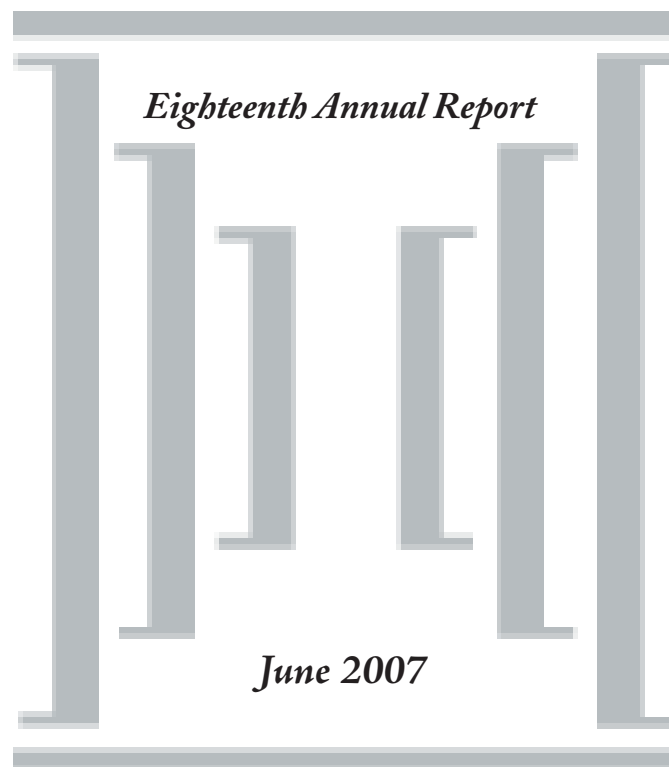


2007
Critical
Success
Factors



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

2007 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Eighteenth Annual Report

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

Eighteenth Annual Report

INTRODUCTION

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 eighteenth 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, 2005-2006

Factor I: Core Indicators of Student Success	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
Factor II: Workforce Development	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									
Factor III: Diverse Populations Learning Needs	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					
Factor IV: Resources	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					
Factor V: Technology	A. Number of courses and programs offered via telecourses, wireless cable, the Internet, two-way video, etc.	B. Number of colleges connected to the North Carolina Information Highway	C. Number of colleges possessing the FCC license for wireless cable systems	D. Curriculum unduplicated headcounts by course method of instruction	E. Enrollment in courses offered through the NC virtual learning community							

CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS

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 as follows:

- 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—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 2005-06, all 58 community colleges met the required standard. The average composite measure for the System was 82 percent. The range in the composite progress measure was from a low of 75 percent to a high of 93 percent.

SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED A LEVEL	MOVED TO NEXT LEVEL	COMPOSITE MEASURE
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%
2005-06	18%	52%	6%	24%	82%

PROGRESS OF BASIC SKILLS STUDENTS, 2005-2006

INSTITUTION	SYSTEM FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL	PROGRESSING SAME LEVEL	MOVED TO A HIGHER LEVEL	EXIT NON-COMPLETER	COMPOSITE PROGRESS MEASURE
Alamance CC	3,823	2,936	9%	60%	22%	9%	91%
Asheville-Buncombe TCC	5,806	3,331	5%	44%	28%	22%	78%
Beaufort County CC	1,752	1,032	3%	48%	26%	23%	77%
Bladen CC	1,477	651	8%	44%	35%	13%	87%
Blue Ridge CC	2,384	1,264	9%	48%	27%	17%	83%
Brunswick CC	1,331	944	2%	63%	26%	9%	91%
Caldwell CC & TI	3,799	2,393	8%	61%	19%	11%	89%
Cape Fear CC	6,842	3,401	7%	59%	13%	21%	79%
Carteret CC	1,631	797	11%	52%	12%	25%	75%
Catawba Valley CC	4,655	3,089	7%	61%	19%	12%	88%
Central Carolina CC	5,091	4,388	8%	65%	20%	7%	93%
Central Piedmont CC	12,753	10,703	1%	49%	26%	23%	77%
Cleveland CC	2,813	811	6%	54%	21%	19%	81%
Coastal Carolina CC	4,255	4,755	4%	47%	41%	8%	92%
College of The Albemarle	2,118	2,660	9%	50%	19%	23%	77%
Craven CC	2,744	1,493	8%	47%	21%	23%	77%
Davidson County CC	3,319	3,076	4%	48%	39%	10%	90%
Durham TCC	4,574	4,417	3%	58%	19%	20%	80%
Edgecombe CC	2,401	2,044	5%	52%	27%	16%	84%
Fayetteville TCC	10,369	5,864	3%	53%	19%	25%	75%
Forsyth TCC	6,475	5,349	3%	58%	26%	13%	87%
Gaston College	4,614	3,103	4%	41%	31%	24%	76%
Guilford TCC	8,563	5,825	3%	49%	25%	24%	76%
Halifax CC	1,601	1,129	8%	45%	22%	25%	75%
Haywood CC	1,854	713	6%	52%	21%	22%	78%
Isothermal CC	2,179	1,538	7%	62%	20%	12%	88%
James Sprunt CC	1,410	887	8%	66%	14%	12%	88%
Johnston CC	3,794	1,661	6%	62%	18%	14%	86%
Lenoir CC	3,235	2,170	3%	48%	28%	21%	79%
Martin CC	1,128	849	8%	61%	23%	8%	92%
Mayland CC	1,742	1,154	10%	48%	30%	11%	89%
McDowell TCC	1,364	914	8%	43%	26%	23%	77%
Mitchell CC	2,205	2,272	10%	51%	19%	20%	80%
Montgomery CC	914	430	7%	39%	30%	23%	77%
Nash CC	2,574	1,707	3%	62%	23%	11%	89%
Pamlico CC	490	289	7%	47%	29%	17%	83%
Piedmont CC	2,488	944	9%	41%	26%	25%	75%
Pitt CC	5,474	2,683	5%	50%	21%	24%	76%
Randolph CC	2,438	1,721	7%	49%	19%	25%	75%
Richmond CC	1,829	2,221	7%	51%	26%	17%	83%
Roanoke-Chowan CC	962	754	11%	58%	11%	20%	80%
Robeson CC	3,585	2,885	2%	54%	22%	21%	79%
Rockingham CC	2,070	1,323	8%	51%	20%	21%	79%
Rowan-Cabarrus CC	4,893	3,140	13%	49%	20%	18%	82%
Sampson CC	1,715	1,058	9%	60%	17%	14%	86%
Sandhills CC	3,615	1,636	7%	44%	26%	23%	77%
South Piedmont CC	2,137	2,125	4%	49%	33%	13%	87%
Southeastern CC	2,258	1,390	7%	58%	20%	14%	86%
Southwestern CC	2,150	1,719	8%	37%	35%	20%	80%
Stanly CC	2,078	1,528	8%	55%	15%	22%	78%
Surry CC	2,908	1,713	9%	43%	24%	25%	75%
Tri-County CC	1,074	443	12%	48%	23%	16%	84%
Vance-Granville CC	4,164	2,641	13%	41%	25%	21%	79%
Wake TCC	10,809	7,540	4%	50%	28%	18%	82%
Wayne CC	3,449	2,828	8%	49%	23%	21%	79%
Western Piedmont CC	2,933	2,572	10%	60%	14%	16%	84%
Wilkes CC	2,862	1,690	2%	51%	26%	20%	80%
Wilson TCC	2,245	1,892	4%	49%	26%	21%	79%
System Totals	196,211	136,485	6%	52%	24%	18%	82%

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 a fiscal year; however, nursing data, emergency medical technician data, physical therapy assistant data, and veterinary medicine technology data are reported on a 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 2005-2006, 41 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 26 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	17	100%
Airframe	18	100%
Power Plant	14	100%
Basic Law Enforcement Trng.	1,565	93%
Cosmetic Arts		
Cosmetology	468	86%
Cosmetology Instructor	*	*
Manicurist	60	84%
Esthetics	89	88%
Dental Hygiene	202	95%
Emergency Medical Technician (EMT)		
EMT	2,737	84%
EMT-I	489	64%
EMT-P	367	69%
EMD	68	78%
Nursing		
RN	1,975	89%
PN	819	95%
Opticianry	*	*
Physical Therapist Assistant	79	84%
Radiologic Technology		
Nuclear Medicine Technology	*	*
Radiation Therapy Technology	24	100%
Radiography	383	95%
Real Estate		
Sales	1,410	69%
Veterinary Medical Technology	65	96%

*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	3,823	188	149	79%	1
Asheville-Buncombe TCC	5,806	358	324	91%	1
Beaufort County CC	1,752	127	108	85%	0
Bladen CC	1,477	53	40	75%	1
Blue Ridge CC	2,384	161	125	78%	2
Brunswick CC	1,331	200	149	75%	2
Caldwell CC & TI	3,799	197	163	83%	0
Cape Fear CC	6,842	299	275	92%	1
Carteret CC	1,631	207	154	74%	1
Catawba Valley CC	4,655	172	149	87%	1
Central Carolina CC	5,091	266	231	87%	0
Central Piedmont CC	12,753	484	452	93%	0
Cleveland CC	2,813	197	151	77%	1
Coastal Carolina CC	4,255	232	214	92%	1
College of The Albemarle	2,118	141	114	81%	1
Craven CC	2,744	149	117	79%	1
Davidson County CC	3,319	264	232	88%	0
Durham TCC	4,574	465	396	85%	0
Edgecombe CC	2,401	40	36	90%	0
Fayetteville TCC	10,369	358	310	87%	1
Forsyth TCC	6,475	322	289	90%	0
Gaston College	4,614	296	262	89%	0
Guilford TCC	8,563	489	408	83%	2
Halifax CC	1,601	85	79	93%	0
Haywood CC	1,854	79	72	91%	0
Isothermal CC	2,179	91	79	87%	0
James Sprunt CC	1,410	103	77	75%	1
Johnston CC	3,794	256	202	79%	3
Lenoir CC	3,235	150	129	86%	1
Martin CC	1,128	54	31	57%	1
Mayland CC	1,742	90	81	90%	0
McDowell TCC	1,364	99	83	84%	1
Mitchell CC	2,205	226	192	85%	1
Montgomery CC	914	53	42	79%	0
Nash CC	2,574	130	94	72%	2
Pamlico CC	490	18	16	89%	0
Piedmont CC	2,488	32	29	91%	0
Pitt CC	5,474	260	217	83%	1
Randolph CC	2,438	179	139	78%	1
Richmond CC	1,829	68	59	87%	0
Roanoke-Chowan CC	962	62	51	82%	1
Robeson CC	3,585	150	130	87%	0
Rockingham CC	2,070	138	107	78%	0
Rowan-Cabarrus CC	4,893	366	297	81%	1
Sampson CC	1,715	131	104	79%	2
Sandhills CC	3,615	258	230	89%	1
South Piedmont CC	2,137	106	95	90%	0
Southeastern CC	2,258	119	86	72%	0
Southwestern CC	2,150	139	112	81%	2
Stanly CC	2,078	150	128	85%	0
Surry CC	2,908	220	196	89%	1
Tri-County CC	1,074	112	77	69%	2
Vance-Granville CC	4,164	227	185	81%	0
Wake TCC	10,809	419	363	87%	0
Wayne CC	3,449	138	123	89%	1
Western Piedmont CC	2,933	114	107	94%	0
Wilkes CC	2,862	138	118	86%	1
Wilson TCC	2,245	48	43	90%	0
System Total	196,211	10,673	9,021	85%	

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005-2006

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	GENERAL		AIRFRAME		POWER PLANT		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823						
Asheville-Buncombe TCC	5,806						
Beaufort County CC	1,752						
Bladen CC	1,477						
Blue Ridge CC	2,384						
Brunswick CC	1,331						
Caldwell CC & TI	3,799						
Cape Fear CC	6,842						
Carteret CC	1,631						
Catawba Valley CC	4,655						
Central Carolina CC	5,091						
Central Piedmont CC	12,753						
Cleveland CC	2,813						
Coastal Carolina CC	4,255						
College of The Albemarle	2,118						
Craven CC	2,744						
Davidson County CC	3,319						
Durham TCC	4,574						
Edgecombe CC	2,401						
Fayetteville TCC	10,369						
Forsyth TCC	6,475						
Gaston College	4,614						
Guilford TCC	8,563	16	100%	17	100%	13	100%
Halifax CC	1,601						
Haywood CC	1,854						
Isothermal CC	2,179						
James Sprunt CC	1,410						
Johnston CC	3,794						
Lenoir CC	3,235						
Martin CC	1,128						
Mayland CC	1,742						
McDowell TCC	1,364						
Mitchell CC	2,205						
Montgomery CC	914						
Nash CC	2,574						
Pamlico CC	490						
Piedmont CC	2,488						
Pitt CC	5,474						
Randolph CC	2,438						
Richmond CC	1,829						
Roanoke-Chowan CC	962						
Robeson CC	3,585						
Rockingham CC	2,070						
Rowan-Cabarrus CC	4,893						
Sampson CC	1,715						
Sandhills CC	3,615						
South Piedmont	2,137						
Southeastern CC	2,258						
Southwestern CC	2,150						
Stanly CC	2,078						
Surry CC	2,908						
Tri-County CC	1,074						
Vance-Granville CC	4,164						
Wake TCC	10,809						
Wayne CC	3,449	*	*	*	*	*	*
Western Piedmont CC	2,933						
Wilkes CC	2,862						
Wilson TCC	2,245						
System Total	196,211	17	100%	18	100%	14	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005-2006
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,823	18	94%
Asheville-Buncombe TCC	5,806	84	97%
Beaufort County CC	1,752	16	100%
Bladen CC	1,477 *	*	
Blue Ridge CC	2,384	18	90%
Brunswick CC	1,331	23	95%
Caldwell CC & TI	3,799	30	79%
Cape Fear CC	6,842	81	95%
Carteret CC	1,631	34	91%
Catawba Valley CC	4,655	21	86%
Central Carolina CC	5,091	30	81%
Central Piedmont CC	12,753	16	91%
Cleveland CC	2,813	25	96%
Coastal Carolina CC	4,255	33	85%
College of The Albemarle	2,118	17	96%
Craven CC	2,744	16	94%
Davidson County CC	3,319	66	94%
Durham TCC	4,574	33	97%
Edgecombe CC	2,401		
Fayetteville TCC	10,369	32	94%
Forsyth TCC	6,475	11	100%
Gaston College	4,614	66	95%
Guilford TCC	8,563	26	95%
Halifax CC	1,601	11	87%
Haywood CC	1,854	27	85%
Isothermal CC	2,179	24	93%
James Sprunt CC	1,410	12	83%
Johnston CC	3,794	34	98%
Lenoir CC	3,235	17	100%
Martin CC	1,128 *	*	
Mayland CC	1,742	11	100%
McDowell TCC	1,364	18	94%
Mitchell CC	2,205	46	92%
Montgomery CC	914	13	77%
Nash CC	2,574	27	84%
Pamlico CC	490		
Piedmont CC	2,488		
Pitt CC	5,474	64	96%
Randolph CC	2,438	37	95%
Richmond CC	1,829		
Roanoke-Chowan CC	962		
Robeson CC	3,585	24	93%
Rockingham CC	2,070	44	82%
Rowan-Cabarrus CC	4,893	56	94%
Sampson CC	1,715 *	*	
Sandhills CC	3,615	76	95%
South Piedmont	2,137	30	94%
Southeastern CC	2,258 *	*	
Southwestern CC	2,150	10	100%
Stanly CC	2,078	23	93%
Surry CC	2,908	39	98%
Tri-County CC	1,074		
Vance-Granville CC	4,164	28	96%
Wake TCC	10,809	46	96%
Wayne CC	3,449	27	96%
Western Piedmont CC	2,933	46	97%
Wilkes CC	2,862	28	94%
Wilson TCC	2,245	18	93%
System Total	196,211	1,565	93%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005-2006

--COSMETIC ARTS--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	COSMETOLOGY		COS. INSTRUCTOR		MANICURIST		ESTHETICIAN	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823	33	85%			*	*		
Asheville-Buncombe TCC	5,806								
Beaufort County CC	1,752	*	*						
Bladen CC	1,477	*	*						
Blue Ridge CC	2,384	26	54%			*	*	13	77%
Brunswick CC	1,331	*	*						
Caldwell CC & TI	3,799								
Cape Fear CC	6,842	18	89%					*	*
Carteret CC	1,631	*	*						
Catawba Valley CC	4,655								
Central Carolina CC	5,091	40	88%	*	*	*	*	32	91%
Central Piedmont CC	12,753								
Cleveland CC	2,813	12	92%						
Coastal Carolina CC	4,255	12	100%						
College of The Albemarle	2,118	*	*						
Craven CC	2,744	10	80%			*	*		
Davidson County CC	3,319	32	94%			*	*	10	70%
Durham TCC	4,574								
Edgecombe CC	2,401	*	*						
Fayetteville TCC	10,369								
Forsyth TCC	6,475								
Gaston College	4,614								
Guilford TCC	8,563	*	*						
Halifax CC	1,601	*	*					*	*
Haywood CC	1,854	*	*					*	*
Isothermal CC	2,179	*	*	*	*	*	*		
James Sprunt CC	1,410	*	*			*	*		
Johnston CC	3,794	13	100%					11	91%
Lenoir CC	3,235	*	*			*	*		
Martin CC	1,128								
Mayland CC	1,742	11	82%			*	*		
McDowell TCC	1,364	*	*	*	*			*	*
Mitchell CC	2,205	10	90%	*	*	*	*		
Montgomery CC	914								
Nash CC	2,574	*	*			*	*		
Pamlico CC	490	*	*			*	*		
Piedmont CC	2,488	*	*						
Pitt CC	5,474								
Randolph CC	2,438								
Richmond CC	1,829								
Roanoke-Chowan CC	962								
Robeson CC	3,585	*	*						
Rockingham CC	2,070	*	*						
Rowan-Cabarrus CC	4,893	29	86%	*	*	10	70%	*	*
Sampson CC	1,715								
Sandhills CC	3,615	20	80%			*	*	*	*
South Piedmont	2,137								
Southeastern CC	2,258	*	*					*	*
Southwestern CC	2,150	*	*			*	*		
Stanly CC	2,078	28	93%					*	*
Surry CC	2,908	19	100%						
Tri-County CC	1,074	13	92%						
Vance-Granville CC	4,164	14	71%						
Wake TCC	10,809								
Wayne CC	3,449								
Western Piedmont CC	2,933								
Wilkes CC	2,862								
Wilson TCC	2,245								
System Total	196,211	468	86%	*	*	60	84%	89	88%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS
DENTAL HYGIENE, 2005-2006 ; PHYSICAL THERAPIST ASSISTANT, 2006
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823				
Asheville-Buncombe TCC	5,806	16	88%		
Beaufort County CC	1,752				
Bladen CC	1,477				
Blue Ridge CC	2,384				
Brunswick CC	1,331				
Caldwell CC & TI	3,799			12	75%
Cape Fear CC	6,842	10	100%		
Carteret CC	1,631				
Catawba Valley CC	4,655	19	95%		
Central Carolina CC	5,091				
Central Piedmont CC	12,753	20	100%	12	75%
Cleveland CC	2,813				
Coastal Carolina CC	4,255	21	100%		
College of The Albemarle	2,118				
Craven CC	2,744				
Davidson County CC	3,319				
Durham TCC	4,574				
Edgecombe CC	2,401				
Fayetteville TCC	10,369	19	90%	15	93%
Forsyth TCC	6,475	18	100%		
Gaston College	4,614				
Guilford TCC	8,563	31	94% *		*
Halifax CC	1,601 *		*		
Haywood CC	1,854				
Isothermal CC	2,179				
James Sprunt CC	1,410				
Johnston CC	3,794				
Lenoir CC	3,235				
Martin CC	1,128			10	70%
Mayland CC	1,742				
McDowell TCC	1,364				
Mitchell CC	2,205				
Montgomery CC	914				
Nash CC	2,574			10	90%
Pamlico CC	490				
Piedmont CC	2,488				
Pitt CC	5,474				
Randolph CC	2,438				
Richmond CC	1,829				
Roanoke-Chowan CC	962				
Robeson CC	3,585				
Rockingham CC	2,070				
Rowan-Cabarrus CC	4,893				
Sampson CC	1,715				
Sandhills CC	3,615				
South Piedmont	2,137				
Southeastern CC	2,258				
Southwestern CC	2,150			11	82%
Stanly CC	2,078				
Surry CC	2,908				
Tri-County CC	1,074				
Vance-Granville CC	4,164				
Wake TCC	10,809	16	94%		
Wayne CC	3,449	23	91%		
Western Piedmont CC	2,933				
Wilkes CC	2,862				
Wilson County TC	2,245				
System Total	196,211	202	95%	79	84%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006
 --EMERGENCY MEDICAL TECHNICIAN (EMT)--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	EMT		EMT-I		EMT-P		EMD	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823	54	83%	*	*	*	*		
Asheville-Buncombe TCC	5,806	43	91%	24	67%	14	100%		
Beaufort County CC	1,752	48	75%	15	80%				
Bladen CC	1,477	11	73%	*	*				
Blue Ridge CC	2,384	30	90%	10	50%	*	*		
Brunswick CC	1,331	39	69%						
Caldwell CC & TI	3,799	72	78%	*	*	*	*		
Cape Fear CC	6,842	56	88%	14	57%	*	*		
Carteret CC	1,631	46	89%	10	70%	*	*		
Catawba Valley CC	4,655	46	87%	*	*	10	100%		
Central Carolina CC	5,091	41	78%	*	*	*	*		
Central Piedmont CC	12,753	186	96%						
Cleveland CC	2,813	77	74%	17	47%	21	81%		
Coastal Carolina CC	4,255	103	97%	*	*	20	65%		
College of The Albemarle	2,118	39	72%	14	50%				
Craven CC	2,744	32	84%	2	100%				
Davidson County CC	3,319	62	89%	*	*	24	71%		
Durham TCC	4,574	259	81%	17	88%	10	80%		
Edgecombe CC	2,401	*	*						
Fayetteville TCC	10,369	81	91%	41	73%	23	91%		
Forsyth TCC	6,475	65	86%	*	*	*	*		
Gaston College	4,614	70	90%	*	*	*	*		
Guilford TCC	8,563	138	91%			14	36%		
Halifax CC	1,601	10	90%			*	*		
Haywood CC	1,854	*	*	*	*	*	*	*	*
Isothermal CC	2,179	16	75%	*	*				
James Sprunt CC	1,410	*	*	*	*				
Johnston CC	3,794	47	77%	17	59%	18	44%		
Lenoir CC	3,235	45	87%	*	*				
Martin CC	1,128	34	56%						
Mayland CC	1,742	25	80%						
McDowell TCC	1,364	19	74%	12	42%	*	*		
Mitchell CC	2,205	40	88%	17	77%	*	*		
Montgomery CC	914	*	*	*	*	*	*		
Nash CC	2,574	49	78%	21	33%	*	*		
Pamlico CC	490	14	86%						
Piedmont CC	2,488	*	*			*	*		
Pitt CC	5,474	45	91%	29	45%	*	*		
Randolph CC	2,438	51	82%	*	*	*	*		
Richmond CC	1,829	*	*	*	*			*	*
Roanoke-Chowan CC	962	11	82%	10	20%				
Robeson CC	3,585	41	85%	25	84%				
Rockingham CC	2,070	33	85%			*	*		
Rowan-Cabarrus CC	4,893	96	75%	22	64%	29	72%		
Sampson CC	1,715	12	92%	*	*	16	56%	18	61%
Sandhills CC	3,615	52	81%	*	*	10	60%		
South Piedmont	2,137	50	84%			*	*		
Southeastern CC	2,258	37	76%	*	*	*	*		
Southwestern CC	2,150	23	96%	11	46%	*	*		
Stanly CC	2,078	34	74%	*	*	*	*		
Surry CC	2,908	34	97%	*	*				
Tri-County CC	1,074	24	63%	*	*	15	40%		
Vance-Granville CC	4,164	72	78%	20	75%				
Wake TCC	10,809	107	88%	19	84%	17	94%		
Wayne CC	3,449	20	100%	10	40%	*	*		
Western Piedmont CC	2,933							38	87%
Wilkes CC	2,862	31	94%	12	100%	13	69%		
Wilson TCC	2,245	30	87%						
System Total	196,211	2,737	84%	489	64%	367	69%	68	78%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823			39	87%
Asheville-Buncombe TCC	5,806	35	97%	75	96%
Beaufort County CC	1,752	18	94%	25	92%
Bladen CC	1,477	11	100%	19	53%
Blue Ridge CC	2,384			27	81%
Brunswick CC	1,331	21	90%		
Caldwell CC & TI	3,799	16	100%	41	90%
Cape Fear CC	6,842	15	100%	48	100%
Carteret CC	1,631	14	100%		
Catawba Valley CC	4,655			51	88%
Central Carolina CC	5,091	32	97%	*	*
Central Piedmont CC	12,753			26	88%
Cleveland CC	2,813	16	81%		
Coastal Carolina CC	4,255	12	100%	24	96%
College of The Albemarle	2,118	10	100%	27	96%
Craven CC	2,744	11	100%	41	90%
Davidson County CC	3,319			41	98%
Durham TCC	4,574	32	97%	55	96%
Edgecombe CC	2,401				
Fayetteville TCC	10,369	35	94%	83	82%
Forsyth TCC	6,475	39	92%	116	90%
Gaston College	4,614	25	96%	52	90%
Guilford TCC	8,563	*	*	67	97%
Halifax CC***	1,601	18	94%	22	95%
Haywood CC**	1,854			19	100%
Isothermal CC	2,179	30	100%		
James Sprunt CC	1,410	14	93%	48	77%
Johnston CC	3,794	16	100%	33	97%
Lenoir CC	3,235	*	*	37	97%
Martin CC	1,128				
Mayland CC	1,742	19	95%	20	100%
McDowell TCC	1,364	34	94%		
Mitchell CC	2,205			47	100%
Montgomery CC	914	22	95%		
Nash CC	2,574				
Pamlico CC	490				
Piedmont CC	2,488			19	95%
Pitt CC	5,474			70	80%
Randolph CC	2,438			34	71%
Richmond CC	1,829			52	88%
Roanoke-Chowan CC	962	19	100%	22	95%
Robeson CC	3,585	18	89%	26	96%
Rockingham CC	2,070	25	80%	23	74%
Rowan-Cabarrus CC	4,893	17	88%	25	100%
Sampson CC	1,715	49	96%	22	77%
Sandhills CC	3,615	24	96%	53	94%
South Piedmont	2,137	16	100%		
Southeastern CC	2,258	*	*	30	83%
Southwestern CC**	2,150	*	*	20	80%
Stanly CC	2,078			25	92%
Surry CC	2,908	25	100%	60	95%
Tri-County CC**	1,074			15	73%
Vance-Granville CC	4,164	31	90%	31	74%
Wake TCC	10,809			129	84%
Wayne CC	3,449	13	100%	32	91%
Western Piedmont CC	2,933			30	97%
Wilkes CC	2,862			22	86%
Wilson TCC	2,245				
Foothills Nursing Consortium				70	71%
NEWH Nursing Consortium***		73	99%	95	91%
Region A Nursing Consortium**				54	85%
System Total	196,211	819	95%	1,975	89%

* < 10

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

***NEWH Nursing Consortium includes Nash, Edgecomb, Wilson, and Halifax CC.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS,
OPTICIANRY, 2005-2006 ; VETERINARY MEDICAL TECHNOLOGY, 2006
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,823				
Asheville-Buncombe TCC	5,806			*	*
Beaufort County CC	1,752				
Bladen CC	1,477				
Blue Ridge CC	2,384				
Brunswick CC	1,331				
Caldwell CC & TI	3,799				
Cape Fear CC	6,842				
Carteret CC	1,631				
Catawba Valley CC	4,655				
Central Carolina CC	5,091			40	98%
Central Piedmont CC	12,753				
Cleveland CC	2,813				
Coastal Carolina CC	4,255				
College of The Albemarle	2,118				
Craven CC	2,744				
Davidson County CC	3,319				
Durham TCC	4,574	*	*		
Edgecombe CC	2,401				
Fayetteville TCC	10,369				
Forsyth TCC	6,475				
Gaston College	4,614			23	91%
Guilford TCC	8,563				
Halifax CC	1,601				
Haywood CC	1,854				
Isothermal CC	2,179				
James Sprunt CC	1,410				
Johnston CC	3,794				
Lenoir CC	3,235				
Martin CC	1,128				
Mayland CC	1,742				
McDowell TCC	1,364				
Mitchell CC	2,205				
Montgomery CC	914				
Nash CC	2,574				
Pamlico CC	490				
Piedmont CC	2,488				
Pitt CC	5,474				
Randolph CC	2,438				
Richmond CC	1,829				
Roanoke-Chowan CC	962				
Robeson CC	3,585				
Rockingham CC	2,070				
Rowan-Cabarrus CC	4,893				
Sampson CC	1,715				
Sandhills CC	3,615				
South Piedmont	2,137				
Southeastern CC	2,258				
Southwestern CC	2,150				
Stanly CC	2,078				
Surry CC	2,908				
Tri-County CC	1,074				
Vance-Granville CC	4,164				
Wake TCC	10,809				
Wayne CC	3,449				
Western Piedmont CC	2,933				
Wilkes CC	2,862				
Wilson TCC	2,245				
System Total	196,211	*	*	65	96%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005-2006
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	3,823						
Asheville-Buncombe TCC	5,806	20	100%				
Beaufort County CC	1,752						
Bladen CC	1,477						
Blue Ridge CC	2,384						
Brunswick CC	1,331						
Caldwell CC & TI	3,799	*	*	*	*		
Cape Fear CC	6,842	24	100%				
Carteret CC	1,631	14	100%				
Catawba Valley CC	4,655	11	91%				
Central Carolina CC	5,091						
Central Piedmont CC	12,753						
Cleveland CC	2,813	22	82%				
Coastal Carolina CC	4,255						
College of The Albemarle	2,118						
Craven CC	2,744						
Davidson County CC	3,319						
Durham TCC	4,574						
Edgecombe CC	2,401	24	100%				
Fayetteville TCC	10,369	13	100%				
Forsyth TCC	6,475	41	98%	*	*	10	100%
Gaston College	4,614						
Guilford TCC	8,563						
Halifax CC	1,601						
Haywood CC	1,854						
Isothermal CC	2,179						
James Sprunt CC	1,410						
Johnston CC	3,794	33	94%				
Lenoir CC	3,235	*	*				
Martin CC	1,128						
Mayland CC	1,742						
McDowell TCC	1,364						
Mitchell CC	2,205						
Montgomery CC	914						
Nash CC	2,574						
Pamlico CC	490						
Piedmont CC	2,488						
Pitt CC	5,474	29	97%	*	*	14	100%
Randolph CC	2,438	19	95%				
Richmond CC	1,829						
Roanoke-Chowan CC	962						
Robeson CC	3,585						
Rockingham CC	2,070						
Rowan-Cabarrus CC	4,893	20	85%				
Sampson CC	1,715						
Sandhills CC	3,615	14	93%				
South Piedmont	2,137						
Southeastern CC	2,258						
Southwestern CC	2,150	15	100%				
Stanly CC	2,078	24	88%				
Surry CC	2,908						
Tri-County CC	1,074						
Vance-Granville CC	4,164	25	88%				
Wake TCC	10,809	18	100%				
Wayne CC	3,449						
Western Piedmont CC	2,933						
Wilkes CC	2,862						
Wilson TCC	2,245						
System Total	196,211	383	95%	*	*	24	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2005-2006

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	3,823	24	50%
Asheville-Buncombe TCC	5,806	45	71%
Beaufort County CC	1,752	*	*
Bladen CC	1,477		
Blue Ridge CC	2,384	23	83%
Brunswick CC	1,331	109	67%
Caldwell CC & TI	3,799		
Cape Fear CC	6,842	30	83%
Carteret CC	1,631	77	47%
Catawba Valley CC	4,655	10	60%
Central Carolina CC	5,091	29	72%
Central Piedmont CC	12,753	224	92%
Cleveland CC	2,813	*	*
Coastal Carolina CC	4,255		
College of The Albemarle	2,118	26	73%
Craven CC	2,744	36	47%
Davidson County CC	3,319	19	74%
Durham TCC	4,574	51	80%
Edgecombe CC	2,401		
Fayetteville TCC	10,369	16	63%
Forsyth TCC	6,475	*	*
Gaston College	4,614	51	75%
Guilford TCC	8,563	141	62%
Halifax CC	1,601	*	*
Haywood CC	1,854		
Isothermal CC	2,179		
James Sprunt CC	1,410	10	50%
Johnston CC	3,794	34	38%
Lenoir CC	3,235	14	36%
Martin CC	1,128	*	*
Mayland CC	1,742	*	*
McDowell TCC	1,364		
Mitchell CC	2,205	62	68%
Montgomery CC	914		
Nash CC	2,574	13	69%
Pamlico CC	490		
Piedmont CC	2,488		
Pitt CC	5,474	*	*
Randolph CC	2,438	34	50%
Richmond CC	1,829	*	*
Roanoke-Chowan CC	962		
Robeson CC	3,585	*	*
Rockingham CC	2,070		
Rowan-Cabarrus CC	4,893	54	78%
Sampson CC	1,715		
Sandhills CC	3,615		
South Piedmont	2,137	10	90%
Southeastern CC	2,258	12	75%
Southwestern CC	2,150	21	52%
Stanly CC	2,078	10	70%
Surry CC	2,908	40	58%
Tri-County CC	1,074	36	72%
Vance-Granville CC	4,164	*	*
Wake TCC	10,809	67	78%
Wayne CC	3,449	*	*
Western Piedmont CC	2,933		
Wilkes CC	2,862	32	72%
Wilson TCC	2,245		
System Total	196,211	1,410	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—Data are collected by a 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 is then 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 2005-2006, 58 community colleges met the performance standard. The system average of percent achieving their goal was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2005-2006

INSTITUTION	TOTAL FTE	NUMBER OF RESPONSES	PERCENT ACHIEVED GOAL
Alamance CC	3,823	277	100%
Asheville-Buncombe TCC	5,806	408	100%
Beaufort County CC	1,752	154	99%
Bladen CC	1,477	96	100%
Blue Ridge CC	2,384	164	99%
Brunswick CC	1,331	121	100%
Caldwell CC & TI	3,799	275	99%
Cape Fear CC	6,842	636	99%
Carteret CC	1,631	119	100%
Catawba Valley CC	4,655	753	100%
Central Carolina CC	5,091	333	99%
Central Piedmont CC	12,753	601	100%
Cleveland CC	2,813	289	99%
Coastal Carolina CC	4,255	687	100%
College of The Albemarle	2,118	230	99%
Craven CC	2,744	200	98%
Davidson County CC	3,319	217	100%
Durham TCC	4,574	186	100%
Edgecombe CC	2,401	190	98%
Fayetteville TCC	10,369	625	99%
Forsyth TCC	6,475	508	99%
Gaston College	4,614	601	100%
Guilford TCC	8,563	727	99%
Halifax CC	1,601	209	100%
Haywood CC	1,854	154	99%
Isothermal CC	2,179	200	99%
James Sprunt CC	1,410	106	99%
Johnston CC	3,794	246	99%
Lenoir CC	3,235	244	100%
Martin CC	1,128	74	100%
Mayland CC	1,742	386	98%
McDowell TCC	1,364	201	100%
Mitchell CC	2,205	163	100%
Montgomery CC	914	76	97%
Nash CC	2,574	95	100%
Pamlico CC	490	31	100%
Piedmont CC	2,488	131	100%
Pitt CC	5,474	338	98%
Randolph CC	2,438	127	99%
Richmond CC	1,829	160	99%
Roanoke-Chowan CC	962	95	99%
Robeson CC	3,585	196	99%
Rockingham CC	2,070	221	100%
Rowan-Cabarrus CC	4,893	452	99%
Sampson CC	1,715	121	100%
Sandhills CC	3,615	309	99%
South Piedmont	2,137	109	99%
Southeastern CC	2,258	185	100%
Southwestern CC	2,150	176	100%
Stanly CC	2,078	192	99%
Surry CC	2,908	261	100%
Tri-County CC	1,074	70	100%
Vance-Granville CC	4,164	276	99%
Wake TCC	10,809	610	99%
Wayne CC	3,449	421	100%
Western Piedmont CC	2,933	292	99%
Wilkes CC	2,862	233	100%
Wilson TCC	2,245	213	100%
System Total	196,211	15,770	99%

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 is 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 19,018 graduates for the 2004-05 academic year were collected. The System average employment rate was 99.51 percent. All fifty-eight (58) community colleges met the adjusted standard for their school.

PERCENT OF 2004-05 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 2004-05 Graduates Employed Within One Year of Graduating
Alamance CC	3,823	95.00%	507	99.41%
Asheville-Buncombe TCC	5,806	96.00%	557	99.64%
Beaufort County CC	1,752	94.00%	174	99.43%
Bladen CC	1,477	94.00%	101	99.01%
Blue Ridge CC	2,384	95.00%	154	98.70%
Brunswick CC	1,331	94.00%	164	99.39%
Caldwell CC & TI	3,799	96.00%	325	99.69%
Cape Fear CC	6,842	94.00%	769	99.87%
Carteret CC	1,631	95.00%	214	99.07%
Catawba Valley CC	4,655	96.00%	450	99.11%
Central Carolina CC	5,091	95.00%	521	99.62%
Central Piedmont CC	12,753	96.00%	464	99.57%
Cleveland CC	2,813	94.00%	120	100.00%
Coastal Carolina CC	4,255	95.00%	376	98.14%
College of The Albemarle	2,118	94.00%	210	100.00%
Craven CC	2,744	95.00%	203	98.52%
Davidson County CC	3,319	95.00%	537	99.81%
Durham TCC	4,574	96.00%	329	99.39%
Edgecombe CC	2,401	94.00%	193	100.00%
Fayetteville TCC	10,369	95.00%	728	99.04%
Forsyth TCC	6,475	96.00%	703	99.86%
Gaston College	4,614	95.00%	593	99.66%
Guilford TCC	8,563	95.00%	649	99.38%
Halifax CC	1,601	95.00%	169	100.00%
Haywood CC	1,854	94.00%	170	99.41%
Isothermal CC	2,179	94.00%	203	99.51%
James Sprunt CC	1,410	95.00%	243	99.18%
Johnston CC	3,794	96.00%	597	99.16%
Lenoir CC	3,235	94.00%	278	99.64%
Martin CC	1,128	93.00%	83	100.00%
Mayland CC	1,742	94.00%	109	99.08%
McDowell TCC	1,364	95.00%	128	99.22%
Mitchell CC	2,205	95.00%	229	100.00%
Montgomery CC	914	95.00%	118	100.00%
Nash CC	2,574	94.00%	234	100.00%
Pamlico CC	490	95.00%	46	100.00%
Piedmont CC	2,488	94.00%	319	98.75%
Pitt CC	5,474	94.00%	480	99.17%
Randolph CC	2,438	95.00%	188	100.00%
Richmond CC	1,829	95.00%	227	99.12%
Roanoke-Chowan CC	962	94.00%	101	100.00%
Robeson CC	3,585	95.00%	257	99.61%
Rockingham CC	2,070	94.00%	279	99.64%
Rowan-Cabarrus CC	4,893	96.00%	644	99.69%
Sampson CC	1,715	94.00%	189	100.00%
Sandhills CC	3,615	95.00%	397	99.75%
South Piedmont	2,137	95.00%	210	100.00%
Southeastern CC	2,258	95.00%	199	98.49%
Southwestern CC	2,150	94.00%	277	99.28%
Stanly CC	2,078	95.00%	312	100.00%
Surry CC	2,908	95.00%	411	99.76%
Tri-County CC	1,074	93.00%	98	100.00%
Vance-Granville CC	4,164	94.00%	402	99.75%
Wake TCC	10,809	96.00%	1,122	99.73%
Wayne CC	3,449	95.00%	256	98.83%
Western Piedmont CC	2,933	95.00%	377	99.47%
Wilkes CC	2,862	94.00%	336	99.70%
Wilson TCC	2,245	95.00%	289	99.65%
System Totals	196,211	95.00%	19,018	99.51%

*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—The performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 86.2 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 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 2004-05 and transferred to a UNC institution within one year, 87.9 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, 81.8 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups were combined, 84.2 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-nine (29) community colleges met the 86.2 percent performance standard, with 5 additional colleges showing significant improvement over last year's performance.

PERCENT OF 2004-05
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	3,823	53	88.7%	16	93.8%	69	89.9%
Asheville-Buncombe TCC	5,806	51	80.4%	49	91.8%	100	86.0%
Beaufort County CC	1,752	16	75.0%	28	82.2%	44	79.6%
Bladen CC	1,477	25	76.0%	16	75.0%	41	75.6%
Blue Ridge CC*	2,384	34	85.3%	19	94.7%	53	88.7%
Brunswick CC*	1,331	23	91.3%	18	88.9%	41	90.2%
Caldwell CC & TI	3,799	85	85.9%	48	87.5%	133	86.5%
Cape Fear CC	6,842	171	76.6%	207	83.6%	378	80.4%
Carteret CC	1,631	26	84.6%	22	95.5%	48	89.6%
Catawba Valley CC	4,655	81	88.9%	35	97.1%	116	91.4%
Central Carolina CC	5,091	29	89.7%	23	95.7%	52	92.4%
Central Piedmont CC	12,753	270	74.4%	147	87.1%	417	78.9%
Cleveland CC	2,813	29	75.9%	16	87.5%	45	80.0%
Coastal Carolina CC	4,255	56	83.9%	48	87.5%	104	85.6%
College of The Albemarle	2,118	12	91.7%	31	93.6%	43	93.1%
Craven CC	2,744	42	78.6%	20	95.0%	62	83.9%
Davidson County CC*	3,319	29	93.1%	16	81.3%	45	88.9%
Durham TCC	4,574	67	88.1%	26	92.3%	93	89.3%
Edgecombe CC	2,401	26	92.3%	14	85.7%	40	90.0%
Fayetteville TCC	10,369	87	79.3%	50	100.0%	137	86.9%
Forsyth TCC	6,475	82	85.4%	26	92.3%	108	87.1%
Gaston College*	4,614	66	72.7%	45	84.4%	111	77.4%
Guilford TCC	8,563	143	84.6%	48	91.7%	191	86.4%
Halifax CC	1,601	12	91.7%	20	85.0%	32	87.5%
Haywood CC	1,854	28	82.1%	12	100.0%	40	87.5%
Isothermal CC*	2,179	36	88.9%	14	100.0%	50	92.0%
James Sprunt CC*	1,410	35	91.4%	10	80.0%	45	88.9%
Johnston CC	3,794	37	86.5%	14	85.7%	51	86.3%
Lenoir CC	3,235	24	79.2%	30	90.0%	54	85.2%
Martin CC	1,128	39	76.3%	16	87.5%	55	79.6%
Mayland CC	1,742	**	**	22	95.4%	22	95.4%
McDowell TCC	1,364	10	100.0%	35	80.0%	45	84.4%
Mitchell CC	2,205	23	82.6%	22	81.8%	45	82.2%
Montgomery CC	914	**	**			**	**
Nash CC	2,574	21	90.5%	19	89.5%	40	90.0%
Pamlico CC	490	**	**	**	**	**	**
Piedmont CC	2,488	13	76.9%	16	93.8%	29	86.2%
Pitt CC	5,474	83	86.8%	36	83.3%	119	85.7%
Randolph CC	2,438	29	82.8%	27	85.2%	56	84.0%
Richmond CC	1,829	13	53.9%	30	93.4%	43	81.5%
Roanoke-Chowan CC	962	30	63.4%	**	**	30	63.4%
Robeson CC	3,585	18	94.4%	**	**	18	94.4%
Rockingham CC	2,070	19	94.7%	13	76.9%	32	87.5%
Rowan-Cabarrus CC	4,893	69	81.2%	49	85.7%	118	83.1%
Sampson CC*	1,715	16	81.3%	12	91.7%	28	85.8%
Sandhills CC*	3,615	24	70.8%	39	74.4%	63	73.0%
South Piedmont	2,137	21	71.4%	**	**	21	71.4%
Southeastern CC	2,258	34	52.9%	17	82.4%	51	62.7%
Southwestern CC	2,150	18	88.9%	27	88.9%	45	88.9%
Stanly CC*	2,078	18	83.3%	11	63.6%	29	75.8%
Surry CC*	2,908	58	87.9%	57	91.2%	115	89.5%
Tri-County CC	1,074	37	86.5%	10	70.0%	47	83.0%
Vance-Granville CC	4,164	31	83.9%	14	100.0%	45	88.9%
Wake TCC	10,809	258	82.2%	127	89.0%	385	84.4%
Wayne CC	3,449	49	85.7%	14	92.9%	63	87.3%
Western Piedmont CC*	2,933	55	85.5%	45	86.7%	100	86.0%
Wilkes CC	2,862	41	82.9%	35	91.4%	76	86.8%
Wilson TCC	2,245	35	71.4%	12	83.3%	47	74.4%
System Totals	196,211	2,737	81.8%	1,773	87.9%	4,510	84.2%

*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 percent (80%) of those students who completed a developmental course(s) had a grade of "C" or better in 2005-06. Fifty-six (56) 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, 2005-2006

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,823	692	91%	1,124	82%			1,816	85%
Asheville-Buncombe TCC	5,806	360	94%	1,110	87%	351	97%	1,821	90%
Beaufort County CC	1,752	131	96%	268	89%	144	94%	543	92%
Bladen CC	1,477	362	80%	527	87%	123	88%	1,012	85%
Blue Ridge CC	2,384	247	85%	457	78%	149	75%	853	80%
Brunswick CC	1,331	187	74%	364	79%			551	77%
Caldwell CC & TI	3,799	412	89%	1,045	82%	361	87%	1,818	85%
Cape Fear CC	6,842	1,130	63%	1,780	64%			2,910	64%
Carteret CC	1,631	113	86%	404	87%	104	90%	621	87%
Catawba Valley CC	4,655	640	86%	1,645	74%	577	76%	2,862	77%
Central Carolina CC	5,091	216	85%	559	76%	408	93%	1,183	84%
Central Piedmont CC	12,753	3,260	82%	4,626	66%	1,570	85%	9,456	75%
Cleveland CC	2,813	210	89%	866	85%	216	90%	1,292	86%
Coastal Carolina CC	4,255	360	78%	1,482	81%	322	78%	2,164	80%
College of The Albemarle	2,118	298	92%	740	87%	269	84%	1,307	88%
Craven CC	2,744	293	88%	919	77%	41	83%	1,253	80%
Davidson County CC	3,319	255	84%	779	74%	254	93%	1,288	80%
Durham TCC	4,574	892	79%	1,750	69%	800	64%	3,442	70%
Edgecombe CC	2,401	478	81%	688	81%	373	89%	1,539	83%
Fayetteville TCC	10,369	1,372	75%	3,707	72%	1,368	77%	6,447	74%
Forsyth TCC	6,475	548	90%	1,542	88%	548	90%	2,638	89%
Gaston College	4,614	459	72%	1,802	81%	405	80%	2,666	79%
Guilford TCC	8,563	1,235	86%	3,039	81%	1,006	91%	5,280	84%
Halifax CC	1,601	232	80%	454	72%			686	75%
Haywood CC	1,854	128	55%	361	68%	80	93%	569	69%
Isothermal CC	2,179	325	91%	798	67%	185	85%	1,308	76%
James Sprunt CC	1,410	213	85%	387	85%	152	94%	752	87%
Johnston CC	3,794	272	86%	561	84%	323	83%	1,156	84%
Lenoir CC	3,235	329	86%	584	88%	299	95%	1,212	89%
Martin CC	1,128	200	78%	206	73%	139	90%	545	79%
Mayland CC	1,742	67	78%	218	75%	104	78%	389	76%
McDowell TCC	1,364	180	99%	263	96%	27	100%	470	97%
Mitchell CC	2,205	281	78%	501	77%	251	90%	1,033	80%
Montgomery CC	914	114	90%	219	98%	63	95%	396	95%
Nash CC	2,574	386	89%	826	67%	191	89%	1,403	76%
Pamlico CC	490	36	81%	41	85%			77	83%
Piedmont CC	2,488	298	91%	472	81%	272	94%	1,042	87%
Pitt CC	5,474	1,091	86%	2,096	75%			3,187	79%
Randolph CC	2,438	197	92%	590	91%	106	92%	893	91%
Richmond CC	1,829	185	82%	380	85%	275	89%	840	86%
Roanoke-Chowan CC	962	285	63%	422	81%	197	80%	904	75%
Robeson CC	3,585	606	87%	1,079	80%	565	82%	2,250	82%
Rockingham CC	2,070	162	93%	703	75%	142	78%	1,007	78%
Rowan-Cabarrus CC	4,893	499	86%	1,687	80%	256	88%	2,442	82%
Sampson CC	1,715	259	88%	469	77%	221	96%	949	84%
Sandhills CC	3,615	635	87%	890	83%	394	97%	1,919	87%
South Piedmont	2,137	244	81%	494	76%	291	81%	1,029	79%
Southeastern CC	2,258	322	81%	787	78%	507	85%	1,616	81%
Southwestern CC	2,150	162	75%	392	87%	101	91%	655	85%
Stanly CC	2,078	165	91%	240	93%			405	92%
Surry CC	2,908	214	77%	665	83%	225	88%	1,104	83%
Tri-County CC	1,074	92	90%	192	94%	1	100%	285	93%
Vance-Granville CC	4,164	614	77%	1,174	74%	388	73%	2,176	75%
Wake TCC	10,809	914	83%	3,006	71%	619	91%	4,539	76%
Wayne CC	3,449	457	93%	1,013	84%	332	94%	1,802	88%
Western Piedmont CC	2,933	305	100%	859	73%	265	96%	1,429	83%
Wilkes CC	2,862	290	87%	526	74%	158	86%	974	80%
Wilson TCC	2,245	414	85%	679	69%	351	89%	1,444	78%
System Total	196,211	25,323	83%	55,457	77%	16,869	85%	97,649	80%

**CORE INDICATORS OF
SUCCESS MEASURE G:**

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

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 would 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 will be 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 2005-06, 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-six percent (86%) of the non-developmental students performed at the same level. A statistical analysis revealed that 37 colleges met the standard; no significant difference existed between developmental students and non-developmental students in the performance of subsequent college-level courses. Data on 20 institutions were not available due to CIS issues.

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2005-2006

INSTITUTION	DEVELOPMENTAL		NON-DEVELOPMENTAL		
	FTE	# TOOK	% PASSED	# TOOK	% PASSED
Alamance CC	3,823	317	90%	970	92%
Asheville-Buncombe TCC	5,806	n/a	n/a	n/a	n/a
Beaufort County CC	1,752	95	94%	463	88%
Bladen CC	1,477	161	86%	352	74%
Blue Ridge CC	2,384	n/a	n/a	n/a	n/a
Brunswick CC	1,331	248	78%	132	74%
Caldwell CC & TI	3,799	n/a	n/a	n/a	n/a
Cape Fear CC	6,842	n/a	n/a	n/a	n/a
Carteret CC	1,631	n/a	n/a	n/a	n/a
Catawba Valley CC	4,655	n/a	n/a	n/a	n/a
Central Carolina CC	5,091	238	90%	1,120	94%
Central Piedmont CC	12,753	1,934	79%	5,284	79%
Cleveland CC	2,813	289	92%	955	89%
Coastal Carolina CC	4,255	440	94%	1,520	93%
College of The Albemarle	2,118	n/a	n/a	n/a	n/a
Craven CC	2,744	272	90%	1,023	93%
Davidson County CC	3,319	n/a	n/a	n/a	n/a
Durham TCC	4,574	349	89%	1,074	81%
Edgecombe CC	2,401	274	73%	409	75%
Fayetteville TCC	10,369	n/a	n/a	n/a	n/a
Forsyth TCC	6,475	374	93%	2,320	92%
Gaston College	4,614	688	87%	1,865	88%
Guilford TCC	8,563	n/a	n/a	n/a	n/a
Halifax CC	1,601	149	80%	308	89%
Haywood CC	1,854	114	86%	450	92%
Isothermal CC	2,179	254	87%	397	88%
James Sprunt CC	1,410	116	97%	397	97%
Johnston CC	3,794	294	90%	1,244	87%
Lenoir CC	3,235	303	90%	609	95%
Martin CC	1,128	91	91%	325	78%
Mayland CC	1,742	n/a	n/a	n/a	n/a
McDowell TCC	1,364	140	98%	381	96%
Mitchell CC	2,205	423	93%	1,668	93%
Montgomery CC	914	100	87%	213	88%
Nash CC	2,574	351	77%	576	77%
Pamlico CC	490	24	88%	77	88%
Piedmont CC	2,488	216	90%	489	91%
Pitt CC	5,474	n/a	n/a	n/a	n/a
Randolph CC	2,438	n/a	n/a	n/a	n/a
Richmond CC	1,829	158	85%	459	88%
Roanoke-Chowan CC	962	159	83%	215	87%
Robeson CC	3,585	n/a	n/a	n/a	n/a
Rockingham CC	2,070	n/a	n/a	n/a	n/a
Rowan-Cabarrus CC	4,893	n/a	n/a	n/a	n/a
Sampson CC	1,715	164	94%	271	97%
Sandhills CC	3,615	374	87%	922	91%
South Piedmont	2,137	n/a	n/a	n/a	n/a
Southeastern CC	2,258	224	90%	333	84%
Southwestern CC	2,150	178	84%	503	77%
Stanly CC	2,078	151	94%	551	96%
Surry CC	2,908	312	89%	1,126	90%
Tri-County CC	1,074	113	84%	368	88%
Vance-Granville CC	4,164	264	85%	997	88%
Wake TCC	10,809	788	86%	3,506	88%
Wayne CC	3,449	n/a	n/a	n/a	n/a
Western Piedmont CC	2,933	n/a	n/a	n/a	n/a
Wilkes CC	2,862	210	88%	819	91%
Wilson TCC	2,245	n/a	n/a	n/a	n/a
System Total	196,211	11,349	86%	34,691	86%

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—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 being satisfied with the quality of the college's programs and services.

Results—Ninety-eight percent (98%) of program completers responded that they were satisfied with the academic programs of community colleges, while 95 percent (95%) of program non-completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 97 percent (97%). Fifty-seven (57) community colleges met the performance standard in 2005-06.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2005-2006

INSTITUTION	TOTAL FTE	COMPLETERS		NON-COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	3,823	267	100%	149	94%	416	98%
Asheville-Buncombe TCC	5,806	410	97%	94	89%	504	96%
Beaufort County CC	1,752	149	100%	31	94%	180	99%
Bladen CC	1,477	92	99%	221	92%	313	94%
Blue Ridge CC	2,384	161	94%	46	96%	207	94%
Brunswick CC	1,331	121	93%	127	96%	248	95%
Caldwell CC & TI	3,799	274	99%	130	94%	404	97%
Cape Fear CC	6,842	593	98%	169	98%	762	98%
Carteret CC	1,631	122	99%	108	94%	230	97%
Catawba Valley CC	4,655	748	100%	55	93%	803	100%
Central Carolina CC	5,091	347	97%	115	99%	462	97%
Central Piedmont CC	12,753	604	98%	257	98%	861	98%
Cleveland CC	2,813	290	99%	10	70%	300	98%
Coastal Carolina CC	4,255	687	97%	269	96%	956	97%
College of The Albemarle	2,118	229	94%	47	91%	276	93%
Craven CC	2,744	200	99%	127	95%	327	97%
Davidson County CC	3,319	217	97%	21	95%	238	97%
Durham TCC	4,574	181	99%	27	93%	208	98%
Edgecombe CC	2,401	169	97%	124	99%	293	98%
Fayetteville TCC	10,369	625	98%	56	89%	681	97%
Forsyth TCC	6,475	504	97%	22	95%	526	97%
Gaston College	4,614	607	96%	133	94%	740	96%
Guilford TCC	8,563	750	98%	186	92%	936	97%
Halifax CC	1,601	208	97%	15	87%	223	96%
Haywood CC	1,854	139	100%	28	96%	167	99%
Isothermal CC	2,179	200	98%	142	98%	342	98%
James Sprunt CC	1,410	81	98%	111	98%	192	98%
Johnston CC	3,794	242	98%	26	81%	268	96%
Lenoir CC	3,235	243	98%	207	93%	450	96%
Martin CC	1,128	79	92%	172	85%	251	87%
Mayland CC	1,742	386	98%	31	90%	417	97%
McDowell TCC	1,364	209	92%	30	97%	239	93%
Mitchell CC	2,205	157	99%	118	91%	275	96%
Montgomery CC	914	76	100%	64	94%	140	97%
Nash CC	2,574	92	98%	35	97%	127	98%
Pamlico CC	490	32	84%	18	100%	50	90%
Piedmont CC	2,488	131	98%	14	93%	145	98%
Pitt CC	5,474	337	96%	289	99%	626	97%
Randolph CC	2,438	127	98%	492	98%	619	98%
Richmond CC	1,829	159	98%	31	90%	190	97%
Roanoke-Chowan CC*	962	79	99%	56	98%	135	99%
Robeson CC	3,585	193	93%	66	88%	259	92%
Rockingham CC	2,070	225	99%	66	94%	291	98%
Rowan-Cabarrus CC	4,893	389	98%	165	98%	554	98%
Sampson CC	1,715	121	98%	136	97%	257	97%
Sandhills CC	3,615	309	99%	90	99%	399	99%
South Piedmont	2,137	131	98%	47	91%	178	96%
Southeastern CC	2,258	184	100%	25	92%	209	99%
Southwestern CC	2,150	176	98%	43	93%	219	97%
Stanly CC	2,078	155	99%	67	97%	222	98%
Surry CC	2,908	258	95%	209	94%	467	95%
Tri-County CC	1,074	70	93%	34	100%	104	95%
Vance-Granville CC	4,164	265	98%	104	93%	369	97%
Wake TCC	10,809	635	98%	442	95%	1,077	97%
Wayne CC	3,449	403	99%	105	98%	508	99%
Western Piedmont CC	2,933	294	99%	45	92%	339	98%
Wilkes CC	2,862	228	100%	25	100%	253	100%
Wilson TCC	2,245	212	98%	23	89%	235	97%
System Total	196,211	15,572	98%	6,095	95%	21,667	97%

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

Description/Definition—This composite indicator consists of the following:

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-five percent (65%) of the Fall 2005 cohort had either graduated or returned to enroll by Fall 2006. Fifty-seven (57) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION AND GRADUATION, 2005-2006

College	FTE	Total Cohort	PERCENT GRADUATE	PERCENT RETURN	PERCENT GRADUATE OR RETURN
Alamance CC	3,823	3,672	14%	51%	65%
Asheville-Buncombe TCC	5,806	3,889	15%	53%	68%
Beaufort County CC	1,752	1,210	16%	53%	69%
Bladen CC	1,477	1,295	10%	52%	62%
Blue Ridge CC	2,384	1,598	13%	51%	64%
Brunswick CC	1,331	864	15%	51%	66%
Caldwell CC & TI	3,799	3,025	13%	52%	65%
Cape Fear CC	6,842	6,424	13%	52%	65%
Carteret CC	1,631	1,380	13%	52%	65%
Catawba Valley CC	4,655	4,100	15%	53%	68%
Central Carolina CC	5,091	3,574	17%	47%	64%
Central Piedmont CC	12,753	11,081	10%	52%	62%
Cleveland CC	2,813	2,189	17%	48%	65%
Coastal Carolina CC	4,255	3,694	15%	44%	60%
College of The Albemarle	2,118	1,712	15%	48%	63%
Craven CC	2,744	2,524	12%	48%	60%
Davidson County CC	3,319	2,681	21%	49%	70%
Durham TCC	4,574	3,688	10%	51%	61%
Edgecombe CC	2,401	1,861	12%	51%	63%
Fayetteville TCC	10,369	6,518	11%	56%	67%
Forsyth TCC	6,475	6,114	10%	53%	63%
Gaston College	4,614	4,477	14%	49%	63%
Guilford TCC	8,563	8,875	8%	52%	60%
Halifax CC	1,601	1,348	17%	43%	60%
Haywood CC	1,854	1,456	17%	50%	67%
Isothermal CC	2,179	1,916	17%	50%	67%
James Sprunt CC	1,410	1,078	28%	46%	74%
Johnston CC	3,794	2,878	23%	45%	68%
Lenoir CC	3,235	2,171	17%	53%	70%
Martin CC	1,128	733	17%	50%	67%
Mayland CC	1,742	1,078	20%	46%	66%
McDowell TCC	1,364	1,042	20%	45%	65%
Mitchell CC	2,205	1,603	16%	54%	70%
Montgomery CC	914	712	20%	47%	67%
Nash CC	2,574	1,948	11%	53%	64%
Pamlico CC	490	298	35%	35%	70%
Piedmont CC	2,488	1,802	26%	44%	70%
Pitt CC	5,474	5,001	13%	54%	67%
Randolph CC	2,438	1,927	15%	50%	65%
Richmond CC	1,829	1,341	16%	51%	67%
Roanoke-Chowan CC	962	840	15%	44%	59%
Robeson CC	3,585	2,040	15%	52%	67%
Rockingham CC	2,070	1,756	16%	51%	67%
Rowan-Cabarrus CC	4,893	4,663	14%	50%	64%
Sampson CC	1,715	1,206	19%	51%	70%
Sandhills CC	3,615	2,970	14%	53%	67%
South Piedmont	2,137	1,525	14%	49%	63%
Southeastern CC	2,258	1,540	16%	52%	68%
Southwestern CC	2,150	1,540	19%	43%	62%
Stanly CC	2,078	1,587	22%	49%	71%
Surry CC	2,908	2,404	15%	50%	65%
Tri-County CC	1,074	834	13%	47%	60%
Vance-Granville CC	4,164	3,593	17%	43%	60%
Wake TCC	10,809	11,214	11%	50%	61%
Wayne CC	3,449	2,770	14%	51%	65%
Western Piedmont CC	2,933	2,280	15%	55%	70%
Wilkes CC	2,862	2,056	17%	52%	69%
Wilson County TC	2,245	1,640	15%	47%	62%
System Total	196,211	161,235	14%	51%	65%

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: Data are collected by a survey developed by System office, Planning, Assessment, Research, and Evaluation section, with each college using a standard set of questions.

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

Results: In 2005-2006, 7,305 employers of community college graduates were surveyed. A total of 2,338 surveys were completed and returned by employers, for a 32 percent response rate. Overall, 97 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, 2005-06

INSTITUTION	FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	3,823	40	53%	100%
Asheville-Buncombe TCC	5,806	117	53%	97%
Beaufort County CC	1,752	24	100%	100%
Bladen CC	1,477	20	50%	100%
Blue Ridge CC	2,384	346	8%	100%
Brunswick CC	1,331	39	33%	100%
Caldwell CC & TI	3,799	99	83%	95%
Cape Fear CC	6,842	17	100%	100%
Carteret CC	1,631	71	31%	91%
Catawba Valley CC	4,655	146	50%	97%
Central Carolina CC	5,091	352	16%	98%
Central Piedmont CC	12,753	86	57%	100%
Cleveland CC	2,813	72	22%	93%
Coastal Carolina CC	4,255	159	55%	100%
College of The Albemarle	2,118	79	63%	96%
Craven CC	2,744	128	20%	96%
Davidson County CC	3,319	75	57%	93%
Durham TCC	4,574	44	45%	100%
Edgecombe CC	2,401	81	72%	97%
Fayetteville TCC	10,369	89	48%	98%
Forsyth TCC	6,475	55	89%	90%
Gaston College	4,614	1,615	6%	94%
Guilford TCC	8,563	353	22%	98%
Halifax CC	1,601	33	15%	100%
Haywood CC	1,854	46	100%	100%
Isothermal CC	2,179	303	14%	100%
James Sprunt CC	1,410	12	92%	90%
Johnston CC	3,794	115	45%	98%
Lenoir CC	3,235	42	52%	100%
Martin CC	1,128	39	100%	97%
Mayland CC	1,742	40	48%	95%
McDowell TCC	1,364	55	29%	93%
Mitchell CC	2,205	22	100%	100%
Montgomery CC	914	40	43%	100%
Nash CC	2,574*		75%	100%
Pamlico CC	490	18	78%	100%
Piedmont CC	2,488	21	57%	100%
Pitt CC	5,474	93	70%	98%
Randolph CC	2,438	225	39%	89%
Richmond CC	1,829	104	30%	100%
Roanoke-Chowan CC	962	35	57%	100%
Robeson CC	3,585	120	57%	98%
Rockingham CC	2,070	84	64%	100%
Rowan-Cabarrus CC	4,893	185	24%	100%
Sampson CC	1,715	40	63%	100%
Sandhills CC	3,615	120	43%	100%
South Piedmont	2,137	317	23%	98%
Southeastern CC	2,258	122	11%	92%
Southwestern CC	2,150	164	53%	98%
Stanly CC	2,078	56	70%	92%
Surry CC	2,908	59	47%	100%
Tri-County CC	1,074	31	71%	100%
Vance-Granville CC	4,164	90	100%	98%
Wake TCC	10,809	106	39%	97%
Wayne CC	3,449	266	33%	99%
Western Piedmont CC	2,933	99	38%	97%
Wilkes CC	2,862	60	33%	95%
Wilson TCC	2,245	32	38%	92%
System Totals	196,211	7,305	32%	97%

* Less than 10

**CORE INDICATORS OF
SUCCESS MEASURE K:**

Client Satisfaction with Customized Training

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—The total number of survey respondents was 38,392 in 2005-06. Ninety-nine percent (99%) responded that the customized training provided by community colleges was excellent, very good, and good. Fifty-eight (58) colleges met the performance standard.

CLIENT SATISFIED WITH CUSTOMIZED TRAINING, 2005-2006

Institution	FTE	Number of Survey Respondents	% Excellent, Very Good, & Good
Alamance CC	3,823	594	99%
Asheville-Buncombe TCC	5,806	552	99%
Beaufort County CC	1,752	363	99%
Bladen CC	1,477	197	100%
Blue Ridge CC	2,384	247	99%
Brunswick CC	1,331	247	99%
Caldwell CC & TI	3,799	2,045	96%
Cape Fear CC	6,842	818	99%
Carteret CC	1,631	1,074	99%
Catawba Valley CC	4,655	503	99%
Central Carolina CC	5,091	589	100%
Central Piedmont CC	12,753	295	96%
Cleveland CC	2,813	1,014	99%
Coastal Carolina CC	4,255	716	100%
College of The Albemarle	2,118	1,298	99%
Craven CC	2,744	963	100%
Davidson County CC	3,319	717	98%
Durham TCC	4,574	394	99%
Edgecombe CC	2,401	406	96%
Fayetteville TCC	10,369	1,029	99%
Forsyth TCC	6,475	1,042	100%
Gaston College	4,614	709	100%
Guilford TCC	8,563	2,280	98%
Halifax CC	1,601	840	100%
Haywood CC	1,854	394	99%
Isothermal CC	2,179	370	100%
James Sprunt CC	1,410	771	99%
Johnston CC	3,794	776	100%
Lenoir CC	3,235	616	100%
Martin CC	1,128	308	100%
Mayland CC	1,742	574	99%
McDowell TCC	1,364	222	100%
Mitchell CC	2,205	490	100%
Montgomery CC	914	500	99%
Nash CC	2,574	701	100%
Pamlico CC	490	208	99%
Piedmont CC	2,488	526	98%
Pitt CC	5,474	822	100%
Randolph CC	2,438	473	100%
Richmond CC	1,829	455	100%
Roanoke-Chowan CC	962	345	100%
Robeson CC	3,585	488	99%
Rockingham CC	2,070	572	99%
Rowan-Cabarrus CC	4,893	480	99%
Sampson CC	1,715	420	100%
Sandhills CC	3,615	1,167	98%
South Piedmont	2,137	1,020	100%
Southeastern CC	2,258	1,568	100%
Southwestern CC	2,150	283	100%
Stanly CC	2,078	250	98%
Surry CC	2,908	750	99%
Tri-County CC	1,074	247	100%
Vance-Granville CC	4,164	583	100%
Wake TCC	10,809	1,604	100%
Wayne CC	3,449	433	100%
Western Piedmont CC	2,933	182	99%
Wilkes CC	2,862	488	94%
Wilson TCC	2,245	374	100%
System Total	196,211	38,392	99%

**CORE INDICATORS OF
SUCCESS MEASURE L:**

Program Unduplicated Headcount Enrollment

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, 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 2005-2006 academic year, 52 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
2003-2004, 2004-2005, 2005-06

(Performance Standard: Average Annual Enrollment = 10 minimum)

College	Total FTE	Number of Programs
Alamance CC	3,823	0
Asheville-Buncombe TCC	5,806	0
Beaufort County CC	1,752	0
Bladen CC	1,477	0
Blue Ridge CC	2,384	0
Brunswick CC	1,331	0
Caldwell CC & TI	3,799	0
Cape Fear CC	6,842	0
Carteret CC	1,631	0
Catawba Valley CC	4,655	0
Central Carolina CC	5,091	0
Central Piedmont CC	12,753	0
Cleveland CC	2,813	0
Coastal Carolina CC	4,255	0
College of The Albemarle	2,118	1
Craven CC	2,744	0
Davidson County CC	3,319	0
Durham TCC	4,574	0
Edgecombe CC	2,401	2
Fayetteville TCC	10,369	0
Forsyth TCC	6,475	0
Gaston College	4,614	0
Guilford TCC	8,563	0
Halifax CC	1,601	0
Haywood CC	1,854	1
Isothermal CC	2,179	0
James Sprunt CC	1,410	0
Johnston CC	3,794	0
Lenoir CC	3,235	0
Martin CC	1,128	0
Mayland CC	1,742	0
McDowell TCC	1,364	0
Mitchell CC	2,205	0
Montgomery CC	914	0
Nash CC	2,574	0
Pamlico CC	490	0
Piedmont CC	2,488	0
Pitt CC	5,474	0
Randolph CC	2,438	0
Richmond CC	1,829	0
Roanoke-Chowan CC	962	0
Robeson CC	3,585	0
Rockingham CC	2,070	0
Rowan-Cabarrus CC	4,893	2
Sampson CC	1,715	0
Sandhills CC	3,615	0
South Piedmont	2,137	0
Southeastern CC	2,258	0
Southwestern CC	2,150	1
Stanly CC	2,078	0
Surry CC	2,908	0
Tri-County CC	1,074	1
Vance-Granville CC	4,164	0
Wake TCC	10,809	0
Wayne CC	3,449	0
Western Piedmont CC	2,933	0
Wilkes CC	2,862	0
Wilson TCC	2,245	0
System Total	196,211	

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, 2005-2006
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	82%	58	
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80% Exams = 70%	85%	41* 26 23	4
Goal Completion of Completers	95%	99%	58	
Employment of Graduates	95% (adjusted)	99.51%	58	
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (86.2%)	84.2%	29	5
Passing Rates in Developmental Courses	70%	80%	56	1
Success Rate of Developmental Students in Subsequent College- Level Courses	No Statistically Significant Difference between Developmental and Non-Developmental Students	Dev: 86% Non-dev: 86%	37**	NA
Student Satisfaction of Completers and Non-Completers	90%	97%	57	
Curriculum Student Retention & Graduation	60%	65%	57	
Employer Satisfaction with Graduates	85%	97%	58	
Business/Industry Satisfaction With Services Provided	90%	99%	58	
Program Enrollment	Three-Year Average Annual Enrollment of Less Than 10	NA	52	NA

* 41 colleges met the 80% standard; 26 colleges had no exam with a passing rate < 70%; 23 colleges met both standards.

** Data not available on twenty (20) colleges due to CIS issues.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2005-2006
(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	M ^{6th}	M	M	M	M	11	5s
Asheville-Buncombe TCC	M		M	M	SI	M ^{6th}	n/a	M	M	M	M	M	10	5
Beaufort County CC	M	M	M	M		M	M	M ^{6th}	M	M	M	M	11	5s
Bladen CC	M		M	M		M	M ^{6th}	M	M	M	M	M	10	4
Blue Ridge CC	M		M	M	M	M	n/a	M ^{6th}	M	M	M	M	10	5s
Brunswick CC	M		M	M	M	M	M	M	M	M	M ^{6th}	M	11	5s
Caldwell CC & TI	M	M	M	M	M	M	n/a	M ^{6th}	M	M	M	M	11	6s
Cape Fear CC	M		M	M			n/a	M	M	M ^{6th}	M	M	8	4
Carteret CC	M	SI	M	M	M	M	n/a	M	M	M	M ^{6th}	M	11	6s
Catawba Valley CC	M		M	M	M	M	n/a	M	M	M	M ^{6th}	M	10	5s
Central Carolina CC	M	M	M	M	M	M	M	M	M	M ^{6th}	M	M	12	6s
Central Piedmont CC	M	M	M	M		M	M	M	M	M	M ^{6th}	M	11	5s
Cleveland CC	M		M	M		M	M	M ^{6th}	M	M	M	M	10	4
Coastal Carolina CC	M		M	M		M	M	M ^{6th}	M	M	M	M	10	4
College of The Albemarle	M	SI	M	M	M	M	n/a	M	M	M	M ^{6th}		10	6s
Craven CC	M		M	M		M	M ^{6th}	M	M	M	M	M	10	4
Davidson County CC	M	M	M	M	M	M ^{6th}	n/a	M	M	M	M	M	11	6s
Durham TCC	M	M	M	M	M	M	M	M	M	M	M ^{6th}	M	12	6s
Edgecombe CC	M	M	M	M	M	M	M	M	M	M	M ^{6th}		11	6s
Fayetteville TCC	M		M	M	M	M	n/a	M	M	M ^{6th}	M	M	10	5s
Forsyth TCC	M	M	M	M	M	M ^{6th}	M	M	M	M	M	M	12	6s
Gaston College	M	M	M	M		M ^{6th}	M	M	M	M	M	M	11	5s
Guilford TCC	M		M	M	M	M	n/a	M	M	M	M ^{6th}	M	10	5s
Halifax CC	M	M	M	M	M	M		M	M	M	M ^{6th}	M	11	6s
Haywood CC	M	M	M	M	M	SI	M	M	M	M	M ^{6th}		11	6s
Isothermal CC	M	M	M	M	M	M	M	M ^{6th}	M	M	M	M	12	6s
James Sprunt CC	M		M	M	M	M	M	M	M	M	M ^{6th}	M	11	5s
Johnston CC	M		M	M	M	M	M	M	M	M	M ^{6th}	M	11	5s
Lenoir CC	M		M	M	SI	M	M	M ^{6th}	M	M	M	M	11	5
Martin CC	M		M	M		M	M		M	M ^{6th}	M	M	9	4
Mayland CC	M	M	M	M	M	M	n/a	M	M	M ^{6th}	M	M	11	6s
McDowell TCC	M		M	M		M	M ^{6th}	M	M	M	M	M	10	4

^{6th}: Selected sixth performance measure.

s: Superior performance funding.

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

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2005-2006
(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 ^{6th}	M	10	4
Montgomery CC	M	SI	M	M	n/a	M	M	M ^{6th}	M	M	M	M	11	5
Nash CC	M		M	M	M	M ^{6th}	M	M	M	M	M	M	11	5s
Pamlico CC	M	M	M	M	n/a	M	M	M	M	M	M ^{6th}	M	11	5s
Piedmont CC	M	M	M	M	M	M	M	M	M	M	M ^{6th}	M	12	6s
Pitt CC	M		M	M	SI	M	n/a	M	M	M ^{6th}	M	M	10	5
Randolph CC	M		M	M		M	n/a	M	M ^{6th}	M	M	M	9	4
Richmond CC	M	M	M	M		M	M	M	M	M ^{6th}	M	M	11	5s
Roanoke-Chowan CC	M		M	M		M	M	M ^{6th*}		M	M	M	9	3
Robeson CC	M	M	M	M	M	M	n/a	M	M	M	M ^{6th}	M	11	6s
Rockingham CC	M		M	M	M	M	n/a	M ^{6th}	M	M	M	M	10	5s
Rowan-Cabarrus CC	M		M	M		M	n/a	M	M	M ^{6th}	M		8	4
Sampson CC	M		M	M	SI	M	M	M ^{6th}	M	M	M	M	11	5
Sandhills CC	M		M	M		M	M	M	M	M	M ^{6th}	M	10	4
South Piedmont	M	M	M	M		M	n/a	M	M	M	M ^{6th}	M	10	5s
Southeastern CC	M		M	M		M	M	M	M	M ^{6th}	M	M	10	4
Southwestern CC	M		M	M	M	M	M	M ^{6th}	M	M	M	M	10	5s
Stanly CC	M	M	M	M		M	M	M	M	M ^{6th}	M	M	11	5s
Surry CC	M		M	M	M	M	M	M ^{6th}	M	M	M	M	11	5s
Tri-County CC	M		M	M		M	M	M ^{6th}	M	M	M		9	4
Vance-Granville CC	M	M	M	M	M	M	M	M	M	M	M ^{6th}	M	12	6s
Wake TCC	M	M	M	M		M	M	M	M	M ^{6th}	M	M	11	5s
Wayne CC	M		M	M	M	M	n/a	M ^{6th}	M	M	M	M	10	5s
Western Piedmont CC	M	M	M	M	SI	M	n/a	M ^{6th}	M	M	M	M	11	6s
Wilkes CC	M	SI	M	M	M	M	M	M	M	M	M ^{6th}	M	12	6s
Wilson TCC	M	M	M	M		M	n/a	M	M	M	M ^{6th}	M	10	5s

^{6th}: Selected sixth performance measure.

s: Superior performance funding.

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

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STRATEGIC PLAN, 2005-2007**

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 the following:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT

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 as follows:

- A. Percentage of Businesses and Industry 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 Industry Training (CIT)

**WORKFORCE DEVELOPMENT
MEASURE A:**

**Percentage of Businesses and Industries
Satisfied with NCCCS Training Programs**

Description/Definition—The percentage of businesses/industries who have received specialized training programs and services through the Focused Industrial Training (FIT) program, the New and Expanding Industries (NEIT) program and the Small Business Centers indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received specialized services from a community college.

Methodology and Data Source—A survey of businesses/industries receiving services from FIT, NEIT and the Small Business Centers is administered by the colleges to determine the degree to which the customized training met their needs. The data are submitted annually to the System Office at the end of the fiscal year.

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

Results— In 2005-2006, the Focused Industrial Training (FIT) program provided training to 523 industries. Satisfaction with services provided averaged 4.5 on a scale of 1 to 5 (1 = unacceptable; 5 = exceeds highest expectations). An additional 100 industries in a FIT Consortia indicated the same level of satisfaction with services received. The data indicate companies' needs were met at a highly acceptable level.

The average rating of 36 respondents from New & Expanding Industry Training (NEIT) projects on "Company's Expectations Met," "Training Impact," and "Training Effectiveness" exceeded the "Very Good" level with average ratings of 4.60, 4.63 and 4.59, respectively, on the items (5 point scale).

An analysis of 38,293 surveys on satisfaction with services provided by the Small Business Center Network (SBCN) indicated that services provided were excellent. Ninety-three percent (93%) of the respondents rated the services as "Very Good" or higher.

FOCUSED INDUSTRIAL TRAINING (FIT) CLIENT SATISFACTION
2005-2006

INSTITUTION	NUMBER OF INDUSTRY SURVEY RESPONDENTS	INDUSTRY EVALUATION SUMMATION
Alamance CC	17	4.6
Asheville-Buncombe TCC	25	5
Blue Ridge CC	18	3.9
Caldwell CC & TI	16	4
Cape Fear CC	9	4.6
Catawba Valley CC	41	4.8
Central Carolina CC	6	5
Central Piedmont CC	5	5
Cleveland CC	6	5
Coastal Carolina CC	6	4.6
Davidson County CC	15	4.4
Durham TCC	5	5
Fayetteville TCC	7	4.8
Forsyth TCC	13	4.3
Gaston College	16	4.7
Guilford TCC	33	5
Halifax CC	3	3
Isothermal CC	15	4
Lenoir CC	6	4
Mitchell CC	10	4.6
Nash CC	6	4.3
Piedmont CC	8	5
Pitt CC	4	3.4
Randolph CC	64	4.4
Richmond CC	8	3
Robeson CC	35	5
Rockingham CC	11	4
Rowan-Cabarrus CC	9	4.9
Sandhills CC	5	5
South Piedmont	12	4.5
Surry CC	21	3
Vance-Granville CC	17	4.3
Wake TCC	16	5
Western Piedmont CC	8	3
Wilkes CC	18	5
Wilson TCC	9	5
Subtotal	523	4.5
FIT CONSORTIA		
Bladen/Brunswick/Southeastern	7	4
COA/Roanoke-Chowan	17	3.9
Craven/Beaufort County/Carteret/Pamlico	21	4.9
Edgecombe/Martin	7	5
Haywood/Southwestern/TriCounty	8	5
Johnston/Wayne	15	4
McDowell/Mayland	4	5
Sampson/James Sprunt	9	5
Stanly/Montgomery	12	4.5
TOTALS	623	4.5

RATING SCALE

5 = Excellent, no improvement necessary, exceed highest expectations
4 = Very Good, company needs were met at a highly acceptable level
3 = Acceptable, needs met but some improvement indicated
2 = Marginal, some needs unsatisfied, item needs substantial improvement
1 = Unacceptable, needs generally not satisfied

NEW EXPANDING INDUSTRY TRAINING (NEIT) CLIENT SATISFACTION
2005-2006

INSTITUTION	INDUSTRY SURVEY RESPONDENTS (by project)	COMPANY'S EXPECTATION'S MET (Rating)	TRAINING IMPACT (Rating)	TRAINING EFFECTIVENESS (Rating)
Alamance CC	1	4	4	4
Asheville-Buncombe TCC	1	5	5	5
Beaufort County CC	1	4.5	4	4
Bladen CC	1	5	5	5
Blue Ridge CC	1	5	4.5	5
Brunswick CC	1	4.67	4.33	4
Central Piedmont CC	1	5	5	5
Cleveland CC	1	5	5	5
College of the Albemarle	1	4	4	5
Davidson County CC	1	4.5	4.5	4.5
Durham TCC	1	5	5	5
Edgecombe CC	1	4	4	4
Gaston College	1	4.33	4.33	4.33
Guilford TCC	1	5	5	5
Haywood CC	1	5	5	5
Isothermal CC	1	4	4	4
Johnston CC	1	5	4.5	4.5
McDowell TCC	1	5	5	5
Mitchell CC	1	4	4.5	4.5
Montgomery CC	1	5	5	5
Nash CC	1	4	4.5	4
Piedmont CC	1	4	4	4
Pitt CC	1	5	5	5
Randolph CC	1	5	5	5
Richmond CC	1	4	4.67	4.67
Rowan-Cabarrus CC	1	5	5	5
Sampson CC	1	5	5	4
Sandhills CC	1	4.5	4.5	4.5
Southeastern CC	1	5	5	5
Southwestern CC	1	4	4	4
Stanly CC	1	3	5	5
Surry CC	1	4.5	4	4
Vance-Granville CC	1	5	5	4
Wake TCC	1	5	5	5
Wayne CC	1	4.5	4.5	4.5
Wilkes CC	1	5	4.83	4.67
TOTAL/AVE. RATING	36	4.6	4.63	4.59

RATING SCALE
5 = Excellent, no improvement necessary, exceed highest expectations
4 = Very Good, company needs were met at a highly acceptable level
3 = Acceptable, needs met but some improvement indicated
2 = Marginal, some needs unsatisfied, item needs substantial improvement
1 = Unacceptable, needs generally not satisfied

SMALL BUSINESS CENTER NETWORK CLIENT SATISFACTION, 2005-2006

COLLEGE	OVERALL RATING				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Alamance	392	169	30	3	0
Asheville-Buncombe TCC	388	132	29	3	0
Beaufort County CC	248	95	17	3	0
Bladen CC	183	12	2	0	0
Blue Ridge CC	180	49	16	2	0
Brunswick CC	180	49	16	2	0
Caldwell CC & TI	1217	493	261	63	11
Cape Fear CC	500	246	65	7	0
Carteret CC	702	298	62	10	2
Catawba Valley CC	300	158	38	7	0
Central Carolina CC	471	95	21	2	0
Central Piedmont CC	181	101	0	4	9
Cleveland CC	719	226	61	8	0
Coastal Carolina CC	515	169	30	2	0
College of Albemarle	807	401	79	10	1
Craven CC	963	0	0	0	0
Davidson County CC	475	191	34	16	1
Durham TCC	265	111	14	4	0
Edgecombe CC	218	126	45	15	2
Fayetteville TCC	752	229	39	9	0
Forsyth TCC	737	257	48	0	0
Gaston College	493	192	21	1	2
Guilford TCC	1271	745	216	48	0
Halifax CC	570	218	52	0	0
Haywood CC	292	79	20	3	0
Isothermal CC	215	131	24	0	0
James Sprunt CC	545	190	28	8	0
Johnston CC	578	165	30	3	0
Lenoir CC	442	146	27	1	0
Martin CC	207	80	20	1	0
Mayland CC	352	181	38	3	0
McDowell TCC	212	10	0	0	0
Mitchell CC	323	139	27	1	0
Montgomery CC	333	130	31	6	0
Nash CC	452	218	28	3	0
Pamlico CC	132	58	15	3	0
Piedmont CC	297	180	39	9	1
Pitt CC	565	208	45	3	1
Randolph CC	332	120	20	1	0
Richmond CC	318	119	17	1	0
Roanoke-Chowan CC	245	63	36	1	0
Robeson CC	335	116	33	4	0
Rockingham CC	392	128	49	3	0
Rowan-Cabarrus CC	294	147	34	5	0
Sampson CC	289	117	13	1	0
Sandhills CC	780	271	94	21	1
South Piedmont	799	191	29	1	0
Southeastern CC	1181	305	76	6	0
Southwestern CC	224	47	11	1	0
Stanly CC	141	89	16	4	0
Surry CC	507	204	31	5	3
Tri-County CC	155	79	12	1	0
Vance-Granville CC	448	119	15	1	0
Wake TCC	1305	245	53	1	0
Wayne CC	292	101	38	2	0
Western Piedmont CC	136	42	2	1	1
Wilkes CC	306	132	23	16	11
Wilson TCC	284	81	9	0	0
Total	26,435	9,393	2,179	339	46
Column Percentage	69%	24%	6%	1%	<1%

RATING SCALE
 5 = Excellent, no improvement necessary, exceed highest expectations
 4 = Very Good, company needs were met at a highly acceptable level
 3 = Acceptable, needs met but some improvement indicated
 2 = Marginal, some needs unsatisfied, item needs substantial improvement
 1 = Unacceptable, needs generally not satisfied

**WORKFORCE DEVELOPMENT
MEASURE B:**

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

Description/Definition—The percentage of high school graduates who are 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 is 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 2005-2006, 28.82 percent of the 2005 high school graduates who enrolled in a community college had successfully completed the requirements of the College Tech Prep course of study, which was a 0.65 percent increase over the previous year's figure. 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 2005 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 2005-2006

INSTITUTION	TOTAL FTE	2005 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,823	523	172	32.89%
Asheville-Buncombe TCC	5,806	666	147	22.07%
Beaufort County CC	1,752	138	47	34.06%
Bladen CC	1,477	104	34	32.69%
Blue Ridge CC	2,384	239	79	33.05%
Brunswick CC	1,331	136	58	42.65%
Caldwell CC & TI	3,799	428	114	26.64%
Cape Fear CC	6,842	892	213	23.88%
Carteret CC	1,631	173	27	15.61%
Catawba Valley CC	4,655	686	159	23.18%
Central Carolina CC	5,091	442	2	0.45%
Central Piedmont CC	12,753	2,182	266	12.19%
Cleveland CC	2,813	341	124	36.36%
Coastal Carolina CC	4,255	575	211	36.70%
College of the Albemarle	2,118	272	114	41.91%
Craven CC	2,744	347	66	19.02%
Davidson County CC	3,319	320	38	11.88%
Durham TCC	4,574	460	8	1.74%
Edgecombe CC	2,401	179	82	45.81%
Fayetteville TCC	10,369	658	223	33.89%
Forsyth TCC	6,475	852	136	15.96%
Gaston College	4,614	768	302	39.32%
Guilford TCC	8,563	1,221	331	27.11%
Halifax CC	1,601	164	67	40.85%
Haywood CC	1,854	214	74	34.58%
Isothermal CC	2,179	270	86	31.85%
James Sprunt CC	1,410	139	86	61.87%
Johnston CC	3,794	372	177	47.58%
Lenoir CC	3,235	328	159	48.48%
Martin CC	1,128	85	19	22.35%
Mayland CC	1,742	117	5	4.27%
McDowell TCC	1,364	158	65	41.14%
Mitchell CC	2,205	156	51	32.69%
Montgomery CC	914	79	44	55.70%
Nash CC	2,574	329	136	41.34%
Pamlico CC	490	15	8	53.33%
Piedmont CC	2,488	192	111	57.81%
Pitt CC	5,474	862	186	21.58%
Randolph CC	2,438	309	80	25.89%
Richmond CC	1,829	177	89	50.28%
Roanoke-Chowan CC	962	111	1	0.90%
Robeson CC	3,585	149	108	72.48%
Rockingham CC	2,070	325	82	25.23%
Rowan Cabarrus CC	4,893	768	299	38.93%
Sampson CC	1,715	151	85	56.29%
Sandhills CC	3,615	571	218	38.18%
South Piedmont CC	2,137	173	45	26.01%
Southeastern CC	2,258	294	119	40.48%
Southwestern CC	2,150	189	55	29.10%
Stanly CC	2,078	205	65	31.71%
Surry CC	2,908	550	275	50.00%
Tri-County CC	1,074	104	47	45.19%
Vance-Granville CC	4,164	472	201	42.58%
Wake TCC	10,809	1,351	294	21.76%
Wayne CC	3,449	461	154	33.41%
Western Piedmont CC	2,933	303	123	40.59%
Wilkes CC	2,862	395	135	34.18%
Wilson TCC	2,245	191	22	11.52%
System Total	196,211	23,331	6,724	28.82%

**WORKFORCE DEVELOPMENT
MEASURE C:**

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

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 the categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

Performance Target—The 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—In 2005-06, the number of trainees in NEIT (New & Expanding Industry Training) increased by 91.96 percent over last year's figure, while the number of trainees in FIT (Focused Industrial Training) decreased by 5.4 percent during the same period of time. The number of projects in NEIT also grew by 20.1%. The number of participants in Small Business Centers increased by 14% as well, although the number of participants who took curriculum and/or occupational extension courses slightly decreased by 14%. In the fiscal year 2005-06, the legislature newly created Customized Industry Training (CIT) in the NCCCS.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
2001-02	14,771	155
2002-03	10,610	131
2003-04	10,117	121
2004-05	12,398	164
2005-06	23,799	197

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
2001-02	10,488	754
2002-03	8,438	834
2003-04	10,559	701
2004-05	11,159	797
2005-06	10,557	623

*Includes the apprenticeship program.

SMALL BUSINESS CENTER NETWORK

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL*	REFERRAL	EXT./CURR. COURSE PARTICIPANT
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
2005-06	58	51,312	6,117	4,873	14,591

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

CUSTOMIZED INDUSTRY TRAINING (CIT)

YEAR	TRAINEES	PROJECTS
2005-06	297	12

*Legislation created CIT program within the NCCCS in FY 2005-2006.

CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS

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 the following:

- 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 2005-2006, community colleges enrolled 13,359 high school dropouts who dropped out of school during 2005-06, which was a 3.5 percent increase in enrollment for the academic year 2005-06. 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
1/1/01-6/30/02	2001-02	19,910*
1/1/02-6/30/03	2002-03	17,227
1/1/03-6/30/04	2003-04	12,346
1/1/04-6/30/05	2004-05	12,903
1/1/05-6/30/06	2005-06	13,359

*Revised data based on new information.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2005-2006

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,823	226
Asheville-Buncombe TCC	5,806	458
Beaufort County CC	1,752	80
Bladen CC	1,477	130
Blue Ridge CC	2,384	158
Brunswick CC	1,331	135
Caldwell CC & TI	3,799	271
Cape Fear CC	6,842	473
Carteret CC	1,631	113
Catawba Valley CC	4,655	184
Central Carolina CC	5,091	460
Central Piedmont CC	12,753	49
Cleveland CC	2,813	66
Coastal Carolina CC	4,255	1,218
College of The Albemarle	2,118	389
Craven CC	2,744	190
Davidson County CC	3,319	365
Durham TCC	4,574	234
Edgecombe CC	2,401	168
Fayetteville TCC	10,369	395
Forsyth TCC	6,475	504
Gaston College	4,614	249
Guilford TCC	8,563	300
Halifax CC	1,601	142
Haywood CC	1,854	128
Isothermal CC	2,179	115
James Sprunt CC	1,410	100
Johnston CC	3,794	134
Lenoir CC	3,235	246
Martin CC	1,128	140
Mayland CC	1,742	95
McDowell TCC	1,364	79
Mitchell CC	2,205	220
Montgomery CC	914	33
Nash CC	2,574	238
Pamlico CC	490	26
Piedmont CC	2,488	92
Pitt CC	5,474	422
Randolph CC	2,438	198
Richmond CC	1,829	236
Roanoke-Chowan CC	962	65
Robeson CC	3,585	587
Rockingham CC	2,070	129
Rowan-Cabarrus CC	4,893	182
Sampson CC	1,715	94
Sandhills CC	3,615	187
South Piedmont	2,137	177
Southeastern CC	2,258	126
Southwestern CC	2,150	469
Stanly CC	2,078	224
Surry CC	2,908	26
Tri-County CC	1,074	68
Vance-Granville CC	4,164	524
Wake TCC	10,809	188
Wayne CC	3,449	325
Western Piedmont CC	2,933	175
Wilkes CC	2,862	172
Wilson TCC	2,245	182
System Totals	196,211	13,359

**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 in the number of individuals enrolled in the GED and AHSD programs that complete the program has been set.

Results—Number of GEDs and AHSDs awarded in 2005-06 was 14,922 which was a 6.2 percent decrease from the previous year. The number of students added in the dropout pool increased by 70.2% (2,993) in 2005-06.

**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
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
2005-06	22,180	14,922	7,258

NUMBER OF GEDs/AHSDs AWARDED, 2005-2006

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	3,823	66	331
Asheville-Buncombe TCC	5,806	9	479
Beaufort County CC	1,752		111
Bladen CC	1,477	33	94
Blue Ridge CC	2,384	9	220
Brunswick CC	1,331	23	72
Caldwell CC & TI	3,799	72	180
Cape Fear CC	6,842	133	160
Carteret CC	1,631	30	123
Catawba Valley CC	4,655		337
Central Carolina CC	5,091	85	360
Central Piedmont CC	12,753	237	631
Cleveland CC	2,813	45	47
Coastal Carolina CC	4,255	30	274
College of the Albemarle	2,118	73	343
Craven CC	2,744	38	137
Davidson County CC	3,319	67	174
Durham TCC	4,574	48	221
Edgecombe CC	2,401	2	225
Fayetteville TCC	10,369	106	82
Forsyth TCC	6,475	40	460
Gaston College	4,614	104	335
Guilford TCC	8,563	34	279
Halifax CC	1,601		133
Haywood CC	1,854	29	35
Isothermal CC	2,179	46	206
James Sprunt CC	1,410	8	70
Johnston CC	3,794	9	142
Lenoir CC	3,235	8	138
Martin CC	1,128	4	89
Mayland CC	1,742		216
McDowell TCC	1,364		124
Mitchell CC	2,205		295
Montgomery CC	914	3	63
Nash CC	2,574	23	126
Pamlico CC	490		41
Piedmont CC	2,488		159
Pitt CC	5,474	45	163
Randolph CC	2,438	42	312
Richmond CC	1,829	13	301
Roanoke-Chowan CC	962		142
Robeson CC	3,585	94	49
Rockingham CC	2,070		154
Rowan Cabarrus CC	4,893		497
Sampson CC	1,715		230
Sandhills CC	3,615	9	241
South Piedmont	2,137	39	229
Southeastern CC	2,258		149
Southwestern CC	2,150	25	398
Stanly CC	2,078	110	45
Surry CC	2,908		198
Tri-County CC	1,074		85
Vance-Granville CC	4,164	116	524
Wake TCC	10,809	51	667
Wayne CC	3,449	89	212
Western Piedmont CC	2,933	75	368
Wilkes CC	2,862	70	154
Wilson TCC	2,245	21	85
System Total	196,211	2,207	12,715

**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 into a community college curriculum or occupational extension program, as well as the number and percentage of high school students who directly go to a curriculum program in a community college. 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, Accountability, Research, and Evaluation section in the North Carolina Community College System Office.

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

Results—The number of basic skills students enrolling in curriculum or occupational extension courses slightly decreased by 3.7 percent, from 12,503 in 2004-05 to 12,039 in 2005-06. The enrollment of the 2004-05 high school graduates in community colleges in the academic year of 2005-06 (24,058) represented a 1.1 percent decrease from the previous year's enrollment.

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

YEAR ENROLLED	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
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 %
2005-06	12,039	- 3.7 %	24,058	- 1.1%

**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 was 35,258, which decreased by 4.4 percent from 2004-05 to 2005-06.

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

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
2001-02	39,580	-2.0%
2002-03	37,448	-5.4%
2003-04	36,740	-1.9%
2004-05	36,883	0.4%
2005-06	35,258	-4.4%

UNDUPLICATED ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2005-2006

INSTITUTION	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED HIGH	
Alamance CC	3,823	435	170	78	145	122	3	953
Asheville-Buncombe TCC	5,806	328	249	92	127	86	4	886
Beaufort County CC	1,752	21	81	49	12	16	4	183
Bladen CC	1,477	1	7	20	5	9	2	44
Blue Ridge CC	2,384	31	266	66	69	55	9	496
Brunswick CC	1,331	4	148	47	17	17	7	240
Caldwell CC & TI	3,799	30	112	94	45	46	21	348
Cape Fear CC	6,842	318	153	581	55	66	21	1,194
Carteret CC	1,631	11	122	16	22	13	0	184
Catawba Valley CC	4,655	70	330	233	138	153	50	974
Central Carolina CC	5,091	113	889	350	218	204	26	1,800
Central Piedmont CC	12,753	280	756	656	684	744	183	3,303
Cleveland CC	2,813	25	16	13	5	5	1	65
Coastal Carolina CC	4,255	24	109	26	27	21	11	218
College of The Albemarle	2,118	52	221	90	20	29	2	414
Craven CC	2,744	55	114	67	39	51	29	355
Davidson County CC	3,319	19	145	163	73	82	21	503
Durham TCC	4,574	77	937	297	450	665	0	2,426
Edgecombe CC	2,401	4	29	25	1	0	0	59
Fayetteville TCC	10,369	44	224	204	155	188	27	842
Forsyth TCC	6,475	216	492	446	302	442	179	2,077
Gaston College	4,614	162	151	172	91	130	24	730
Guilford TCC	8,563	484	567	542	378	508	145	2,624
Halifax CC	1,601	3	6	4	0	3	5	21
Haywood CC	1,854	5	34	24	7	10	2	82
Isothermal CC	2,179	19	101	35	26	43	13	237
James Sprunt CC	1,410	98	102	37	7	10	2	256
Johnston CC	3,794	15	318	67	27	31	6	464
Lenoir CC	3,235	58	157	112	63	48	0	438
Martin CC	1,128	6	28	9	0	0	0	43
Mayland CC	1,742	29	102	43	29	39	6	248
McDowell TCC	1,364	15	73	36	32	30	4	190
Mitchell CC	2,205	60	246	145	115	151	52	769
Montgomery CC	914	16	67	20	19	11	3	136
Nash CC	2,574	16	109	78	43	43	4	293
Pamlico CC	490	0	3	10	2	2	2	19
Piedmont CC	2,488	46	38	11	10	9	0	114
Pitt CC	5,474	57	159	98	75	72	27	488
Randolph CC	2,438	45	276	131	81	55	9	597
Richmond CC	1,829	18	98	74	46	37	9	282
Roanoke-Chowan CC	962	27	1	0	3	3	0	34
Robeson CC	3,585	54	94	92	11	16	0	267
Rockingham CC	2,070	15	63	51	8	10	0	147
Rowan-Cabarrus CC	4,893	173	357	190	127	80	9	936
Sampson CC	1,715	17	60	63	24	26	1	191
Sandhills CC	3,615	31	197	93	43	63	18	445
South Piedmont CC	2,137	47	229	200	134	138	30	778
Southeastern CC	2,258	14	66	50	1	7	1	139
Southwestern CC	2,150	30	149	90	16	31	4	320
Stanly CC	2,078	52	79	56	22	38	4	251
Surry CC	2,908	46	102	70	34	36	9	297
Tri-County CC	1,074	6	25	8	11	13	5	68
Vance-Granville CC	4,164	25	74	27	20	8	2	156
Wake TCC	10,809	1,097	1,647	534	507	195	103	4,083
Wayne CC	3,449	31	80	80	52	57	16	316
Western Piedmont CC	2,933	130	182	57	53	31	40	493
Wilkes CC	2,862	24	176	76	32	38	5	351
Wilson TCC	2,245	30	190	69	68	34	0	391
System Total	196,211	5,159	11,976	7,067	4,826	5,070	1,160	35,258

**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 2005-06, percentage of each ethnicity group in the total North Carolina population was analyzed based on 2005 American Community Survey (Table, B03002), American Fact Finder (U.S. Census Bureau).

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

Results— Hispanic/Latino ethnicity group is consistently under-represented in the Curriculum programs as well as Continuing Education, except in the Basic Skills programs, where Hispanics were disproportionately over-represented. Hispanic/Latino students in diploma programs in the curriculum and occupational extension programs in the continuing education were under-represented, compared with other categories.

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC/ LATINO	AMERICAN INDIAN	OTHER	WHITE
% of NC Population***	1.76%	20.85%	6.34%	1.22%	0.19%	68.41%
Curriculum						
Associate	2.04%	27.46%	3.08%	1.62%	2.23%	63.57%
Certificate	1.57%	28.78%	3.01%	1.47%	2.02%	63.15%
Diploma	1.34%	28.62%	2.36% *	1.54%	1.47%	64.67%
Transitional	2.18%	19.33%	3.38%	0.81%	3.03% **	71.27%
Continuing Ed						
Basic Skills	3.70% **	31.59%	25.87% **	1.77%	1.51%	35.56% *
Occupational Extension	0.97%	19.10%	2.50% *	1.48%	1.64%	74.32%
HRD	0.83%	45.10%	2.95%	2.37%	1.13%	47.63%

*Under-represented compared to the percentage of their ethnicity group in NC total population.

**Over-represented compared to the percentage of their ethnicity group in NC total population.

***Excludes 2 or more races, which was about 1.23% of the total NC population.

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE F:**

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

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 2005-06 decreased by 26,493 (17.1%) over last year's figure. However, the average amount of aid received increased by \$318.

**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
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
2005-06	128,429	47.8%	\$2,044

* 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 were based upon the numbers in Data Warehouse at the NCCCS after 2002-03.

**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—The percentage of the adult population served decreased slightly from 12.34 percent in 2004-05 to 12.18 percent in 2005-06. The enrollment figure in 2005-06 increased by 4,335 (0.5 %) over 2004-05.

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

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVERAGE)
2001-02	12.2%
2002-03	11.91%
2003-04	11.95%
2004-05	12.34%
2005-06	12.18%

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2005-2006

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,823	16,178	105,184	15.38%
Asheville-Buncombe TCC	5,806	23,902	186,538	12.81%
Beaufort County CC	1,752	7,640	54,024	14.14%
Bladen CC	1,477	4,837	25,026	19.33%
Blue Ridge CC	2,384	14,655	101,936	14.38%
Brunswick CC	1,331	6,881	71,354	9.64%
Caldwell CC & TI	3,799	15,186	97,304	15.61%
Cape Fear CC	6,842	26,358	179,606	14.68%
Carteret CC	1,631	8,375	51,280	16.33%
Catawba Valley CC	4,655	22,018	140,126	15.71%
Central Carolina CC	5,091	18,338	162,822	11.26%
Central Piedmont CC	12,753	58,718	590,121	9.95%
Cleveland CC	2,813	10,712	73,129	14.65%
Coastal Carolina CC	4,255	23,036	118,266	19.48%
College of the Albemarle	2,118	10,898	111,313	9.79%
Craven CC	2,744	12,650	70,776	17.87%
Davidson County CC	3,319	15,874	147,371	10.77%
Durham TCC	4,574	24,849	281,433	8.83%
Edgecombe CC	2,401	9,648	39,681	24.31%
Fayetteville TCC	10,369	33,092	222,469	14.87%
Forsyth TCC	6,475	33,620	281,235	11.95%
Gaston College	4,614	21,373	200,574	10.66%
Guilford TCC	8,563	37,333	335,545	11.13%
Halifax CC	1,601	6,978	59,570	11.71%
Haywood CC	1,854	6,787	45,396	14.95%
Isothermal CC	2,179	11,017	64,285	17.14%
James Sprunt CC	1,410	8,205	38,534	21.29%
Johnston CC	3,794	15,193	107,354	14.15%
Lenoir CC	3,235	13,618	67,589	20.15%
Martin CC	1,128	4,354	44,077	9.88%
Mayland CC	1,742	6,690	42,017	15.92%
McDowell TCC	1,364	8,319	33,648	24.72%
Mitchell CC	2,205	11,177	104,330	10.71%
Montgomery CC	914	3,949	20,778	19.01%
Nash CC	2,574	12,088	68,994	17.52%
Pamlico CC	490	1,731	10,674	16.22%
Piedmont CC	2,488	8,308	47,182	17.61%
Pitt CC	5,474	18,657	109,288	17.07%
Randolph CC	2,438	10,899	103,761	10.50%
Richmond CC	1,829	7,893	62,083	12.71%
Roanoke-Chowan CC	962	3,813	50,401	7.57%
Robeson CC	3,585	13,537	91,889	14.73%
Rockingham CC	2,070	10,189	71,317	14.29%
Rowan Cabarrus CC	4,893	18,521	212,150	8.73%
Sampson CC	1,715	7,610	47,320	16.08%
Sandhills CC	3,615	12,491	92,465	13.51%
South Piedmont CC	2,137	10,180	134,486	7.57%
Southeastern CC	2,258	9,733	41,443	23.49%
Southwestern CC	2,150	8,216	66,099	12.43%
Stanly CC	2,078	8,022	44,755	17.92%
Surry CC	2,908	12,452	84,586	14.72%
Tri-County CC	1,074	5,341	35,707	14.96%
Vance-Granville CC	4,164	18,539	129,318	14.34%
Wake TCC	10,809	53,556	558,300	9.59%
Wayne CC	3,449	13,229	86,168	15.35%
Western Piedmont CC	2,933	13,566	68,051	19.94%
Wilkes CC	2,862	13,290	81,580	16.29%
Wilson TCC	2,245	9,331	57,672	16.18%
System Total	196,211	801,676	6,584,121	12.18%

CRITICAL SUCCESS FACTOR IV: RESOURCES

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 the following:

- 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*

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

Methodology and Data Source—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 ACRL to determine which colleges meet the standards. It should be noted that the ACRL standards vary based on FTE of the college.

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

Results— Data for 2005-06 revealed that most measures didn't meet the ACRL standards, which raised serious concerns about under-funding of the community college libraries in North Carolina, and their conditions.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2005-06

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	48	83%	9	16%	1	2%
Serial Subscriptions	56	97%	1	2%	1	2%
Expenditure Minus Salaries per FTE	58	100%	0	0%	0	0%
Library Staff	56	97%	2	3%	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

Description/Definition—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 2005-2006, a total of \$11,028 was transferred between program areas by community colleges. This represents almost 0 percent of the total initial allocation.

YEAR	TOTAL DOLLAR AMOUNT OF TRANSFER BETWEEN PROGRAM AREAS
2001-02	\$647,233
2002-03	\$2,746,241
2003-04	\$7,710,690
2004-05	\$3,590,801
2005-06	\$11,028

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

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 (Southern Regional Education Board) Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated and presented.

This measure also 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 2005-06, the average nine-month salary of full-time curriculum faculty was \$41,517 as compared to the SREB average of \$46,732. It was 88.8 percent of the SREB average. The performance target of 83.3 percent of SREB average was achieved, but the SREB rank stayed at 15th.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA
TO THE SREB AVERAGE, 2001-02 TO 2005-2006**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK	% of SREB AVERAGE
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%
2005-06	\$41,517	\$46,732	15**	88.8%

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

** Ranking of 16 Southern Regional Education Board (SREB) states. Delaware became the 16th state to join SREB.

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

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 with less than five years of experience declined from 91.5 percent in 2004-2005 to 90.6 percent in 2005-2006.

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

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
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%
2005-2006	2,319	2,101	90.6%

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

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—By 2001, to increase the participation of faculty and staff in professional development programs by 10%.

Results—In 2005-2006, 2,692 faculty and staff participated in TIER A sponsored professional development activities, which was a 13 percent increase from last year’s figure.

**NUMBER OF FACULTY & STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT ACTIVITIES**

YEAR	# OF FACULTY & STAFF PARTICIPATING	% INCREASE
2001-02	2,969	- 41.5 %
2002-03	2,770	- 6.7 %
2003-04	2,447	- 11.7 %
2004-05	2,383	- 2.6 %
2005-06	2,692	13%

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT, 2005-2006

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,823	37
Asheville-Buncombe TCC	5,806	28
Beaufort County CC	1,752	51
Bladen CC	1,477	10
Blue Ridge CC	2,384	42
Brunswick CC	1,331	17
Caldwell CC & TI	3,799	26
Cape Fear CC	6,842	61
Carteret CC	1,631	10
Catawba Valley CC	4,655	38
Central Carolina CC	5,091	58
Central Piedmont CC	12,753	19
Cleveland CC	2,813	9
Coastal Carolina CC	4,255	13
College of the Albemarle	2,118	60
Craven CC	2,744	124
Davidson County CC	3,319	15
Durham TCC	4,574	23
Edgecombe CC	2,401	27
Fayetteville TCC	10,369	309
Forsyth TCC	6,475	37
Gaston College	4,614	25
Guilford TCC	8,563	26
Halifax CC	1,601	14
Haywood CC	1,854	9
Isothermal CC	2,179	11
James Sprunt CC	1,410	6
Johnston CC	3,794	235
Lenoir CC	3,235	15
Martin CC	1,128	37
Mayland CC	1,742	13
McDowell TCC	1,364	189
Mitchell CC	2,205	202
Montgomery CC	914	30
Nash CC	2,574	12
Pamlico CC	490	8
Piedmont CC	2,488	19
Pitt CC	5,474	14
Randolph CC	2,438	17
Richmond CC	1,829	118
Roanoke-Chowan CC	962	132
Robeson CC	3,585	13
Rockingham CC	2,070	53
Rowan Cabarrus CC	4,893	12
Sampson CC	1,715	18
Sandhills CC	3,615	25
South Piedmont CC	2,137	186
Southeastern CC	2,258	19
Southwestern CC	2,150	18
Stanly CC	2,078	12
Surry CC	2,908	14
Tri-County CC	1,074	27
Vance-Granville CC	4,164	8
Wake TCC	10,809	75
Wayne CC	3,449	17
Western Piedmont CC	2,933	15
Wilkes CC	2,862	21
Wilson TCC	2,245	13
System Totals	196,211	2,692

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

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 2005-2006, 89.5 percent of statewide facilities met "satisfactory" building conditions, which was 0.5 percent increase from last year's figure.

**PERCENT OF STATEWIDE FACILITIES
MEETING "SATISFACTORY" BUILDING CONDITIONS**

YEAR	% MEETING "SATISFACTORY"	% INCREASE
2001-02	89.6 %	0.1 %
2002-03	89.7 %	0.1 %
2003-04	88.7 %	-1.0 %
2004-05	89.0 %	0.3 %
2005-06	89.5 %	0.5 %

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

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—By the year 2000, to increase the funding level of occupational extension offerings to that of curriculum programs.

Results—In 2005-2006, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.20 (1:1.20), meaning that for every dollar generated by an occupational extension FTE, \$1.20 was generated by a curriculum FTE.

CRITICAL SUCCESS FACTOR V: TECHNOLOGY

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 the following:

- A. Number of Students in Courses and Programs Offered via Telecourse, Wireless Cable Systems, the Internet, Two-Way Video, etc.
- B. Number of Colleges Connected to the North Carolina Information Highway
- C. Number of Colleges Possessing the FCC License for Wireless Cable Systems
- D. Curriculum Unduplicated Headcounts by Course Method of Instruction
- E. Number of Courses Offered through the NC Virtual Learning Community

TECHNOLOGY MEASURE A: *Number of Students in Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.*

Description/Definition—Number of students 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 students 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 2005-2006, enrollment in the curriculum and con-ed Distance Education courses totaled 246,845 students, which was a 17 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, 2005-2006
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses & Teleweb courses	10,874	393
Internet Courses	166,197	28,339
Two-Way Video Courses (NC Information Highway)	7,476	176
Hybrid Courses (Blendid online and face-to-face)	30,116	1,422
Other Courses	339	1,513
Total	215,002	31,843

TECHNOLOGY MEASURE B:

***Number of Colleges Connected to the North
Carolina Information Highway(NCIH)***

Description/Definition—The measure provides information on the number of community colleges connected to the North Carolina Information Highway (NCIH).

Methodology and Data Source—Data on the number of colleges connected to the North Carolina Information Highway (NCIH) 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 2005-06, with an exception of 8 community colleges currently rolling out video conferencing equipment and video services, all community colleges now participate in North Carolina Information Highway (NCIH) – either as full video service sites, per event subscribers, or via a local NCREN site.

TECHNOLOGY MEASURE C:

Number of Colleges Possessing the FCC License for Wireless Cable Systems

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 has been granted a license for wireless cable systems.

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

Results—In 2005-2006, 34 colleges have FCC Educational Broadband Service (EBS) licenses.

TECHNOLOGY MEASURE D:

**Curriculum Unduplicated Headcount by
Course Method of Instruction**

Description/Definition— Unduplicated curriculum headcount of students taking only distance learning courses, taking a combination of distance learning and traditional courses, and taking only traditional courses and unknown. The numbers are curriculum courses only, for this type of information on continuing education doesn't exist.

Methodology and Data Source— Data are maintained by the Data Warehouse at the System Office utilizing curriculum student registration files submitted by colleges each year. The analysis is done by Planning, Accountability, Research, and Evaluation section.

Performance Target— No specific performance target for number of curriculum students taking distance education or traditional courses has been set.

Results—In 2005-06, 31,769 students enrolled in one or more distance learning courses, which represented a 39.4% increase over the 2004-05 figure. More students are enrolling in both distance learning and traditional courses year after year. In 2005-06, 82,726 students enrolled in both modes, which was an 11.0% increase over last year's, while student enrollment in traditional courses only has declined every year since 2001-02. In 2005-06, 146,690 students enrolled in traditional courses, which was a 13.5% decrease from last year's enrollment.

**CURRICULUM UNDUPLICATED HEADCOUNT BY COURSE METHOD OF
INSTRUCTION, FROM 2001-02 TO 2005-06**

Academic Year	Distance Learning Only	Distance Learning and Traditional	Traditional Only	Unknown
2001-02	8,213	39,794	203,793	5,512
2002-03	10,566	46,308	200,818	9,252
2003-04	14,086	57,122	192,565	10,756
2004-05	22,795	74,543	169,584	7,501
2005-06	31,769	82,726	146,690	7,236

TECHNOLOGY MEASURE E:

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

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—No specific performance target level for number of courses offered has been set.

Results—In 2005-2006, 207 online courses have been updated to Blackboard version 7.2 through the NC Virtual Learning Community.

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