78%	400	92%	1,167	84%
Central Piedmont CC	12,304	3,222	88%	4,487	69%	1,803	87%	9,512	79%
Cleveland CC	2,700	191	92%	862	85%	211	88%	1,264	87%
Coastal Carolina CC	4,238	395	84%	1,496	73%	325	84%	2,216	77%
College of The Albemarle	2,141	325	90%	227	84%	272	89%	824	88%
Craven CC	2,816	362	93%	975	80%	78	96%	1,415	84%
Davidson County CC	3,474	301	83%	741	75%	275	87%	1,317	79%
Durham TCC	4,517	967	81%	1,936	68%	867	65%	3,770	71%
Edgecombe CC	2,453	648	81%	834	78%			1,482	79%
Fayetteville TCC	10,078	1,514	80%	4,033	75%	1,183	81%	6,730	77%
Forsyth TCC	6,299	558	89%	1,440	85%	572	90%	2,570	87%
Gaston College	4,494	403	73%	1,822	78%	366	82%	2,591	78%
Guilford TCC	8,273	1,066	87%	2,691	82%	780	91%	4,537	85%
Halifax CC	1,726	220	80%	577	80%	63	78%	860	80%
Haywood CC	1,792	116	57%	425	57%	87	93%	628	62%
Isothermal CC	2,146	269	89%	851	60%	159	86%	1,279	69%
James Sprunt CC	1,352	200	86%	339	81%	149	96%	688	86%
Johnston CC	3,598	267	90%	670	91%	361	88%	1,298	90%
Lenoir CC	3,103	350	89%	664	87%	269	85%	1,283	87%
Martin CC	1,127	168	69%	205	75%	97	80%	470	74%
Mayland CC	1,607	85	73%	235	74%	108	78%	428	75%
McDowell TCC	1,300	189	99%	306	99%	32	94%	527	99%
Mitchell CC	2,211	344	81%	572	76%	268	91%	1,184	81%
Montgomery CC	829	120	92%	275	88%	65	88%	460	89%
Nash CC	2,359	486	84%	835	65%	230	87%	1,551	74%
Pamlico CC	528	35	83%	114	82%			149	82%
Piedmont CC	2,356	310	78%	479	87%	281	89%	1,070	85%
Pitt CC	5,363	1,281	92%	2,279	75%			3,560	81%
Randolph CC	2,512	161	83%	594	88%	88	80%	843	86%
Richmond CC	1,957	228	83%	297	88%	280	89%	805	87%
Roanoke-Chowan CC	994	332	78%	504	79%	281	81%	1,117	79%
Robeson CC	3,514	673	89%	1,131	80%	627	83%	2,431	83%
Rockingham CC	2,103	202	92%	758	72%	171	83%	1,131	77%
Rowan-Cabarrus CC	5,478	837	84%	1,840	83%	251	86%	2,928	84%
Sampson CC	1,760	250	93%	479	71%	219	94%	948	82%
Sandhills CC	3,550	821	91%	901	82%	323	94%	2,045	88%
South Piedmont	2,034	248	80%	263	72%			511	76%
Southeastern CC	2,417	327	69%	772	73%	408	81%	1,507	74%
Southwestern CC	2,179	155	83%	421	91%	99	95%	675	90%
Stanly CC	2,125	207	89%	275	93%			482	91%
Surry CC	3,079	212	70%	951	76%	266	85%	1,429	77%
Tri-County CC	1,106	113	78%	212	80%			325	79%
Vance-Granville CC	4,371	772	72%	1,274	78%	450	76%	2,496	76%
Wake TCC	10,377	1,011	87%	3,018	82%	693	95%	4,722	85%
Wayne CC	3,524	528	96%	1,171	84%	361	91%	2,060	88%
Western Piedmont CC	2,930	414	99%	960	75%	10	100%	1,384	82%
Wilkes CC	2,961	352	88%	523	80%	126	89%	1,001	84%
Wilson TCC	2,220	397	89%	463	73%	302	84%	1,162	81%
System Totals	194,235	27,249	85%	57,134	77%	16,168	86%	100,551	81%

**CORE INDICATORS OF  
SUCCESS MEASURE G:**

**Success Rate of Developmental Students in Subsequent  
College-Level Courses**

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**Description/Definition**—The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

**Methodology and Data Source**—A computer program was developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully completed developmental courses and (1) entered college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups was statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

**Performance Standard**—The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students. (As long as the performance of the developmental group exceeds 85%, even though there is a statistically significant difference between the two groups, the institution meets the standard.)

**Results**—In 2004-05, eighty-six percent (86%) of the students who completed a developmental course(s) had a grade of “C” or better in subsequent college-level courses. Eighty-seven percent (87%) of the non-developmental students performed at the same level. A statistical analysis revealed that 45 colleges met the standard; no significant difference existed between the developmental students and non-developmental students in the performance of subsequent college-level courses.

Performance of Developmental Students in Subsequent College-Level Courses, 2004-2005

INSTITUTION	DEVELOPMENTAL		NON-DEVELOPMENTAL		
	FTE	# TOOK	% PASSED	# TOOK	% PASSED
Alamance CC	3,709	393	92%	943	92%
Asheville-Buncombe TCC	5,576	356	85%	1,733	82%
Beaufort County CC	1,837	133	93%	516	87%
Bladen CC	1,452	140	90%	442	80%
Blue Ridge CC	2,322	250	90%	417	90%
Brunswick CC	1,332	147	80%	249	82%
Caldwell CC & TI	3,644	n/a	n/a	n/a	n/a
Cape Fear CC	6,699	664	85%	2,503	75%
Carteret CC	1,718	131	92%	621	89%
Catawba Valley CC	4,454	n/a	n/a	n/a	n/a
Central Carolina CC	5,115	236	91%	1,171	94%
Central Piedmont CC	12,304	2,201	77%	4,943	80%
Cleveland CC	2,700	287	91%	967	89%
Coastal Carolina CC	4,238	480	90%	1,473	94%
College of The Albemarle	2,141	231	97%	607	95%
Craven CC	2,816	322	95%	1,116	94%
Davidson County CC	3,474	356	94%	928	93%
Durham TCC	4,517	389	86%	1,078	82%
Edgecombe CC	2,453	319	75%	427	82%
Fayetteville TCC	10,078	793	82%	2,876	84%
Forsyth TCC	6,299	415	93%	2,313	93%
Gaston College	4,494	531	88%	1,885	88%
Guilford TCC	8,273	n/a	n/a	n/a	n/a
Halifax CC	1,726	207	87%	379	93%
Haywood CC	1,792	135	88%	400	92%
Isothermal CC	2,146	271	88%	430	89%
James Sprunt CC	1,352	83	90%	608	94%
Johnston CC	3,598	272	86%	1,082	90%
Lenoir CC	3,103	236	94%	693	96%
Martin CC	1,127	74	82%	261	81%
Mayland CC	1,607	n/a	n/a	n/a	n/a
McDowell TCC	1,300	102	96%	343	94%
Mitchell CC	2,211	209	91%	824	88%
Montgomery CC	829	72	89%	156	78%
Nash CC	2,359	316	83%	531	81%
Pamlico CC	528	30	90%	61	85%
Piedmont CC	2,356	205	88%	491	93%
Pitt CC	5,363	n/a	n/a	n/a	n/a
Randolph CC	2,512	180	81%	1,003	83%
Richmond CC	1,957	228	83%	524	89%
Roanoke-Chowan CC	994	174	79%	262	87%
Robeson CC	3,514	517	75%	477	78%
Rockingham CC	2,103	260	81%	465	83%
Rowan-Cabarrus CC	5,478	726	93%	1,654	92%
Sampson CC	1,760	213	92%	211	95%
Sandhills CC	3,550	386	91%	923	90%
South Piedmont	2,034	n/a	n/a	n/a	n/a
Southeastern CC	2,417	253	86%	429	86%
Southwestern CC	2,179	256	75%	486	84%
Stanly CC	2,125	199	98%	578	97%
Surry CC	3,079	408	90%	1,084	89%
Tri-County CC	1,106	123	94%	361	88%
Vance-Granville CC	4,371	280	86%	922	86%
Wake TCC	10,377	705	84%	3,510	87%
Wayne CC	3,524	n/a	n/a	n/a	n/a
Western Piedmont CC	2,930	430	98%	597	97%
Wilkes CC	2,961	222	92%	817	91%
Wilson TCC	2,220	260	82%	399	83%
<b>System Totals</b>	<b>194,235</b>	<b>16,806</b>	<b>86%</b>	<b>48,169</b>	<b>87%</b>

**CORE INDICATORS OF  
SUCCESS MEASURE H:**

***Satisfaction of Program Completers and Non-Completers***

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***Description/Definition***—This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

***Methodology and Data Source***—The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

***Performance Standard***—Ninety percent (90%) of the combined respondents will report to be satisfied with the quality of the college's programs and services.

***Results***—Ninety-five percent (95%) of program non-completers responded that they were satisfied with the academic programs of community colleges, while 98 percent of program completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 97 percent. 57 community colleges met the performance standard in 2004-05.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2004-2005

INSTITUTION	TOTAL FTE	NON-COMPLETERS		COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	3,709	145	100%	261	99%	406	100%
Asheville-Buncombe TCC	5,576	98	95%	425	99%	523	99%
Beaufort County CC	1,837	56	98%	170	100%	226	100%
Bladen CC	1,452	270	94%	73	97%	343	96%
Blue Ridge CC	2,322	48	96%	155	95%	203	95%
Brunswick CC	1,332	104	93%	194	99%	298	98%
Caldwell CC & TI	3,644	83	90%	236	99%	319	98%
Cape Fear CC	6,699	59	93%	418	96%	477	96%
Carteret CC	1,718	76	97%	143	100%	219	99%
Catawba Valley CC	4,454	49	81%	728	99%	777	98%
Central Carolina CC	5,115	118	98%	328	98%	446	98%
Central Piedmont CC	12,304	117	97%	424	96%	541	96%
Cleveland CC	2,700	59	100%	307	99%	366	99%
Coastal Carolina CC	4,238	328	97%	648	96%	976	96%
College of The Albemarle	2,141	38	89%	209	95%	247	94%
Craven CC	2,816	103	97%	127	98%	230	98%
Davidson County CC	3,474	20	95%	253	96%	273	96%
Durham TCC	4,517	65	94%	233	99%	298	98%
Edgecombe CC	2,453	92	100%	123	98%	215	99%
Fayetteville TCC	10,078	157	88%	655	98%	812	96%
Forsyth TCC	6,299	59	84%	545	95%	604	94%
Gaston College	4,494	130	90%	571	97%	701	96%
Guilford TCC	8,273	175	91%	702	95%	877	94%
Halifax CC	1,726	83	96%	127	98%	210	97%
Haywood CC	1,792	49	90%	139	99%	188	97%
Isothermal CC	2,146	113	96%	176	98%	289	97%
James Sprunt CC	1,352	22	95%	153	98%	175	98%
Johnston CC	3,598	63	85%	157	98%	220	94%
Lenoir CC	3,103	204	95%	214	99%	418	97%
Martin CC	1,127	79	90%	61	95%	140	92%
Mayland CC	1,607	37	97%	147	98%	184	98%
McDowell TCC	1,300	41	88%	155	94%	196	93%
Mitchell CC	2,211	88	91%	191	93%	279	92%
Montgomery CC	829	90	98%	86	100%	176	99%
Nash CC	2,359	124	99%	123	97%	247	98%
Pamlico CC	528	7	86%	41	100%	48	98%
Piedmont CC	2,356	33	88%	112	97%	145	95%
Pitt CC	5,363	235	97%	297	98%	532	98%
Randolph CC	2,512	429	99%	102	100%	531	99%
Richmond CC	1,957	81	91%	234	96%	315	95%
Roanoke-Chowan CC	994	86	91%	110	98%	196	95%
Robeson CC	3,514	82	84%	188	94%	270	91%
Rockingham CC	2,103	54	94%	229	99%	283	98%
Rowan-Cabarrus CC	5,478	208	90%	396	97%	604	95%
Sampson CC	1,760	131	97%	121	98%	252	97%
Sandhills CC	3,550	159	97%	433	100%	592	99%
South Piedmont	2,034	17	82%	22	91%	39	87%
Southeastern CC	2,417	23	96%	190	99%	213	99%
Southwestern CC	2,179	43	93%	155	97%	198	96%
Stanly CC	2,125	55	95%	276	99%	331	98%
Surry CC	3,079	215	97%	283	97%	498	97%
Tri-County CC	1,106	52	98%	96	99%	148	99%
Vance-Granville CC	4,371	133	92%	255	98%	388	96%
Wake TCC	10,377	441	93%	641	96%	1,082	95%
Wayne CC	3,524	93	98%	332	100%	425	100%
Western Piedmont CC	2,930	118	99%	322	98%	440	98%
Wilkes CC	2,961	26	88%	257	98%	283	97%
Wilson TCC	2,220	29	85%	243	99%	272	98%
<b>System Totals</b>	<b>194,235</b>	<b>6,192</b>	<b>95%</b>	<b>14,992</b>	<b>98%</b>	<b>21,184</b>	<b>97%</b>

\* Statistically invalid sample size to be eligible for performance funding.

**Description/Definition**—This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs.

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

**Methodology and Data Source:** Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report data file to the North Carolina Community College System Office. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting. Each college has a minimum of two trained Skilled Knowledge Workers (SKW) with complete access to their data in the data warehouse. Each SKW has the ability to verify the accuracy of the data once loaded into the data warehouse. The cohort is tracked from fall to fall using data from the data warehouse to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

**Performance Standard**—The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

**Results**—Sixty-three percent (63%) of the fall 2004 cohort had either graduated or completed by fall 2005. Fifty-eight (58) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION AND GRADUATION, 2004-2005

College	FTE	Total Cohort	PERCENT GRADUATE	PERCENT RETURN	PERCENT GRADUATE OR RETURN
Alamance CC	3,709	3,644	14%	47%	61%
Asheville-Buncombe TCC	5,576	3,815	15%	48%	63%
Beaufort County CC	1,837	1,274	17%	51%	68%
Bladen CC	1,452	1,253	9%	54%	64%
Blue Ridge CC	2,322	1,655	11%	49%	60%
Brunswick CC	1,332	879	20%	40%	61%
Caldwell CC & TI	3,644	2,921	12%	51%	64%
Cape Fear CC	6,699	6,178	14%	49%	63%
Carteret CC	1,718	1,483	18%	48%	66%
Catawba Valley CC	4,454	4,041	14%	53%	67%
Central Carolina CC	5,115	3,679	19%	44%	63%
Central Piedmont CC	12,304	10,539	6%	54%	60%
Cleveland CC	2,700	2,166	8%	52%	60%
Coastal Carolina CC	4,238	3,757	14%	46%	60%
College of The Albemarle	2,141	1,682	17%	46%	63%
Craven CC	2,816	2,604	12%	48%	60%
Davidson County CC	3,474	2,830	20%	47%	67%
Durham TCC	4,517	3,815	10%	51%	61%
Edgecombe CC	2,453	1,893	11%	52%	63%
Fayetteville TCC	10,078	7,118	14%	46%	60%
Forsyth TCC	6,299	6,100	12%	50%	62%
Gaston College	4,494	4,342	14%	48%	62%
Guilford TCC	8,273	8,382	9%	52%	61%
Halifax CC	1,726	1,525	13%	45%	60%
Haywood CC	1,792	1,386	16%	49%	65%
Isothermal CC	2,146	1,862	13%	52%	65%
James Sprunt CC	1,352	1,003	28%	42%	69%
Johnston CC	3,598	2,740	24%	46%	70%
Lenoir CC	3,103	2,093	17%	51%	68%
Martin CC	1,127	720	13%	55%	68%
Mayland CC	1,607	1,007	16%	45%	61%
McDowell TCC	1,300	1,025	16%	46%	62%
Mitchell CC	2,211	1,904	13%	48%	61%
Montgomery CC	829	635	22%	43%	65%
Nash CC	2,359	2,088	13%	50%	63%
Pamlico CC	528	328	32%	40%	72%
Piedmont CC	2,356	1,724	24%	43%	67%
Pitt CC	5,363	5,090	11%	53%	64%
Randolph CC	2,512	1,851	13%	53%	65%
Richmond CC	1,957	1,465	18%	46%	64%
Roanoke-Chowan CC	994	860	17%	44%	61%
Robeson CC	3,514	2,127	14%	50%	65%
Rockingham CC	2,103	1,853	16%	50%	67%
Rowan-Cabarrus CC	5,478	5,012	13%	47%	61%
Sampson CC	1,760	1,291	17%	50%	67%
Sandhills CC	3,550	2,842	16%	49%	65%
South Piedmont	2,034	1,374	16%	46%	63%
Southeastern CC	2,417	1,640	16%	49%	65%
Southwestern CC	2,179	1,585	19%	44%	64%
Stanly CC	2,125	1,618	24%	46%	70%
Surry CC	3,079	2,553	16%	50%	66%
Tri-County CC	1,106	847	16%	45%	60%
Vance-Granville CC	4,371	3,678	14%	48%	62%
Wake TCC	10,377	10,803	11%	49%	61%
Wayne CC	3,524	2,812	12%	52%	64%
Western Piedmont CC	2,930	2,394	18%	52%	70%
Wilkes CC	2,961	2,046	19%	49%	68%
Wilson County TC	2,220	1,741	16%	49%	65%
System Totals	194,235	161,572	14%	49%	63%

***Description/Definition***—The percentage of a sample of businesses who employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to the community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

***Methodology and Data Source:*** Over the past four years, a survey has been conducted at the state level using information from the Unemployment Insurance records to determine employer satisfaction. Employers were divided into three categories based on the number of program graduates and Standard Industrial Classification (SIC) code. Each category of employers was surveyed every three years on an alternating basis.

Due to changes in regulations governing the confidentiality of information contained in the Unemployment Insurance files this state level survey is no longer possible. For the current year, the total Employer Satisfaction over the past four years is being reported. In future years an alternative methodology for acquiring these data will have to be developed.

***Performance Standard:*** Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

***Results:*** From 2001-02 through 2004-05, 17,532 employers of community college graduates were surveyed. A total of 4,734 surveys were completed and returned by employers, for a 27 percent response rate. Overall, 95 percent of those employers who responded to the survey indicated that they were satisfied with the job preparation of community college graduates. All 58 colleges met the performance standard on this measure.

PERCENT OF EMPLOYERS SATISFIED WITH THE QUALITY OF PROGRAM COMPLETERS,  
2001-02 - 2004-05

INSTITUTION	Total FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	3,709	466	33%	94%
Asheville-Buncombe TCC	5,576	401	36%	97%
Beaufort County CC	1,837	182	43%	95%
Bladen CC	1,452	104	57%	92%
Blue Ridge CC	2,322	150	49%	96%
Brunswick CC	1,332	144	34%	93%
Caldwell CC & TI	3,644	404	32%	96%
Cape Fear CC	6,699	574	35%	97%
Carteret CC	1,718	182	46%	97%
Catawba Valley CC	4,454	332	35%	96%
Central Carolina CC	5,115	682	26%	97%
Central Piedmont CC	12,304	535	29%	97%
Cleveland CC	2,700	304	41%	96%
Coastal Carolina CC	4,238	486	45%	96%
College of The Albemarle	2,141	318	36%	97%
Craven CC	2,816	336	39%	96%
Davidson County CC	3,474	333	37%	97%
Durham TCC	4,517	312	31%	94%
Edgecombe CC	2,453	112	51%	94%
Fayetteville TCC	10,078	797	29%	96%
Forsyth TCC	6,299	535	24%	96%
Gaston College	4,494	410	32%	95%
Guilford TCC	8,273	524	33%	94%
Halifax CC	1,726	231	46%	92%
Haywood CC	1,792	181	44%	94%
Isothermal CC	2,146	198	35%	94%
James Sprunt CC	1,352	268	30%	93%
Johnston CC	3,598	796	37%	94%
Lenoir CC	3,103	244	36%	95%
Martin CC	1,127	110	55%	96%
Mayland CC	1,607	182	49%	96%
McDowell TCC	1,300	134	53%	94%
Mitchell CC	2,211	201	47%	95%
Montgomery CC	829	116	56%	93%
Nash CC	2,359	191	42%	96%
Pamlico CC	528	76	56%	96%
Piedmont CC	2,356	356	35%	95%
Pitt CC	5,363	413	39%	96%
Randolph CC	2,512	240	30%	94%
Richmond CC	1,957	213	29%	95%
Roanoke-Chowan CC	994	125	46%	92%
Robeson CC	3,514	307	38%	93%
Rockingham CC	2,103	182	43%	95%
Rowan-Cabarrus CC	5,478	306	36%	96%
Sampson CC	1,760	160	41%	95%
Sandhills CC	3,550	247	36%	97%
South Piedmont	2,034	173	39%	94%
Southeastern CC	2,417	214	37%	94%
Southwestern CC	2,179	192	46%	96%
Stanly CC	2,125	266	35%	97%
Surry CC	3,079	383	40%	93%
Tri-County CC	1,106	103	58%	95%
Vance-Granville CC	4,371	368	28%	94%
Wake TCC	10,377	786	31%	95%
Wayne CC	3,524	255	33%	94%
Western Piedmont CC	2,930	223	36%	96%
Wilkes CC	2,961	244	41%	94%
Wilson TCC	2,220	223	41%	92%
System Totals	194,235	17,532	27%	95%

***Description/Definition***—The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

***Methodology and Data Source***—A survey for businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with their customized training. The data are submitted annually to the System Office at the end of the fiscal year.

***Performance Standard***—Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

***Results***—Total number of survey respondents was 33,164 in 2004-05. 100 percent (100%) responded that they were satisfied with the customized training provided by community colleges. Fifty-eight (58) colleges met the performance standard.

CLIENT SATISFIED WITH CUSTOMIZED TRAINING, 2004-2005

INSTITUTION	FTE	NUMBER OF SURVEY RESPONDENTS	PERCENT SATISFIED
Alamance CC	3,709	680	100%
Asheville-Buncombe TCC	5,576	634	100%
Beaufort County CC	1,837	450	100%
Bladen CC	1,452	246	100%
Blue Ridge CC	2,322	656	99%
Brunswick CC	1,332	158	100%
Caldwell CC & TI	3,644	1,064	100%
Cape Fear CC	6,699	431	100%
Carteret CC	1,718	749	100%
Catawba Valley CC	4,454	499	100%
Central Carolina CC	5,115	505	100%
Central Piedmont CC	12,304	406	100%
Cleveland CC	2,700	130	100%
Coastal Carolina CC	4,238	627	100%
College of The Albemarle	2,141	1,243	100%
Craven CC	2,816	852	100%
Davidson County CC	3,474	591	100%
Durham TCC	4,517	403	100%
Edgecombe CC	2,453	163	100%
Fayetteville TCC	10,078	648	100%
Forsyth TCC	6,299	467	100%
Gaston College	4,494	507	100%
Guilford TCC	8,273	2,243	100%
Halifax CC	1,726	787	100%
Haywood CC	1,792	355	99%
Isothermal CC	2,146	298	100%
James Sprunt CC	1,352	688	100%
Johnston CC	3,598	649	100%
Lenoir CC	3,103	764	100%
Martin CC	1,127	210	100%
Mayland CC	1,607	463	100%
McDowell TCC	1,300	329	100%
Mitchell CC	2,211	383	100%
Montgomery CC	829	318	100%
Nash CC	2,359	786	100%
Pamlico CC	528	164	100%
Piedmont CC	2,356	266	100%
Pitt CC	5,363	483	100%
Randolph CC	2,512	821	100%
Richmond CC	1,957	445	100%
Roanoke-Chowan CC	994	300	100%
Robeson CC	3,514	348	100%
Rockingham CC	2,103	942	100%
Rowan-Cabarrus CC	5,478	437	100%
Sampson CC	1,760	252	100%
Sandhills CC	3,550	862	100%
South Piedmont	2,034	539	100%
Southeastern CC	2,417	1,795	100%
Southwestern CC	2,179	229	100%
Stanly CC	2,125	159	100%
Surry CC	3,079	541	100%
Tri-County CC	1,106	379	100%
Vance-Granville CC	4,371	472	100%
Wake TCC	10,377	1,774	100%
Wayne CC	3,524	540	100%
Western Piedmont CC	2,930	147	100%
Wilkes CC	2,961	387	100%
Wilson TCC	2,220	500	100%
<b>System Totals</b>	<b>194,235</b>	<b>33,164</b>	<b>100%</b>

**CORE INDICATORS OF  
SUCCESS MEASURE L:**

***Program Unduplicated Headcount Enrollment***

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***Description/Definition***—A minimum three-year average annual unduplicated headcount enrollment in a curriculum program.

***Methodology and Data Source***—Using the student registration files submitted by each community college to the North Carolina Community College System Office, the System Office will calculate annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data will be calculated.

The data will be for all degree/diploma/certificate-granting programs; special credit programs will not be included. If a program is offered at several award levels (for example, the associate degree and certificate level) or if a program offers more than one concentration area, the data will be compiled as though it were one program.

***Performance Standard***—The performance standard for this measure is a three-year average annual headcount minimum of 10 students.

***Results***—In the 2004-2005 academic year, 44 colleges met the performance standard of a minimum three-year average annual headcount of 10 students.

Number of Programs with a Three-Year Average Annual Enrollment of Less than 10, 2002-03, 2003-04, 2004-05  
 (Performance Standard: Average Annual Enrollment = 10 minimum)

College	Total FTE	Number of Programs
Alamance CC	3,709	0
Asheville-Buncombe TCC	5,576	0
Beaufort County CC	1,837	0
Bladen CC	1,452	0
Blue Ridge CC	2,322	0
Brunswick CC	1,332	0
Caldwell CC & TI	3,644	0
Cape Fear CC	6,699	0
Carteret CC	1,718	0
Catawba Valley CC	4,454	1
Central Carolina CC	5,115	0
Central Piedmont CC	12,304	1
Cleveland CC	2,700	1
Coastal Carolina CC	4,238	0
College of The Albemarle	2,141	2
Craven CC	2,816	0
Davidson County CC	3,474	0
Durham TCC	4,517	2
Edgecombe CC	2,453	2
Fayetteville TCC	10,078	0
Forsyth TCC	6,299	0
Gaston College	4,494	0
Guilford TCC	8,273	0
Halifax CC	1,726	0
Haywood CC	1,792	1
Isothermal CC	2,146	0
James Sprunt CC	1,352	0
Johnston CC	3,598	0
Lenoir CC	3,103	4
Martin CC	1,127	0
Mayland CC	1,607	0
McDowell TCC	1,300	0
Mitchell CC	2,211	1
Montgomery CC	829	0
Nash CC	2,359	0
Pamlico CC	528	1
Piedmont CC	2,356	0
Pitt CC	5,363	1
Randolph CC	2,512	0
Richmond CC	1,957	0
Roanoke-Chowan CC	994	1
Robeson CC	3,514	0
Rockingham CC	2,103	0
Rowan-Cabarrus CC	5,478	0
Sampson CC	1,760	0
Sandhills CC	3,550	0
South Piedmont	2,034	1
Southeastern CC	2,417	0
Southwestern CC	2,179	3
Stanly CC	2,125	0
Surry CC	3,079	0
Tri-County CC	1,106	0
Vance-Granville CC	4,371	0
Wake TCC	10,377	0
Wayne CC	3,524	0
Western Piedmont CC	2,930	0
Wilkes CC	2,961	0
Wilson TCC	2,220	0
System Totals	194,235	

## **SUMMARY OF CORE INDICATORS OF SUCCESS**

A summary of the System's performance on the measures and the number of colleges meeting each standard are presented on the next page.

**SUMMARY REPORT ON PERFORMANCE MEASURES, 2004-2005  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

<b>MEASURE</b>	<b>STANDARD</b>	<b>SYSTEM AVERAGE</b>	<b># COLLEGES MEETING STANDARD</b>	<b># COLLEGES MADE SIGNIFICANT IMPROVEMENT</b>
Progress of Basic Skills Students	75%	81%	55	1
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80% Exams = 70%	85%	43* 23 23	4
Goal Completion of Completers	95%	99%	58	
Employment of Graduates	95% (adjusted)	99.58%	58	
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (87.1%)	85.5%	21	15
Passing Rates in Developmental Courses	70%	81%	54	1
Success Rate of Developmental Students in Subsequent College- Level Courses	No Statistically Significant Difference Between Developmental and Non-Developmental Students	Dev: 86% Nondev.: 87%	45**	NA
Student Satisfaction of Completers and Non-Completers	90%	97%	57	
Curriculum Student Retention & Graduation	60%	63%	58	
Employer Satisfaction With Graduates	85%	95%	58	
Business/Industry Satisfaction With Services Provided	90%	100%	58	
Program Enrollment	Three-Year Average Annual Enrollment of Less Than 10	NA	44	NA

\* 43 colleges met the 80% standard; 23 colleges had no exam with a passing rate < 70%; 23 colleges met both standards.

\*\* Data not available on seven (7) colleges due to CIS issues.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2004-2005  
(M = Met Standard; SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Alamance CC	M		M	M		M	M	M <sup>6th</sup>	M	M	M	M	10	4
Asheville-Buncombe TCC	M	M	M	M		M <sup>6th</sup>	M	M	M	M	M	M	11	5s
Beaufort County CC	M		M	M	SI	M	M	M <sup>6th</sup>	M	M	M	M	11	5
Bladen CC	M	M	M	M	SI	M	M <sup>6th</sup>	M	M	M	M	M	12	6s
Blue Ridge CC	M	M	M	M		M	M	M <sup>6th</sup>	M	M	M	M	11	5s
Brunswick CC	M		M	M		SI	M	M	M	M	M <sup>6th</sup>	M	10	4
Caldwell CC & TI	M		M	M	M	M	N/A	M <sup>6th</sup>	M	M	M	M	10	5s
Cape Fear CC	M	M	M	M			M	M	M	M <sup>6th</sup>	M	M	10	5s
Carteret CC	M		M	M	M	M	M	M	M	M <sup>6th</sup>	M	M	11	5s
Catawba Valley CC	M	M	M	M	SI	M	N/A	M	M	M	M <sup>6th</sup>		10	6s
Central Carolina CC	M	M	M	M		M <sup>6th</sup>	M	M	M	M	M	M	11	5s
Central Piedmont CC	M	M	M	M	SI	M		M	M	M	M <sup>6th</sup>		10	6s
Cleveland CC	M		M	M	SI	M	M	M <sup>6th</sup>	M	M	M		10	5
Coastal Carolina CC	M	M	M	M	M	M	M	M <sup>6th</sup>	M	M	M	M	12	6s
College of The Albemarle	M		M	M	M	M	M	M	M	M <sup>6th</sup>	M		10	5s
Craven CC	M		M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	11	5s
Davidson County CC	M	SI	M	M		M <sup>6th</sup>	M	M	M	M	M	M	11	5
Durham TCC	M		M	M	M	M	M	M	M	M	M <sup>6th</sup>		10	5s
Edgecombe CC		M	M	M	M	M		M	M	M	M <sup>6th</sup>		9	5s
Fayetteville TCC	M	M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	M	12	6s
Forsyth TCC	M		M	M	SI	M <sup>6th</sup>	M	M	M	M	M	M	11	5
Gaston College	M	M	M	M		M <sup>6th</sup>	M	M	M	M	M	M	11	5s
Guilford TCC	M	M	M	M	M	M	N/A	M	M	M	M <sup>6th</sup>	M	11	6s
Halifax CC	M	M	M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	12	6s
Haywood CC	M		M	M			M	M	M	M	M <sup>6th</sup>		8	4
Isothermal CC	M	M	M	M	SI		M	M <sup>6th</sup>	M	M	M	M	11	6s
James Sprunt CC	M	M	M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	12	6s
Johnston CC	M		M	M	SI	M	M	M	M	M <sup>6th</sup>	M	M	11	5
Lenoir CC	M	M	M	M	SI	M	M	M <sup>6th</sup>	M	M	M		11	6s
Martin CC	M		M	M		M	M	M	M	M <sup>6th</sup>	M	M	10	4
Mayland CC	M		M	M	M	M	N/A	M	M	M <sup>6th</sup>	M	M	10	5s
McDowell TCC	M		M	M	SI	M	M	M	M	M	M <sup>6th</sup>	M	11	5

<sup>6th</sup>: Selected sixth performance measure.

s: Superior performance funding.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2004-2005  
(M = Met Standard; SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Mitchell CC	M		M	M	M	M	M	M	M	M	M <sup>6th</sup>		10	5s
Montgomery CC	SI		M	M		M	M	M <sup>6th</sup>	M	M	M	M	10	4
Nash CC	M		M	M		M <sup>6th</sup>	M	M	M	M	M	M	10	4
Pamlico CC	M		M	M		M	M	M	M	M	M <sup>6th</sup>		9	4
Piedmont CC	M		M	M	SI	M	M	M	M	M <sup>6th</sup>	M	M	11	5
Pitt CC	M		M	M		M <sup>6th</sup>	N/A	M	M	M	M		8	4
Randolph CC	M		M	M	M	M	M	M <sup>6th</sup>	M	M	M	M	11	5s
Richmond CC	M	M	M	M		M		M	M	M <sup>6th</sup>	M	M	10	5s
Roanoke-Chowan CC	M		M	M		M <sup>6th</sup>		M	M	M	M		8	4
Robeson CC	M	SI	M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	12	6s
Rockingham CC		M	M	M	SI	M <sup>6th</sup>	M	M	M	M	M	M	11	5
Rowan-Cabarrus CC	M	M	M	M	SI	M	M	M	M	M <sup>6th</sup>	M	M	12	6s
Sampson CC	M		M	M		M	M	M <sup>6th</sup>	M	M	M	M	10	4
Sandhills CC	M	M	M	M		M	M	M	M	M	M <sup>6th</sup>	M	11	5s
South Piedmont	M		M	M	SI	M	N/A		M	M	M		8	4
Southeastern CC	M		M	M	SI	M	M	M	M	M <sup>6th</sup>	M	M	11	5
Southwestern CC	M		M	M	M	M		M <sup>6th</sup>	M	M	M		9	5s
Stanly CC	M	M	M	M		M	M	M	M	M <sup>6th</sup>	M	M	11	5s
Surry CC	M		M	M	M	M	M	M <sup>6th</sup>	M	M	M	M	11	5s
Tri-County CC	M		M	M	M	M	M	M <sup>6th</sup>	M	M	M	M	11	5s
Vance-Granville CC	M	SI	M	M		M	M	M	M	M	M <sup>6th</sup>	M	11	5
Wake TCC	M		M	M	M	M		M	M	M <sup>6th</sup>	M	M	10	5s
Wayne CC	M	M	M	M	M	M <sup>6th</sup>	N/A	M	M	M	M	M	11	6s
Western Piedmont CC	M	SI	M	M		M	M	M <sup>6th</sup>	M	M	M	M	11	5
Wilkes CC	M		M	M	M	M	M	M	M	M	M <sup>6th</sup>	M	11	5s
Wilson TCC	M	M	M	M		M	M	M	M	M <sup>6th</sup>	M	M	11	5s

<sup>6th</sup>: Selected sixth performance measure.  
s: Superior performance funding.

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
STRATEGIC PLAN, 2003-2005**

**EVALUATION OF PROGRESS**

The Critical Success Factors report is a set of measures for assessing the progress of the System in achieving objectives identified in the System's strategic plan. Factors two through five provide measures that monitor success of the System in meeting its target levels of success.

Most of the data presented in this section of the report are System-level data, and where appropriate, college-level data are presented for information. These data are to determine the degree to which the System has met its target levels.

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology



## ***CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT***

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Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the colleges prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small businesses.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the System in staying on the cutting edge are difficult to determine, but important.

The State Board of Community Colleges has placed renewed emphasis on the role of North Carolina community colleges in workforce development. The 1999-2001 Strategic Plan established a new mission statement for the System and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

- A. Percentage of Employers Satisfied With NCCCS Training Programs
- B. Percentage of College Tech Prep Students Enrolling in a Community College
- C. Number of Employers and Trainees Served by New and Expanding Industry Training (NEIT), Focused Industrial Training (FIT), Small Business Centers, and Customized Training

**WORKFORCE DEVELOPMENT  
MEASURE A:**

***Percentage of Employers Satisfied With  
NCCCS Training Programs***

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***Description/Definition***—The percentage of employers in North Carolina who indicate satisfaction with the training programs offered by the North Carolina Community College System. This measure focuses on training programs and services provided to businesses and industries.

***Methodology and Data Source***—A statewide survey administered by the System Office will be conducted each year to determine business and industry satisfaction. Business and industry will be divided into three categories based on the Standard Industrial Classification (SIC) codes. Each category of business and industry will be surveyed every three years on an alternating basis.

***Performance Target***—Ninety percent (90%) of the businesses and industries surveyed will indicate satisfaction with the training programs and services provided by North Carolina Community Colleges.

***Results***—See the Core Indicators of Student Success Measure K: Client Satisfaction with Customized Training. As indicated in Factor I, 100 percent of the survey respondents of 33,164 were satisfied with the training programs and services provided by North Carolina Community Colleges, and thus the performance target was achieved.

**WORKFORCE DEVELOPMENT  
MEASURE B:**

***Percentage of College Tech Prep Students  
Enrolling in a Community College***

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***Description/Definition***—The percentage of high school graduates who were in a College Tech Prep program in high school and enroll the following year in a community college. This measure is dependent on the ability of the high schools to identify graduates of a College Tech Prep course of study.

***Methodology and Data Source***—The data on the number of high school graduates who complete the College Tech Prep requirements will be gathered from the North Carolina Department of Public Instruction. The number and percentage of those students who enroll in a community college the year following graduation will be determined from the curriculum registration files submitted by the colleges to the System Office.

***Performance Target***—A performance target for this measure has not been established. As the data are accurately collected and analyzed, a target level will be determined.

***Results***—In 2004-2005, 28.17 percent of the 2004 high school graduates who enrolled in a community college had successfully completed the requirement of the College Tech Prep course of study, which was a 13.43 percent increase. The ABCs of public education, as specified in the high school accountability model, require year-to-year comparison of percentages of students completing the college tech prep course of study.

NUMBER OF 2004 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP  
AND ENROLLED IN A COMMUNITY COLLEGE IN 2004-2005

INSTITUTION	TOTAL FTE	2004 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,709	523	177	33.84%
Asheville-Buncombe TCC	5,576	627	224	35.73%
Beaufort County CC	1,837	186	34	18.28%
Bladen CC	1,452	108	31	28.70%
Blue Ridge CC	2,322	296	98	33.11%
Brunswick CC	1,332	147	42	28.57%
Caldwell CC & TI	3,644	385	128	33.25%
Cape Fear CC	6,699	1,018	409	40.18%
Carteret CC	1,718	234	52	22.22%
Catawba Valley CC	4,454	726	241	33.20%
Central Carolina CC	5,115	441	0	0.00%
Central Piedmont CC	12,304	1,970	237	12.03%
Cleveland CC	2,700	306	86	28.10%
Coastal Carolina CC	4,238	543	194	35.73%
College of the Albemarle	2,141	334	121	36.23%
Craven CC	2,816	343	97	28.28%
Davidson County CC	3,474	364	148	40.66%
Durham TCC	4,517	427	2	0.47%
Edgecombe CC	2,453	186	70	37.63%
Fayetteville TCC	10,078	1,080	353	32.69%
Forsyth TCC	6,299	796	181	22.74%
Gaston College	4,494	751	153	20.37%
Guilford TCC	8,273	1,142	234	20.49%
Halifax CC	1,726	177	59	33.33%
Haywood CC	1,792	211	81	38.39%
Isothermal CC	2,146	269	77	28.62%
James Sprunt CC	1,352	104	47	45.19%
Johnston CC	3,598	438	41	9.36%
Lenoir CC	3,103	318	72	22.64%
Martin CC	1,127	71	10	14.08%
Mayland CC	1,607	128	25	19.53%
McDowell TCC	1,300	142	66	46.48%
Mitchell CC	2,211	343	142	41.40%
Montgomery CC	829	83	51	61.45%
Nash CC	2,359	338	120	35.50%
Pamlico CC	528	18	10	55.56%
Piedmont CC	2,356	217	134	61.75%
Pitt CC	5,363	1,139	183	16.07%
Randolph CC	2,512	310	123	39.68%
Richmond CC	1,957	177	103	58.19%
Roanoke-Chowan CC	994	99	6	6.06%
Robeson CC	3,514	201	36	17.91%
Rockingham CC	2,103	319	117	36.68%
Rowan Cabarrus CC	5,478	752	241	32.05%
Sampson CC	1,760	178	91	51.12%
Sandhills CC	3,550	521	254	48.75%
South Piedmont CC	2,034	165	42	25.45%
Southeastern CC	2,417	336	108	32.14%
Southwestern CC	2,179	209	73	34.93%
Stanly CC	2,125	255	119	46.67%
Surry CC	3,079	604	305	50.50%
Tri-County CC	1,106	133	52	39.10%
Vance-Granville CC	4,371	439	202	46.01%
Wake TCC	10,377	1,303	163	12.51%
Wayne CC	3,524	469	104	22.17%
Western Piedmont CC	2,930	301	50	16.61%
Wilkes CC	2,961	434	165	38.02%
Wilson TCC	2,220	193	68	35.23%
<b>System Totals</b>	<b>194,235</b>	<b>24,327</b>	<b>6,852</b>	<b>28.17%</b>

**WORKFORCE DEVELOPMENT  
MEASURE C:**

***Number of Employers and Trainees Served by  
NEIT, FIT, Small Business Centers, and  
Customized Training***

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**Description/Definition**—The number of employers and individuals served by categorical programs created specifically to address employers needs. This measure is designed to provide information on specific activities of community colleges that promote the economic development of the state.

**Methodology and Data Source**—Information on the number of trainees, projects, businesses, and individuals served through these categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

**Performance Target**—These programs were designed to provide specialized services and were not intended to be "numbers driven." Fluctuations in numbers from year to year reflect various factors such as funding availability, scope of the projects funded, and local demand.

**Results**—Number of trainees in NEIT (New & Expanding Industry Training) increased 22.5 percent over last year's figure, while the number of trainees in FIT (Focused Industrial Training) increased 5.7 percent during the same period of time. But the number of projects in NEIT grew significantly (35.5% over last year's figure). Number of participants in curriculum and con-ed courses also increased (25.8% increase) during 2004-05.

**NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS**

YEAR	TRAINEES	PROJECTS
1999-00	20,256	197
2000-01	24,068	203
2001-02	14,771	155
2002-03	10,610	131
2003-04	10,117	121
2004-05	12,398	164

**FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED\***

YEAR	TRAINEES	INDUSTRIES
1999-00	12,186	705
2000-01	13,404	630
2001-02	10,488	754
2002-03	8,438	834
2003-04	10,559	701
2004-05	11,159	797

\*Includes the apprenticeship program.

**SMALL BUSINESS CLIENTS SERVED**

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1999-00	59	43,191	5,139	4,060	19,839
2000-01	59	47,507	5,462	7,130	16,228
2001-02	58	47,317	9,117	7,248	15,215
2002-03	58	48,791	6,848	3,113	17,602
2003-04	58	44,475	6,517*	5,831	12,561
2004-05	58	44,993	7,205	5,310	15,806

\* The number includes face-to-face counseling only; it does not include phone and email ones.

### ***CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS***

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At the core of the Community College System's mission is its open door policy. Community colleges, in the words of founding father Dallas Herring, "take people from where they are to where they want to be." The special mission of the community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the under-served: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state, is increasingly important to individuals and society. A successful community college system will reach out to under-served groups.

The measures identified as indicators of the System's success in meeting the learning needs of diverse populations are:

- A. Number and Percentage of Dropouts Annually Served by Basic Skills Programs
- B. Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide
- C. Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College
- D. Unduplicated Headcount in English as a Second Language (ESL)
- E. Number of Under-Represented Students Enrolled Per Category
- F. Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance
- G. Percentage of Population of Service Area Enrolled

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE A:**

**Number and Percentage of Dropouts Annually Served  
by Basic Skills Programs**

**Description/Definition**—The number and percentage of high school dropouts who enroll in a basic skills program at a community college. Basic skills programs include Adult Basic Education, Adult High School, General Educational Development (GED), Compensatory Education, and English as a Second Language.

**Methodology and Data Source**—Data on last year of high school attendance and number of years of high school completed are gathered at the time a student registers for classes. The last year of high school attendance data is matched against initial enrollment year to determine the number of students who enroll in a community college basic skills program within one year of dropping out of high school.

**Performance Target**—No performance target level has been established for this measure.

**Results**—In 2004-2005, community colleges enrolled 12,903 high school dropouts who dropped out of school during 2004-05, which is a 4.5 percent increase in enrollment for the academic year 2004-05. This "safety net" feature continues to be an important role played by community colleges.

**NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO  
ENROLLED IN A BASIC SKILLS PROGRAM**

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/00-6/30/01	2000-01	13,018
1/1/01-6/30/02	2001-02	19,910*
1/1/02-6/30/03	2002-03	17,227
1/1/03-6/30/04	2003-04	12,346
1/1/04-6/30/04	2004-05	12,903

\*Revised data based on new information.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED  
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2004-2005

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,709	229
Asheville-Buncombe TCC	5,576	533
Beaufort County CC	1,837	71
Bladen CC	1,452	99
Blue Ridge CC	2,322	179
Brunswick CC	1,332	141
Caldwell CC & TI	3,644	269
Cape Fear CC	6,699	537
Carteret CC	1,718	133
Catawba Valley CC	4,454	217
Central Carolina CC	5,115	534
Central Piedmont CC	12,304	2
Cleveland CC	2,700	59
Coastal Carolina CC	4,238	838
College of The Albemarle	2,141	414
Craven CC	2,816	227
Davidson County CC	3,474	286
Durham TCC	4,517	237
Edgecombe CC	2,453	154
Fayetteville TCC	10,078	499
Forsyth TCC	6,299	506
Gaston College	4,494	211
Guilford TCC	8,273	308
Halifax CC	1,726	154
Haywood CC	1,792	136
Isothermal CC	2,146	113
James Sprunt CC	1,352	121
Johnston CC	3,598	134
Lenoir CC	3,103	208
Martin CC	1,127	112
Mayland CC	1,607	71
McDowell TCC	1,300	71
Mitchell CC	2,211	212
Montgomery CC	829	45
Nash CC	2,359	218
Pamlico CC	528	24
Piedmont CC	2,356	126
Pitt CC	5,363	445
Randolph CC	2,512	284
Richmond CC	1,957	216
Roanoke-Chowan CC	994	50
Robeson CC	3,514	353
Rockingham CC	2,103	140
Rowan-Cabarrus CC	5,478	151
Sampson CC	1,760	205
Sandhills CC	3,550	209
South Piedmont	2,034	176
Southeastern CC	2,417	126
Southwestern CC	2,179	442
Stanly CC	2,125	247
Surry CC	3,079	31
Tri-County CC	1,106	61
Vance-Granville CC	4,371	452
Wake TCC	10,377	2
Wayne CC	3,524	296
Western Piedmont CC	2,930	187
Wilkes CC	2,961	204
Wilson TCC	2,220	198
<b>System Totals</b>	<b>194,235</b>	<b>12,903</b>

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE B:**

***Number of GEDs and AHSDs Awarded Compared to  
the Number of Dropouts Statewide***

**Description/Definition**—Number of GEDs and Adult High School Diplomas (AHSDs) awarded by community colleges annually compared to the number of public school dropouts. This measure serves as an indicator of the degree to which community colleges reduce the total pool of people in North Carolina with less than a high school education.

**Methodology and Data Source**—Data on the number of GEDs and AHSDs awarded are gathered and reported annually by the North Carolina Community College System Office. Data on the number of dropouts is provided by the North Carolina Department of Public Instruction.

**Performance Target**—By 2001, an increase by 10 percent the number of individuals enrolled in the GED and AHSD programs that complete the program has been set.

**Results**—The number of GEDs and AHSDs awarded in 2004-05 is 15,910, which is a 10.3 percent increase from the previous year. Number of students added in the dropout pool also decreased by 1,351 (24.1%) in 2004-05. Thus the performance target was achieved.

**NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE  
NUMBER OF DROPOUTS STATEWIDE**

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1998-99	24,356*	17,697	6,659
1999-00	23,597	17,455	6,142
2000-01	21,368	19,312	2,056
2001-02	21,046	19,080	1,966
2002-03	18,964	13,208	5,756
2003-04	20,035	14,419	5,616
2004-05	20,175	15,910	4,265

\* Increased number of dropouts reflects the public schools no longer coding students who dropout of high school and enter a community college as transfers. Beginning in 1998-99 these students were coded as dropouts.

NUMBER OF GEDs/AHSDs AWARDED, 2004-2005

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	3,709	45	370
Asheville-Buncombe TCC	5,576	11	445
Beaufort County CC	1,837		137
Bladen CC	1,452	24	98
Blue Ridge CC	2,322	17	255
Brunswick CC	1,332	30	64
Caldwell CC & TI	3,644	71	195
Cape Fear CC	6,699	138	196
Carteret CC	1,718	27	146
Catawba Valley CC	4,454		354
Central Carolina CC	5,115	114	450
Central Piedmont CC	12,304	257	647
Cleveland CC	2,700	69	28
Coastal Carolina CC	4,238	21	222
College of the Albemarle	2,141	53	327
Craven CC	2,816	54	182
Davidson County CC	3,474	57	180
Durham TCC	4,517	54	270
Edgecombe CC	2,453	6	232
Fayetteville TCC	10,078	156	63
Forsyth TCC	6,299	31	518
Gaston College	4,494	114	362
Guilford TCC	8,273	58	303
Halifax CC	1,726		136
Haywood CC	1,792	41	43
Isothermal CC	2,146	45	211
James Sprunt CC	1,352	20	77
Johnston CC	3,598	56	135
Lenoir CC	3,103	21	125
Martin CC	1,127	7	83
Mayland CC	1,607		218
McDowell TCC	1,300		96
Mitchell CC	2,211		293
Montgomery CC	829	5	78
Nash CC	2,359	20	174
Pamlico CC	528		49
Piedmont CC	2,356		128
Pitt CC	5,363	62	189
Randolph CC	2,512	20	290
Richmond CC	1,957	14	262
Roanoke-Chowan CC	994		162
Robeson CC	3,514	118	48
Rockingham CC	2,103		173
Rowan Cabarrus CC	5,478		588
Sampson CC	1,760		239
Sandhills CC	3,550	19	273
South Piedmont	2,034	43	267
Southeastern CC	2,417		149
Southwestern CC	2,179	17	389
Stanly CC	2,125	97	63
Surry CC	3,079		203
Tri-County CC	1,106		105
Vance-Granville CC	4,371	98	631
Wake TCC	10,377	57	686
Wayne CC	3,524	97	239
Western Piedmont CC	2,930	60	385
Wilkes CC	2,961	74	159
Wilson TCC	2,220	28	93
<b>System Total</b>	<b>194,235</b>	<b>2,426</b>	<b>13,484</b>

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE C:**

**Number of Basic Skills Students and Recent High  
School Graduates Enrolling in a Community College**

**Description/Definition**—Number and percentage increase of basic skills students and recent high school graduates who enroll in a community college. The measure is designed to determine the number and percentage that move directly from basic skills programs or high school into a community college curriculum or occupational extension program. The tracking of basic skills students into curriculum or occupational extension is important for determining the success of community colleges in encouraging students to get the necessary skills for today's marketplace.

**Methodology and Data Source**—The number of recent high school graduates enrolling in a community college is reported annually by the Information Services Section of the North Carolina Community College System Office. The number of basic skills students enrolling in a curriculum or occupational extension course are determined by tracking basic skills students from one year to the next utilizing the registration files submitted by the colleges. This analysis is done by the Planning and Research Section in the North Carolina Community College System Office.

**Performance Target**—By 2001, increase the percentage of each target group that enroll in a community college by 10 percent.

**Results**—Number of basic skills students enrolling in curriculum or occupational extension courses slightly increased by 1.4 percent, from 12,333 in 2003-04 to 12,503 in 2004-05. The enrollment of the 2004-05 high school graduates in community colleges (24,323) represented a 6.4 percent increase from the previous year's enrollment.

**TRANSITION OF BASIC SKILLS STUDENTS AND HIGH SCHOOL GRADUATES  
TO OCCUPATIONAL EXTENSION AND CURRICULUM PROGRAMS**

YEAR ENROLLED	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
2000-01	14,229	1.1%	16,118	-4.6%
2001-02	12,513	- 12.0%	19,265	19.5%
2002-03	11,078	-11.5%	22,300	15.8%
2003-04	12,333	11.3%	22,858	2.5%
2004-05	12,503	1.4%	24,323	6.4%

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE D:**

***Unduplicated Headcount in English as a Second Language***

**Description/Definition**—The number of individuals enrolled in English as a Second Language (ESL) programs in North Carolina Community Colleges.

**Methodology and Data Source**—Enrollment data on English as a Second Language are collected and reported annually by the North Carolina Community College System Office. The source of the data is the Literacy Education Information System (LEIS).

**Performance Target**—By 2001, increase the enrollment in English as a Second Language programs by 10 percent.

**Results**—Total number of students served by this program slightly increased by 0.4 percent from 2003-04 to 2004-05.

**UNDUPLICATED HEADCOUNT ENROLLMENT IN  
ENGLISH AS A SECOND LANGUAGE (ESL)  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
1998-99	30,469	27.7%
1999-00	35,696	17.2%
2000-01	40,378	13.1%
2001-02	39,580	-2.0%
2002-03	37,448	-5.4%
2003-04	36,740	-1.9%
2004-05	36,883	0.4%

UNDUPLICATED ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2004-2005

INSTITUTION	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED HIGH	
Alamance CC	3,709	461	195	95	149	105	6	1,011
Asheville-Buncombe TCC	5,576	427	243	105	143	86	9	1,013
Beaufort County CC	1,837	14	67	35	20	19	5	160
Bladen CC	1,452	0	32	28	9	10	1	80
Blue Ridge CC	2,322	30	287	74	76	62	7	536
Brunswick CC	1,332	12	210	32	13	14	4	285
Caldwell CC & TI	3,644	31	146	94	44	46	8	369
Cape Fear CC	6,699	500	253	161	31	97	25	1,067
Carteret CC	1,718	8	71	16	12	8	1	116
Catawba Valley CC	4,454	99	408	275	189	181	46	1,198
Central Carolina CC	5,115	115	893	402	211	198	34	1,853
Central Piedmont CC	12,304	325	1,090	944	767	881	135	4,142
Cleveland CC	2,700	10	18	11	1	2	1	43
Coastal Carolina CC	4,238	29	103	28	37	26	7	230
College of The Albemarle	2,141	95	161	86	28	33	19	422
Craven CC	2,816	103	116	56	26	46	16	363
Davidson County CC	3,474	19	147	135	77	93	12	483
Durham TCC	4,517	219	710	241	434	646	0	2,250
Edgecombe CC	2,453	8	66	45	3	1	1	124
Fayetteville TCC	10,078	70	247	237	183	197	30	964
Forsyth TCC	6,299	238	631	507	248	415	85	2,124
Gaston College	4,494	132	150	133	69	100	24	608
Guilford TCC	8,273	522	547	507	373	438	146	2,533
Halifax CC	1,726	9	10	2	6	3	7	37
Haywood CC	1,792	5	41	20	12	8	3	89
Isothermal CC	2,146	25	79	45	26	32	9	216
James Sprunt CC	1,352	166	49	13	8	5	2	243
Johnston CC	3,598	21	286	112	43	56	10	528
Lenoir CC	3,103	95	152	61	33	32	1	374
Martin CC	1,127	3	16	7	2	1	0	29
Mayland CC	1,607	31	118	62	27	27	7	272
McDowell TCC	1,300	19	90	48	34	34	5	230
Mitchell CC	2,211	63	205	165	93	128	38	692
Montgomery CC	829	32	67	28	25	9	0	161
Nash CC	2,359	5	108	88	45	44	0	290
Pamlico CC	528	15	17	4	5	3	0	44
Piedmont CC	2,356	29	69	39	16	9	1	163
Pitt CC	5,363	65	240	121	67	76	56	625
Randolph CC	2,512	67	326	157	62	52	4	668
Richmond CC	1,957	9	45	34	37	30	7	162
Roanoke-Chowan CC	994	34	2	1	2	3	0	42
Robeson CC	3,514	22	64	54	11	13	1	165
Rockingham CC	2,103	26	85	43	10	14	0	178
Rowan-Cabarrus CC	5,478	242	458	249	209	123	13	1,294
Sampson CC	1,760	14	83	49	28	15	1	190
Sandhills CC	3,550	38	170	99	47	49	14	417
South Piedmont CC	2,034	42	168	185	83	113	23	614
Southeastern CC	2,417	17	54	42	3	12	1	129
Southwestern CC	2,179	27	139	122	9	17	3	317
Stanly CC	2,125	41	73	86	19	23	2	244
Surry CC	3,079	126	130	42	37	27	21	383
Tri-County CC	1,106	17	36	17	6	14	7	97
Vance-Granville CC	4,371	22	56	22	27	22	4	153
Wake TCC	10,377	1,137	1,693	513	456	187	91	4,077
Wayne CC	3,524	108	142	129	58	79	22	538
Western Piedmont CC	2,930	193	174	73	51	24	42	557
Wilkes CC	2,961	26	116	51	21	28	8	250
Wilson TCC	2,220	42	244	58	53	44	0	441
<b>System Totals</b>	<b>194,235</b>	<b>6,300</b>	<b>12,596</b>	<b>7,088</b>	<b>4,814</b>	<b>5,060</b>	<b>1,025</b>	<b>36,883</b>

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE E:**

**Number of Under-Represented Students Enrolled Per  
Category**

**Definition/Description**—This measure is intended to examine the enrollment of under-represented students in community college programs.

**Methodology and Data Source**—Source of the data for this measure is the curriculum and extension registration files maintained by the System Office. For 2003-04, percentage of each ethnicity group in the total population was analyzed and projected based on the Census 2000 data, *American FactFinder* — 2004 American Community Survey Summary Tables, General Demographic Characteristics: 2004 (U.S. Census Bureau).

**Performance Target**—To identify, by 2001 populations under-represented in community college programs and increase their enrollment by 10 percent.

**Results**— Hispanic/Latino ethnic group is all under-represented in both curriculum and continuing education, except in Basic Skills program, in which Hispanic/Latino group is disproportionately over represented. Their ethnic composition in the North Carolina population is a little over 6%, but they composed of more than 25% of Basic Skills enrollment. African Americans are also a bit over-represented in Basic Skills programs. It is also noticeable that twice as many as Black’s ethnic composition enrolled in HRD programs, while Whites are less enrolled in the same programs. For Asian/ Pacific Islander, they are less represented in occupational extension and HRD programs, whereas a slightly more Asians are in the Basic Skills programs than their ethnic representation of the NC population. The trend over the year is about the same.

**PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY**

ETHNICITY GROUP	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC/ LATINO	AMERICAN INDIAN	OTHER	WHITE
% of NC Population***	2.0%	21.84%	6.12%	1.65%	2.15%	73.71%
Curriculum						
Associate	1.96%	27.83%	<b>2.84%*</b>	1.72%	2.03%	63.63%
Certificate	1.74%	28.61%	<b>2.79%*</b>	1.54%	1.94%	63.39%
Diploma	1.38%	28.73%	<b>2.04%*</b>	1.41%	1.60%	64.84%
Transitional	2.28%	19.45%	<b>3.26%*</b>	0.88%	2.43%	71.69%
Continuing Ed						
Basic Skills	<b>3.58%**</b>	<b>31.80%**</b>	<b>25.66%**</b>	1.87%	1.23%	<b>35.86%*</b>
Occupational Extension	<b>1.01%*</b>	18.83%	<b>2.39%*</b>	1.49%	<b>1.12%*</b>	75.16%
HRD	<b>0.86%*</b>	<b>44.72%**</b>	<b>3.02%*</b>	2.78%	<b>1.12%*</b>	<b>47.50%*</b>

\*Under-represented compared to representation of other ethnicity groups in the category.

\*\*Over-represented compared to representation of other ethnicity groups in the category.

\*\*\*Percentage total exceeds 100% due to the proportion of people who chose more than two categories of ethnicity in the 2000 census.

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE F:**

***Percentage of Students Receiving Financial Aid and  
Amount of Aid Compared With Cost of Attendance***

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***Description/Definition***—The percentage of curriculum students enrolled in award granting programs who receive some type of financial aid and the average amount of that aid compared with the cost of attendance. For purposes of this measure, cost of attendance includes tuition and fees, books and supplies, and other expenses.

***Methodology and Data Source***—Beginning 2002-03, data are collected by the System Office and stored in Data Warehouse. Thus the number of curriculum students receiving financial aid and the average amount of received are based on the information from the Data Warehouse.

***Performance Target***—No performance target level has been set for this measure.

***Results***—The number of students receiving financial aid in 2004-05 modestly increased by 2,590 (1.7% increase) over last year's figure. The average amount of aid received increased by \$124.

**NUMBER AND PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	AVERAGE DOLLAR VALUE
1998-99	90,408	54.0%	\$1,607
1999-00	83,454	47.9%	\$1,513
2000-01**	88,759	46.1%	\$1,753
2001-02**	109,944	58.1%	\$1,954
2002-03***	139,090	52.1%	\$1,594
2003-04***	152,332	55.1%	\$1,602
2004-05	154,922	56.5%	\$1,726

\* Number and percent based on number of curriculum students enrolled in associate degree, diploma and certificate granting programs. Students enrolled in transitional programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

\*\* Figures were corrected based upon the most recent data in the Statistical Abstract of Higher Education in North Carolina.

\*\*\* Data are based upon the numbers in Data Warehouse in the NCCCS.

**DIVERSE POPULATIONS  
LEARNING NEEDS  
MEASURE G:**

**Percentage of the Adult Population in Service Area  
Enrolled**

**Description/Definition**—The percentage of the adult population in each college's service area enrolled in either curriculum or continuing education.

**Methodology and Data Source**—Unduplicated headcount for each college is determined from the curriculum and continuing education registration data files. The service area population data are derived from population statistics available from the State Demographers office. The population data are for individuals 18 years or older.

**Performance Target**—No performance target level has been set for this measure.

**Results**—Percentage of adult population served slightly increased from 11.95 percent in 2003-04 to 12.34 percent in 2004-05. The enrollment in 2004-05 increased by 18,113 (2.3%) over the 2003-04 enrollment figures.

**PERCENT OF ADULT POPULATION IN SERVICE AREA  
ENROLLED PER COLLEGE (STATE AVERAGE)**

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1998-99	10.0%
1999-00	12.9%
2000-01	12.6%
2001-02	12.2%
2002-03	11.91%
2003-04	11.95%
2004-05	12.34%

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2004-2005

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,709	15,686	103,992	15.08%
Asheville-Buncombe TCC	5,576	25,305	184,774	13.70%
Beaufort County CC	1,837	7,876	53,907	14.61%
Bladen CC	1,452	4,972	25,134	19.78%
Blue Ridge CC	2,322	14,936	100,413	14.87%
Brunswick CC	1,332	6,993	67,810	10.31%
Caldwell CC & TI	3,644	14,941	96,932	15.41%
Cape Fear CC	6,699	26,536	173,647	15.28%
Carteret CC	1,718	7,952	50,406	15.78%
Catawba Valley CC	4,454	21,084	138,400	15.23%
Central Carolina CC	5,115	19,062	153,438	12.42%
Central Piedmont CC	12,304	57,384	569,601	10.07%
Cleveland CC	2,700	10,628	73,243	14.51%
Coastal Carolina CC	4,238	23,770	119,381	19.91%
College of the Albemarle	2,141	11,028	108,116	10.20%
Craven CC	2,816	12,518	70,072	17.86%
Davidson County CC	3,474	16,019	145,725	10.99%
Durham TCC	4,517	25,230	277,640	9.09%
Edgecombe CC	2,453	9,138	40,241	22.71%
Fayetteville TCC	10,078	37,620	226,288	16.62%
Forsyth TCC	6,299	31,486	246,736	12.76%
Gaston College	4,494	21,440	197,740	10.84%
Guilford TCC	8,273	34,750	330,085	10.53%
Halifax CC	1,726	6,739	59,577	11.31%
Haywood CC	1,792	6,281	45,243	13.88%
Isothermal CC	2,146	10,512	64,018	16.42%
James Sprunt CC	1,352	8,034	38,188	21.04%
Johnston CC	3,598	14,247	103,883	13.71%
Lenoir CC	3,103	13,619	67,597	20.15%
Martin CC	1,127	4,082	24,208	16.86%
Mayland CC	1,607	6,415	41,906	15.31%
McDowell TCC	1,300	8,551	33,589	25.46%
Mitchell CC	2,211	11,341	101,329	11.19%
Montgomery CC	829	3,643	20,595	17.69%
Nash CC	2,359	11,469	68,310	16.79%
Pamlico CC	528	1,738	10,652	16.32%
Piedmont CC	2,356	8,741	46,828	18.67%
Pitt CC	5,363	17,584	108,184	16.25%
Randolph CC	2,512	11,550	102,385	11.28%
Richmond CC	1,957	7,056	61,863	11.41%
Roanoke-Chowan CC	994	3,637	50,204	7.24%
Robeson CC	3,514	14,288	90,928	15.71%
Rockingham CC	2,103	10,956	71,322	15.36%
Rowan Cabarrus CC	5,478	19,254	208,930	9.22%
Sampson CC	1,760	7,149	46,556	15.36%
Sandhills CC	3,550	12,455	89,773	13.87%
South Piedmont CC	2,034	9,847	127,943	7.70%
Southeastern CC	2,417	10,105	41,384	24.42%
Southwestern CC	2,179	8,139	65,144	12.49%
Stanly CC	2,125	8,420	44,790	18.80%
Surry CC	3,079	12,297	83,696	14.69%
Tri-County CC	1,106	4,945	35,085	14.09%
Vance-Granville CC	4,371	16,421	127,937	12.84%
Wake TCC	10,377	52,303	535,655	9.76%
Wayne CC	3,524	13,717	85,643	16.02%
Western Piedmont CC	2,930	13,792	68,272	20.20%
Wilkes CC	2,961	13,422	81,141	16.54%
Wilson TCC	2,220	10,705	57,375	18.66%
<b>System Totals</b>	<b>194,235</b>	<b>797,341</b>	<b>6,463,854</b>	<b>12.34%</b>



## ***CRITICAL SUCCESS FACTOR IV: RESOURCES***

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For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, or when increased demand outstrips available resources, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

- A. Percentage of College Libraries Meeting ALA Standards
- B. Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges
- C. Average Nine-Month Faculty Salaries as a Percentage of the SREB Average
- D. Retention Rate for Full-Time Faculty With Less Than Five Years Experience
- E. Number of Faculty and Staff Participating in Professional Development Activities
- F. Percentage of Facilities Meeting the "Satisfactory" Building Condition
- G. Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment

**RESOURCES MEASURE A: *Percentage of College Libraries Meeting the ALA Standards***

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**Description/Definition**—The percentage of colleges meeting the American Library Association standards for community, junior and technical colleges. Specifically, this measure looks at percentage meeting the standards for number of book titles, serial subscriptions, expenditure per FTE minus salaries, library staff, and square footage.

**Methodology and Data Source**—the library data are collected by the National Center for Education Statistics (NCES). The data are published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication are then compared with the standards set by the ALA to determine which colleges meet the standards. It should be noted that the ALA standards vary based on FTE of the college.

**Performance Target**—No performance target level has been set for this measure.

**Results**— Data revealed that most measures didn’t meet the ALA standards, which raised serious concerns about under-funding of the community college libraries in North Carolina, and its conditions.

**LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2004-05**

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	50	86%	7	12%	1	2%
Serial Subscriptions	56	97%	1	2%	1	2%
Expenditure Minus Salaries per FTE	57	98%	1	2%	0	0%
Library Staff	57	98%	1	2%	0	0%
Square Footage	58	100%	0	0%	0	0%

**RESOURCES MEASURE B: Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges**

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**Description/Definition**—The purpose of this measure is to serve as an indicator of the effectiveness of the resource allocation model being used by the North Carolina Community College System. The measure is simply the total dollar amount of budget transfers across program areas made by the community colleges.

**Methodology and Data Source**—The source of the data are the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred is calculated by the Business and Finance Division by comparing the initial allocation of funds with final expenditures.

**Performance Target**—No performance target was set for this measure.

**Results**—In 2004-2005, a total of \$3,590,801 was transferred between program areas by community colleges. This represents 0.71 percent of the total initial allocation.

**RESOURCES MEASURE C:    *Average Nine-Month Faculty Salaries as a Percentage of the SREB Average***

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***Description/Definition***—The nine-month average faculty salary for full-time curriculum faculty compared with the nine-month average faculty salary for full-time curriculum faculty at public, two-year institutions in the Southern Regional Education Board (SREB) states. To allow comparisons across states, a nine-month salary figure is calculated for full-time curriculum faculty; based on a computed nine-month salary.

***Methodology and Data Source***—Source of the North Carolina community college faculty salaries is the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty is selected from the college data files. A nine-month salary for each full-time faculty is then calculated by multiplying the total monthly salary by 9. An average nine-month salary is then calculated for the college and the System. The SREB nine-month average salary is obtained from an annual publication titled SREB Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated and presented.

This measure presents data on the ranking of North Carolina among the 16 SREB states in faculty salaries and calculates the percentage of North Carolina faculty salaries as a function of the SREB average nine-month faculty salary.

***Performance Target***—By 2001, increase the average nine-month salaries of full-time curriculum faculty and staff to 83.3 percent of the SREB average.

***Results***—In 2004-05, the average nine-month salary of full-time curriculum faculty was \$40,162 as compared to the SREB average of \$45,248. It was 88.8 percent of the SREB average. The performance target of 83.3 percent of SREB average was achieved, and the SREB rank went up to 15<sup>th</sup>.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT  
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA  
TO THE SREB AVERAGE, 1998-99 TO 2004-2005**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK*	% of SREB AVERAGE
1998-99	\$33,207	\$38,777	14**	85.6%
1999-00	\$34,527	\$40,476	16***	85.3%
2000-01	\$36,044	\$41,008	14	87.9%
2001-02	\$36,809	\$42,736	14	86.1%
2002-03	\$37,025	\$43,502	16	85.1%
2003-04	\$37,584	\$43,843	16	85.7%
2004-05	\$40,162	\$45,248	15	88.8%

\*Ranking of 15 Southern Regional Education Board (SREB) states.

\*\*Kentucky did not report data in 1998-99; ranking is based on 14 states.

\*\*\*Delaware recently became the 16<sup>th</sup> state to join SREB.

**RESOURCES MEASURE D: Retention Rate for Full-Time Faculty With Less Than Five Years of Experience**

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**Definition/Description**—The number and percentage of full-time faculty with less than five years of experience who are retained the following year.

**Methodology and Data Source**—The source of data for this measure is the fall staff data file submitted annually by each college. A subset of the data file is created which contains data on all full-time faculty with less than five years experience. This data file is then compared with the fall staff data file for the following year to determine the number and percentage of full-time faculty with less than five years of experience that are retained.

**Performance Target**—By 2001, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience.

**Results**—The retention rate of faculty increased from 90.3 percent in 2003-2004 to 91.5 percent in 2004-2005.

**RETENTION RATE FOR FULL-TIME FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE**

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
1999-2000	1,243	1,120	90.1%
2000-2001	1,545	1,534	99.3%
2001-2002	2,033	1,819	89.5%
2002-2003	2,027	1,841	90.8%
2003-2004	2,051	1,851	90.3%
2004-2005	1,674	1,531	91.5%

**RESOURCES MEASURE E:    *Number of Faculty and Staff Participating in Professional Development Activities***

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***Definition/Description***—The number of faculty and staff who participate in TIER A funded professional development activities.

***Methodology and Data Source***—The data are collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data are submitted annually by the colleges to the System Office as a requirement for receiving TIER A professional development funds.

***Performance Target***—To increase, by 2001, the participation of faculty and staff in professional development programs by 10%.

***Results***—In 2004-5, 2,383 faculty and staff participated in TIER A sponsored professional development activities, which was an 2.6 percent decrease from last year's figure.

NUMBER OF FACULTY AND STAFF PARTICIPATING  
IN TIER A PROFESSIONAL DEVELOPMENT 2004-2005

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,709	68
Asheville-Buncombe TCC	5,576	17
Beaufort County CC	1,837	14
Bladen CC	1,452	17
Blue Ridge CC	2,322	12
Brunswick CC	1,332	24
Caldwell CC & TI	3,644	29
Cape Fear CC	6,699	53
Carteret CC	1,718	12
Catawba Valley CC	4,454	47
Central Carolina CC	5,115	127
Central Piedmont CC	12,304	30
Cleveland CC	2,700	13
Coastal Carolina CC	4,238	9
College of the Albemarle	2,141	8
Craven CC	2,816	53
Davidson County CC	3,474	56
Durham TCC	4,517	62
Edgecombe CC	2,453	19
Fayetteville TCC	10,078	117
Forsyth TCC	6,299	31
Gaston College	4,494	16
Guilford TCC	8,273	109
Halifax CC	1,726	16
Haywood CC	1,792	14
Isothermal CC	2,146	9
James Sprunt CC	1,352	21
Johnston CC	3,598	60
Lenoir CC	3,103	49
Martin CC	1,127	12
Mayland CC	1,607	23
McDowell TCC	1,300	101
Mitchell CC	2,211	20
Montgomery CC	829	40
Nash CC	2,359	31
Pamlico CC	528	16
Piedmont CC	2,356	22
Pitt CC	5,363	19
Randolph CC	2,512	124
Richmond CC	1,957	86
Roanoke-Chowan CC	994	80
Robeson CC	3,514	16
Rockingham CC	2,103	71
Rowan Cabarrus CC	5,478	10
Sampson CC	1,760	21
Sandhills CC	3,550	22
South Piedmont CC	2,034	230
Southeastern CC	2,417	51
Southwestern CC	2,179	29
Stanly CC	2,125	9
Surry CC	3,079	38
Tri-County CC	1,106	19
Vance-Granville CC	4,371	68
Wake TCC	10,377	12
Wayne CC	3,524	18
Western Piedmont CC	2,930	31
Wilkes CC	2,961	42
Wilson TCC	2,220	10
<b>System Totals</b>	<b>194,235</b>	<b>2,383</b>

**RESOURCES MEASURE F:    *Percentage of Facilities Meeting the "Satisfactory" Building Condition***

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***Definition/Description***—The percentage of community college facilities that meet "satisfactory" building conditions as measured in the Annual Facilities Inventory and Utilization Study. "Satisfactory" is defined as the facility is suitable for continued use with normal maintenance.

***Methodology and Data Source***—Data are collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" is done by the individual colleges. The measure is the percentage of all facilities that meet the satisfactory building condition.

***Performance Target***—By 2001, improve by 10 percent the statewide percentage of facilities meeting "satisfactory" building conditions, as measured in the Annual Facilities Inventory and Utilization Study.

***Results***—In 2004-2005, 89.0 percent of statewide facilities met the "satisfactory" building conditions, which was 0.3 percent increase from last year's figure.

**RESOURCES MEASURE G:    *Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment***

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***Description/Definition***—The ratio of dollars allocated per occupational extension FTE to dollars allocated per curriculum FTE generated by community colleges.

***Methodology and Data Source***—The source of the data is the Business and Finance Division of the North Carolina Community College System Office. The measure is simply a ratio comparing the dollar value of an occupational extension FTE to the dollar value of a curriculum FTE.

***Performance Target***—To increase, by the year 2000, the funding level of occupational extension offerings to that of curriculum programs.

***Results***—In 2004-2005, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.21 (1:1.21), meaning that for every dollar generated by an occupational extension FTE, \$1.21 was generated by a curriculum FTE.

## ***CRITICAL SUCCESS FACTOR V: TECHNOLOGY***

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The application of technology to education represents a critical factor in the success of community colleges meeting the education and training needs of the citizens of North Carolina. Whether it is to meet the demands of employers for workers with the latest high-tech skills or to meet the growing demand for education and training from people throughout the state, the community colleges must continue to integrate technology into the way programs are delivered and upgrade faculty on the uses of the new technology.

In order to meet the challenges of the technological challenges of the future, the community college system must focus on three areas. First, the technological infrastructure that supports the delivery of instruction must be fully developed. Second, faculty must be trained in the use of the new technologies. Third, courses and programs that can be delivered by way of these new technologies must be developed and made available.

The measures comprising the critical success factor of technology are:

- A. Number of Colleges Participating in the NC Virtual Learning Community
- B. Number of Colleges Connected to the North Carolina Information Highway
- C. Number of Colleges Possessing the FCC License for Wireless Cable Systems
- D. Number of Courses and Programs Offered via Telecourse, wireless Cable Systems, the Internet, Two-Way Video, etc.
- E. Number of Courses Offered Through the NC Virtual Learning Community

**TECHNOLOGY MEASURE A:**

***Number of Colleges Participating in the NC  
Virtual Learning Community***

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***Description/Definition***—The North Carolina Virtual Learning Community is a consortium of community colleges sharing in the development and delivery of courseware via the Internet. This measure is a simple count of the number of community colleges participating in the virtual learning community.

***Methodology and Data Source***—Data on courses offered through the virtual learning community and number of colleges participating will be collected by the North Carolina Community College System Office.

***Performance Target***—By September 2000 begin delivery of instruction through the NC Virtual Learning Community.

***Results***—All 58 community colleges joined the virtual learning community in 1998. The performance target was achieved by offering 203 courses through NC Virtual Learning Community in 2004-2005.

**TECHNOLOGY MEASURE B:**

***Number of Colleges Connected to the North  
Carolina Information Highway***

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***Description/Definition***—This measure provides information on the number of community colleges connected to the North Carolina Information Highway.

***Methodology and Data Source***—Data on the number of colleges connected to the North Carolina Information Highway are maintained by the Administration Division of the North Carolina Community College System Office.

***Performance Target***—No performance target level has been set for this measure.

***Results***—In 2004-2005, A total of 47 ITS certified NCIH (North Carolina Information Highway) sites now connect 39 colleges plus the System Office with each other, UNC NCREN video sites, and NC Department of Public Instruction sites across the state. Twelve more sites provide local, not statewide, video conferencing services.

**TECHNOLOGY MEASURE C:**

***Number of Colleges Possessing the FCC License for Wireless Cable Systems***

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***Description/Definition***—This measure is a count of the number of colleges that have been granted a license for wireless cable systems. The measure supports objectives in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Community colleges have applied to the FCC (Federal Communication Commission) for wireless cable or ITFS (Instructional Television Fixed Service) licenses. ITFS is now called EBS (Educational Broadband Service).

***Methodology and Data Source***—Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

***Performance Target***—No performance target level has been set for this measure.

***Results***—In 2004-2005, 30 colleges currently lease excess capacity to Clearwire Coporation for use of Educational Broadband Service - formerly ITFS (Instructional Television Fixed Service) - frequencies.

**TECHNOLOGY MEASURE D:**

***Number of Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.***

**Description/Definition**—Number of courses and programs offered and enrollment in courses and programs offered through telecourses, wireless cable, the Internet, two-way video, and other alternate delivery systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

**Methodology and Data Source**—Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities.

**Performance Target**—By 2001, an increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

**Results**—In 2004-2005, enrollment in the curriculum and con-ed courses totaled 210,910 students, which was a 45.6 percent increase from last year. Thus the performance target was achieved. The table below gives the enrollment figure by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 2004-2005  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses & Teleweb courses	17,457	348
Internet Courses	138,565	22,541
Two-Way Video Courses (NC Information Highway)	8,681	114
Hybrid Courses (Blendid online and face-to-face)	16,221	38
Other Courses	3,446	3,499
Total	184,370	26,540

**TECHNOLOGY MEASURE E:**

***Number of Courses Offered Through the NC  
Virtual Learning Community***

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***Description/Definition***—The number of courses offered through the NC Virtual Learning Community. These are courses that have been developed by and accepted for use in the NC Virtual Learning Community.

***Methodology and Data Source***—The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

***Performance Target***—By September 2000, begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for number of courses offered has been set.

***Results***—In 2004-2005, 203 online courses were available through the NC Virtual Learning Community. 40 courses are currently being updated and 12 new online courses are nearly completed via the current VLC Development Centers.

**TECHNOLOGY MEASURE F:**

***Enrollment in Courses Offered Through the  
NC Virtual Learning Community***

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***Description/Definition***—The enrollment in courses offered through the NC Virtual Learning Community.

***Methodology and Data Source***—The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

***Performance Target***—No specific performance target level for enrollment in courses offered has been set.

***Results***—The enrollment data exclusively for NC Virtual Learning Community are not available.



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