

2008

C *CRITICAL*

S *SUCCESS*

F *FACTORS*

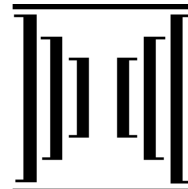
FOR THE

**NORTH CAROLINA
COMMUNITY COLLEGE
SYSTEM**

Nineteenth Annual Report

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

June 2008



2008 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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June 2008

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

Nineteenth 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 nineteenth 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 the 2007 Session, the General Assembly approved modification to the North Carolina Performance Measures and Standards as adopted by the State Board of Community Colleges on March 16, 2007. As a result, the number of performance measures was reduced to 8.

System Strategic Plan

Under the leadership of former 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, 2006-2007

Factor I: Core Indicators of Student Success	A. Progress of basic skills students	B. Passing rates on licensure & certification exams	C. Performance of college transfer students	D. Developmental course passing rates	E. Success of developmental students in college-level courses	F. Student satisfaction	G. Curriculum student retention, graduation and transfer	H. Client satisfaction with customized training
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, and customized training	D. Employment status of graduates	E. Employer satisfaction with graduates			
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	H. Goal completion for completers
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. Curriculum unduplicated headcount by course method of instruction	B. Number of colleges connected to the North Carolina Information Highway	C. Number of colleges possessing the FCC license for wireless cable systems	D. Number of courses and programs offered via telecourse, wireless cable, the Internet, two-way video, etc.	E. Number of courses offered through the NC virtual learning community			

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. In the 2007 Session, the North Carolina General Assembly approved modifications to the North Carolina Performance Measures as adopted by the State Board of Community Colleges on March 16, 2007. As a result, the number of performance measures was reduced to eight (8).

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

The Core Indicators of Student Success are:

- A. Progress of Basic Skills Students
- B. Passing Rates on Licensure and Certification Examinations
- C. Performance of College Transfer Students
- D. Passing Rates of Students in Developmental Courses
- E. Success Rate of Developmental Students in Subsequent College-Level Courses
- F. Satisfaction of Program Completers and Non-Completers
- G. Curriculum Student Retention, Graduation, and Transfer
- H. Client Satisfaction with Customized Training

**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—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 2006-07, 55 community colleges met the required standard. The average composite measure for the System was 80 percent. The range in the composite progress measure was from a low of 68 percent to a high of 95 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
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%
2006-07	20%	50%	6%	25%	80%

PROGRESS OF BASIC SKILLS STUDENTS, 2006-2007

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	3,896	3,114	7%	63%	22%	9%	91%
Asheville-Buncombe TCC	5,780	3,287	5%	40%	34%	21%	79%
Beaufort County CC	1,709	1,256	2%	47%	26%	25%	75%
Bladen CC	1,406	597	11%	50%	28%	11%	89%
Blue Ridge CC	2,183	1,427	7%	55%	26%	11%	89%
Brunswick CC	1,457	871	6%	71%	13%	10%	90%
Caldwell CC & TI	3,947	2,474	5%	53%	27%	15%	85%
Cape Fear CC	6,758	3,233	5%	50%	22%	23%	77%
Carteret CC	1,718	904	10%	48%	18%	24%	76%
Catawba Valley CC	4,622	3,076	8%	57%	24%	11%	89%
Central Carolina CC	5,159	4,572	6%	59%	23%	12%	88%
Central Piedmont CC	13,250	12,047	4%	45%	19%	32%	68%
Cleveland CC	2,973	744	5%	53%	22%	20%	80%
Coastal Carolina CC	4,303	3,649	4%	48%	36%	12%	88%
College of The Albemarle	2,239	2,544	9%	52%	16%	23%	77%
Craven CC	2,707	1,398	6%	51%	24%	20%	80%
Davidson County CC	3,444	2,969	4%	52%	35%	9%	91%
Durham TCC	4,588	4,707	2%	50%	27%	21%	79%
Edgecombe CC	2,305	1,819	3%	39%	34%	25%	75%
Fayetteville TCC	10,560	4,801	2%	56%	23%	19%	81%
Forsyth TCC	6,514	5,611	3%	50%	24%	23%	77%
Gaston College	4,467	2,997	5%	43%	30%	22%	78%
Guilford TCC	9,065	5,741	2%	52%	26%	20%	80%
Halifax CC	1,538	1,133	11%	43%	22%	25%	75%
Haywood CC	1,935	760	6%	43%	29%	21%	79%
Isothermal CC	2,177	1,379	3%	58%	32%	7%	93%
James Sprunt CC	1,311	1,001	6%	47%	21%	26%	74%
Johnston CC	3,813	1,803	5%	49%	24%	21%	79%
Lenoir CC	3,173	2,115	2%	46%	31%	21%	79%
Martin CC	925	896	6%	65%	25%	5%	95%
Mayland CC	1,963	1,143	13%	43%	27%	17%	83%
McDowell TCC	1,338	751	8%	52%	26%	15%	85%
Mitchell CC	2,272	2,185	11%	49%	16%	24%	76%
Montgomery CC	1,010	617	5%	35%	36%	24%	76%
Nash CC	2,503	1,734	5%	50%	21%	25%	75%
Pamlico CC	575	267	6%	33%	37%	23%	77%
Piedmont CC	2,547	911	9%	36%	32%	24%	76%
Pitt CC	5,656	2,579	6%	49%	21%	24%	76%
Randolph CC	2,428	1,795	8%	48%	23%	21%	79%
Richmond CC	2,040	2,386	7%	44%	24%	25%	75%
Roanoke-Chowan CC	949	753	7%	59%	13%	22%	78%
Robeson CC	3,671	2,886	2%	50%	32%	17%	83%
Rockingham CC	2,060	1,091	8%	48%	33%	11%	89%
Rowan-Cabarrus CC	4,685	3,199	12%	50%	16%	22%	78%
Sampson CC	1,761	1,305	6%	39%	26%	29%	71%
Sandhills CC	3,612	1,518	13%	40%	28%	19%	81%
South Piedmont CC	2,156	2,021	4%	43%	39%	14%	86%
Southeastern CC	2,381	1,287	8%	57%	23%	11%	89%
Southwestern CC	2,216	1,597	6%	36%	38%	20%	80%
Stanly CC	2,290	1,565	8%	51%	24%	16%	84%
Surry CC	2,960	1,456	10%	44%	25%	21%	79%
Tri-County CC	1,076	478	11%	47%	23%	19%	81%
Vance-Granville CC	4,213	2,733	13%	39%	26%	22%	78%
Wake TCC	11,166	7,762	5%	53%	27%	15%	85%
Wayne CC	3,479	2,710	2%	44%	34%	20%	80%
Western Piedmont CC	2,959	2,394	12%	64%	11%	13%	87%
Wilkes CC	2,757	1,457	3%	51%	32%	13%	87%
Wilson CC	2,112	1,841	5%	50%	25%	20%	80%
System Totals	198,759	135,346	6%	50%	25%	20%	80%

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, the data on nursing, emergency medical technician, physical therapy assistant, and veterinary medicine technology 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— The performance standard for the aggregate institutional passing rate is 80 percent. To be rated Superior, a college could not have any licensure/certification exams for which the college controlled who was eligible to sit for the exam with a passing rate less than 70%.

Results—In 2006-07, 33 community colleges met or exceeded the aggregate institutional passing rate of 80 percent. System average of aggregate institutional passing rate was eighty-three percent (83%).

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

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	22	95%
Airframe	18	100%
Power Plant	19	100%
Basic Law Enforcement Trng.	1,364	84%
Cosmetic Arts		
Cosmetology	260	82%
Cosmetology Instructor	14	86%
Manicurist	38	74%
Esthetics	113	75%
Dental Hygiene	168	97%
Emergency Medical Technician (EMT)		
EMT	2,805	88%
EMT-I	567	51%
EMT-P	350	77%
EMD	42	79%
Nursing		
RN	2,056	86%
PN	794	95%
Opticianry	10	20%
Physical Therapist Assistant	79	82%
Radiologic Technology		
Nuclear Medicine Technology	15	82%
Radiation Therapy Technology	37	83%
Radiography	364	96%
Real Estate		
Sales	925	63%
Veterinary Medical Technology	59	99%

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	3,896	165	124	75%	2*
Asheville-Buncombe TCC	5,780	396	360	91%	1
Beaufort County CC	1,709	108	81	75%	1
Bladen CC	1,406	51	46	90%	0
Blue Ridge CC	2,183	122	107	88%	0
Brunswick CC	1,457	221	156	71%	2*
Caldwell CC & TI	3,947	187	141	75%	2
Cape Fear CC	6,758	351	327	93%	0
Carteret CC	1,718	140	109	78%	1*
Catawba Valley CC	4,622	181	151	83%	0
Central Carolina CC	5,159	228	199	87%	0*
Central Piedmont CC	13,250	363	337	93%	0
Cleveland CC	2,973	175	126	72%	2*
Coastal Carolina CC	4,303	233	212	91%	0
College of The Albemarle	2,239	168	125	74%	0*
Craven CC	2,707	143	117	82%	0*
Davidson County CC	3,444	248	190	77%	3
Durham TCC	4,588	418	353	84%	1
Edgecombe CC	2,305	33	28	85%	0
Fayetteville TCC	10,560	398	348	87%	1
Forsyth TCC	6,514	341	305	89%	0
Gaston College	4,467	335	290	87%	1
Guilford TCC	9,065	455	377	83%	2*
Halifax CC	1,538	106	80	75%	1
Haywood CC	1,935	55	49	89%	0
Isothermal CC	2,177	70	61	87%	0
James Sprunt CC	1,311	66	54	82%	0
Johnston CC	3,813	236	177	75%	2*
Lenoir CC	3,173	151	117	77%	2
Martin CC	925	64	33	52%	3
Mayland CC	1,963	108	80	74%	1
McDowell TCC	1,338	99	87	88%	1
Mitchell CC	2,272	166	142	86%	0
Montgomery CC	1,010	66	47	71%	2
Nash CC	2,503	108	80	74%	1*
Pamlico CC	575	23	14	61%	0
Piedmont CC	2,547	32	25	78%	0
Pitt CC	5,656	186	154	83%	1*
Randolph CC	2,428	141	128	91%	0
Richmond CC	2,040	84	70	83%	0
Roanoke-Chowan CC	949	45	43	96%	0
Robeson CC	3,671	107	82	77%	1
Rockingham CC	2,060	126	98	78%	1
Rowan-Cabarrus CC	4,685	303	244	81%	2
Sampson CC	1,761	86	67	78%	1
Sandhills CC	3,612	183	162	89%	0
South Piedmont CC	2,156	124	106	85%	0
Southeastern CC	2,381	150	107	71%	0*
Southwestern CC	2,216	99	85	86%	0*
Stanly CC	2,290	158	125	79%	2*
Surry CC	2,960	193	153	79%	1*
Tri-County CC	1,076	98	62	63%	2*
Vance-Granville CC	4,213	182	162	89%	1
Wake TCC	11,166	346	300	87%	0*
Wayne CC	3,479	141	127	90%	0
Western Piedmont CC	2,959	112	100	89%	0
Wilkes CC	2,757	100	86	86%	0
Wilson CC	2,112	61	46	75%	1
System Total	198,759	9,835	8,162	83%	

*Excludes Real Estate, since the college does not control who sits for the exam.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006-2007

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896						
Asheville-Buncombe TCC	5,780						
Beaufort County CC	1,709						
Bladen CC	1,406						
Blue Ridge CC	2,183						
Brunswick CC	1,457						
Caldwell CC & TI	3,947						
Cape Fear CC	6,758						
Carteret CC	1,718						
Catawba Valley CC	4,622						
Central Carolina CC	5,159						
Central Piedmont CC	13,250						
Cleveland CC	2,973						
Coastal Carolina CC	4,303						
College of The Albemarle	2,239						
Craven CC	2,707						
Davidson County CC	3,444						
Durham TCC	4,588						
Edgecombe CC	2,305						
Fayetteville TCC	10,560						
Forsyth TCC	6,514						
Gaston College	4,467						
Guilford TCC	9,065	17	94%	13	100%	17	100%
Halifax CC	1,538						
Haywood CC	1,935						
Isothermal CC	2,177						
James Sprunt CC	1,311						
Johnston CC	3,813						
Lenoir CC	3,173						
Martin CC	925						
Mayland CC	1,963						
McDowell TCC	1,338						
Mitchell CC	2,272						
Montgomery CC	1,010						
Nash CC	2,503						
Pamlico CC	575						
Piedmont CC	2,547						
Pitt CC	5,656						
Randolph CC	2,428						
Richmond CC	2,040						
Roanoke-Chowan CC	949						
Robeson CC	3,671						
Rockingham CC	2,060						
Rowan-Cabarrus CC	4,685						
Sampson CC	1,761						
Sandhills CC	3,612						
South Piedmont	2,156						
Southeastern CC	2,381						
Southwestern CC	2,216						
Stanly CC	2,290						
Surry CC	2,960						
Tri-County CC	1,076						
Vance-Granville CC	4,213						
Wake TCC	11,166						
Wayne CC	3,479	*	*	*	*	*	*
Western Piedmont CC	2,959						
Wilkes CC	2,757						
Wilson CC	2,112						
System Total	198,759	22	95%	18	100%	19	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006-2007
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,896	21	81%
Asheville-Buncombe TCC	5,780	67	84%
Beaufort County CC	1,709	22	82%
Bladen CC	1,406	*	*
Blue Ridge CC	2,183	19	84%
Brunswick CC	1,457	32	91%
Caldwell CC & TI	3,947	26	62%
Cape Fear CC	6,758	67	84%
Carteret CC	1,718	18	89%
Catawba Valley CC	4,622	28	79%
Central Carolina CC	5,159	31	87%
Central Piedmont CC	13,250	23	96%
Cleveland CC	2,973	25	80%
Coastal Carolina CC	4,303	23	91%
College of The Albemarle	2,239	17	94%
Craven CC	2,707	18	100%
Davidson County CC	3,444	40	78%
Durham TCC	4,588	53	89%
Edgecombe CC	2,305		
Fayetteville TCC	10,560	25	96%
Forsyth TCC	6,514	17	71%
Gaston College	4,467	55	73%
Guilford TCC	9,065	25	84%
Halifax CC	1,538	25	76%
Haywood CC	1,935	14	79%
Isothermal CC	2,177	16	81%
James Sprunt CC	1,311	*	*
Johnston CC	3,813	31	74%
Lenoir CC	3,173	10	80%
Martin CC	925	13	46%
Mayland CC	1,963	*	*
McDowell TCC	1,338	11	91%
Mitchell CC	2,272	36	81%
Montgomery CC	1,010	17	41%
Nash CC	2,503	21	100%
Pamlico CC	575		
Piedmont CC	2,547		
Pitt CC	5,656	37	100%
Randolph CC	2,428	29	90%
Richmond CC	2,040		
Roanoke-Chowan CC	949		
Robeson CC	3,671	23	65%
Rockingham CC	2,060	32	88%
Rowan-Cabarrus CC	4,685	58	86%
Sampson CC	1,761	15	40%
Sandhills CC	3,612	21	100%
South Piedmont	2,156	29	97%
Southeastern CC	2,381	*	*
Southwestern CC	2,216	11	91%
Stanly CC	2,290	17	65%
Surry CC	2,960	32	97%
Tri-County CC	1,076		
Vance-Granville CC	4,213	21	100%
Wake TCC	11,166	53	87%
Wayne CC	3,479	29	83%
Western Piedmont CC	2,959	42	86%
Wilkes CC	2,757	19	100%
Wilson CC	2,112	26	96%
System Total	198,759	1,364	84%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007

--COSMETIC ARTS--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	COSMETOLOGY		COS. INSTRUCTOR		MANICURIST		ESTHETICIAN	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896	*	*						
Asheville-Buncombe TCC	5,780								
Beaufort County CC	1,709	*	*						
Bladen CC	1,406								
Blue Ridge CC	2,183	13	85%			*	*	10	80%
Brunswick CC	1,457							*	*
Caldwell CC & TI	3,947	*	*			*	*		
Cape Fear CC	6,758	11	100%	*	*	*	*	*	*
Carteret CC	1,718	*	*						
Catawba Valley CC	4,622	*	*						
Central Carolina CC	5,159	28	93%	*	*			34	100%
Central Piedmont CC	13,250								
Cleveland CC	2,973	*	*	*	*	*	*	*	*
Coastal Carolina CC	4,303	26	85%			*	*		
College of The Albemarle	2,239	17	88%						
Craven CC	2,707	12	92%			*	*		
Davidson County CC	3,444	19	79%			*	*	10	30%
Durham TCC	4,588								
Edgecombe CC	2,305	*	*	*	*	*	*	*	*
Fayetteville TCC	10,560								
Forsyth TCC	6,514								
Gaston College	4,467								
Guilford TCC	9,065	*	*						
Halifax CC	1,538								
Haywood CC	1,935	*	*			*	*	*	*
Isothermal CC	2,177	*	*						
James Sprunt CC	1,311	*	*						
Johnston CC	3,813	*	*					*	*
Lenoir CC	3,173	*	*						
Martin CC	925	*	*			*	*	*	*
Mayland CC	1,963	*	*			*	*		
McDowell TCC	1,338	*	*	*	*			10	90%
Mitchell CC	2,272								
Montgomery CC	1,010								
Nash CC	2,503								
Pamlico CC	575								
Piedmont CC	2,547								
Pitt CC	5,656								
Randolph CC	2,428								
Richmond CC	2,040								
Roanoke-Chowan CC	949								
Robeson CC	3,671	*	*			*	*		
Rockingham CC	2,060	*	*						
Rowan-Cabarrus CC	4,685	12	92%	*	*	*	*	*	*
Sampson CC	1,761	*	*	*	*				
Sandhills CC	3,612	*	*			*	*	*	*
South Piedmont	2,156								
Southeastern CC	2,381	*	*					*	*
Southwestern CC	2,216	*	*						
Stanly CC	2,290	*	*	*	*	*	*	*	*
Surry CC	2,960	*	*						
Tri-County CC	1,076	11	64%					*	*
Vance-Granville CC	4,213	14	86%	*	*				
Wake TCC	11,166								
Wayne CC	3,479								
Western Piedmont CC	2,959								
Wilkes CC	2,757								
Wilson CC	2,112								
System Total	198,759	260	82%	14	86%	38	74%	113	75%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS
DENTAL HYGIENE, 2006-2007 ; PHYSICAL THERAPIST ASSISTANT, 2007
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896				
Asheville-Buncombe TCC	5,780	17	100%		
Beaufort County CC	1,709				
Bladen CC	1,406				
Blue Ridge CC	2,183				
Brunswick CC	1,457				
Caldwell CC & TI	3,947			12	75%
Cape Fear CC	6,758	*	*		
Carteret CC	1,718				
Catawba Valley CC	4,622	15	93%		
Central Carolina CC	5,159				
Central Piedmont CC	13,250	19	100%	13	77%
Cleveland CC	2,973				
Coastal Carolina CC	4,303	20	95%		
College of The Albemarle	2,239				
Craven CC	2,707				
Davidson County CC	3,444				
Durham TCC	4,588				
Edgecombe CC	2,305				
Fayetteville TCC	10,560	17	100%	10	80%
Forsyth TCC	6,514	11	100%		
Gaston College	4,467				
Guilford TCC	9,065	31	100%	13	100%
Halifax CC	1,538	*	*		
Haywood CC	1,935				
Isothermal CC	2,177				
James Sprunt CC	1,311				
Johnston CC	3,813				
Lenoir CC	3,173				
Martin CC	925			10	70%
Mayland CC	1,963				
McDowell TCC	1,338				
Mitchell CC	2,272				
Montgomery CC	1,010				
Nash CC	2,503			10	90%
Pamlico CC	575				
Piedmont CC	2,547				
Pitt CC	5,656				
Randolph CC	2,428				
Richmond CC	2,040				
Roanoke-Chowan CC	949				
Robeson CC	3,671				
Rockingham CC	2,060				
Rowan-Cabarrus CC	4,685				
Sampson CC	1,761				
Sandhills CC	3,612				
South Piedmont	2,156				
Southeastern CC	2,381				
Southwestern CC	2,216			11	82%
Stanly CC	2,290				
Surry CC	2,960				
Tri-County CC	1,076				
Vance-Granville CC	4,213				
Wake TCC	11,166				
Wayne CC	3,479	22	95%		
Western Piedmont CC	2,959				
Wilkes CC	2,757				
Wilson CC	2,112				
System Total	198,759	168	97%	79	82%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007
 --EMERGENCY MEDICAL TECHNICIAN (EMT)--
 FIRST-TIME TEST TAKERS

INSTITUTION	EMT		EMT-I		EMT-P		EMD		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896	39	69%	13	46%	*	*		
Asheville-Buncombe TCC	5,780	88	97%	25	56%	16	100%		
Beaufort County CC	1,709	25	88%	16	19%				
Bladen CC	1,406	14	86%	*	*				
Blue Ridge CC	2,183	39	92%						
Brunswick CC	1,457	31	94%	18	28%	*	*		
Caldwell CC & TI	3,947	54	89%	*	*	19	68%		
Cape Fear CC	6,758	142	97%	*	*	*	*		
Carteret CC	1,718	23	100%	14	57%	*	*		
Catawba Valley CC	4,622	50	76%	*	*	*	*		
Central Carolina CC	5,159	40	85%	*	*	*	*		
Central Piedmont CC	13,250	135	97%						
Cleveland CC	2,973	72	81%	29	48%	12	67%		
Coastal Carolina CC	4,303	99	92%	*	*	10	70%		
College of The Albemarle	2,239	48	75%	*	*				
Craven CC	2,707	14	100%			*	*		
Davidson County CC	3,444	85	93%	16	38%	27	56%		
Durham TCC	4,588	235	86%	23	74%	11	91%		
Edgecombe CC	2,305	*	*						
Fayetteville TCC	10,560	113	94%	47	53%	18	83%		
Forsyth TCC	6,514	102	92%	*	*	*	*		
Gaston College	4,467	96	92%	15	67%	21	81%		
Guilford TCC	9,065	126	93%	22	55%	11	64%		
Halifax CC	1,538	25	92%	11	18%	*	*		
Haywood CC	1,935	24	92%			*	*		
Isothermal CC	2,177	14	71%	*	*				
James Sprunt CC	1,311	10	100%						
Johnston CC	3,813	49	84%	17	41%	21	62%		
Lenoir CC	3,173	60	95%	22	46%	*	*		
Martin CC	925	21	57%	11	18%				
Mayland CC	1,963	38	63%	*	*			*	*
McDowell TCC	1,338	21	81%	13	62%				
Mitchell CC	2,272	42	88%			*	*		
Montgomery CC	1,010	12	67%	*	*	*	*		
Nash CC	2,503	45	84%	11	27%	*	*		
Pamlico CC	575	14	79%	*	*				
Piedmont CC	2,547	12	75%			*	*		
Pitt CC	5,656	16	63%	*	*	*	*		
Randolph CC	2,428	59	97%	*	*	*	*		
Richmond CC	2,040	*	*	*	*			*	*
Roanoke-Chowan CC	949	*	*						
Robeson CC	3,671	30	80%	19	84%				
Rockingham CC	2,060	28	86%						
Rowan-Cabarrus CC	4,685	97	81%	12	58%	15	87%		
Sampson CC	1,761			*	*				
Sandhills CC	3,612	48	81%	*	*	*	*		
South Piedmont	2,156	60	83%			*	*		
Southeastern CC	2,381	27	70%	*	*	*	*		
Southwestern CC	2,216	22	86%	*	*	*	*		
Stanly CC	2,290	36	83%	15	47%	*	*		
Surry CC	2,960	15	87%	33	49%	17	100%		
Tri-County CC	1,076	47	72%	14	29%	12	50%		
Vance-Granville CC	4,213	29	90%	*	*	12	67%		
Wake TCC	11,166	127	94%	14	79%	16	100%		
Wayne CC	3,479	19	95%	*	*	12	92%		
Western Piedmont CC	2,959	16	100%					28	79%
Wilkes CC	2,757	25	92%	*	*				
Wilson CC	2,112	31	68%	*	*				
System Total	198,759	2,805	88%	567	51%	350	77%	42	79%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896			65	94%
Asheville-Buncombe TCC	5,780	33	97%	83	98%
Beaufort County CC	1,709	13	92%	30	80%
Bladen CC	1,406	*	*	16	81%
Blue Ridge CC	2,183			22	91%
Brunswick CC	1,457	22	82%	40	58%
Caldwell CC & TI	3,947			45	71%
Cape Fear CC	6,758	19	100%	48	98%
Carteret CC	1,718	12	100%	10	90%
Catawba Valley CC	4,622			58	86%
Central Carolina CC	5,159	25	100%	13	100%
Central Piedmont CC	13,250			52	96%
Cleveland CC	2,973	*	*		
Coastal Carolina CC	4,303	16	100%	27	96%
College of The Albemarle	2,239	17	94%	20	90%
Craven CC	2,707	10	90%	51	82%
Davidson County CC	3,444			41	93%
Durham TCC	4,588	16	94%	28	93%
Edgecombe CC	2,305				
Fayetteville TCC	10,560	51	98%	91	86%
Forsyth TCC	6,514	44	93%	108	89%
Gaston College	4,467	36	100%	61	89%
Guilford TCC	9,065	16	88%	58	88%
Halifax CC***	1,538	*	*	21	71%
Haywood CC**	1,935				
Isothermal CC	2,177	29	100%		
James Sprunt CC	1,311	*	*	33	85%
Johnston CC	3,813	19	100%	30	97%
Lenoir CC	3,173	*	*	33	61%
Martin CC	925				
Mayland CC	1,963	17	94%	25	88%
McDowell TCC	1,338	37	97%		
Mitchell CC	2,272			37	95%
Montgomery CC	1,010	25	100%		
Nash CC	2,503				
Pamlico CC	575				
Piedmont CC	2,547			16	88%
Pitt CC	5,656			59	88%
Randolph CC	2,428			24	88%
Richmond CC	2,040	16	100%	51	84%
Roanoke-Chowan CC	949	18	100%	21	90%
Robeson CC	3,671	*	*	15	80%
Rockingham CC	2,060	29	76%	33	64%
Rowan-Cabarrus CC	4,685	20	80%	35	69%
Sampson CC	1,761	26	100%	32	88%
Sandhills CC	3,612	20	95%	55	93%
South Piedmont	2,156	16	88%		
Southeastern CC	2,381	22	100%	54	74%
Southwestern CC**	2,216	*	*		
Stanly CC	2,290			40	98%
Surry CC	2,960	24	96%	49	78%
Tri-County CC**	1,076				
Vance-Granville CC	4,213	29	93%	45	93%
Wake TCC	11,166			71	83%
Wayne CC	3,479	11	100%	27	96%
Western Piedmont CC	2,959			26	100%
Wilkes CC	2,757			31	87%
Wilson CC	2,112				
Foothills Nursing Consortium				79	71%
NEWH Nursing Consortium***		66	94%	117	84%
Region A Nursing Consortium**				51	71%
System Total	198,759	794	95%	2,056	86%

*Less than 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, 2006-2007 ; VETERINARY MEDICAL TECHNOLOGY, 2007
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896				
Asheville-Buncombe TCC	5,780			17	100%
Beaufort County CC	1,709				
Bladen CC	1,406				
Blue Ridge CC	2,183				
Brunswick CC	1,457				
Caldwell CC & TI	3,947				
Cape Fear CC	6,758				
Carteret CC	1,718				
Catawba Valley CC	4,622				
Central Carolina CC	5,159			17	100%
Central Piedmont CC	13,250				
Cleveland CC	2,973				
Coastal Carolina CC	4,303				
College of The Albemarle	2,239				
Craven CC	2,707				
Davidson County CC	3,444				
Durham TCC	4,588	10	20%		
Edgecombe CC	2,305				
Fayetteville TCC	10,560				
Forsyth TCC	6,514				
Gaston College	4,467			25	96%
Guilford TCC	9,065				
Halifax CC	1,538				
Haywood CC	1,935				
Isothermal CC	2,177				
James Sprunt CC	1,311				
Johnston CC	3,813				
Lenoir CC	3,173				
Martin CC	925				
Mayland CC	1,963				
McDowell TCC	1,338				
Mitchell CC	2,272				
Montgomery CC	1,010				
Nash CC	2,503				
Pamlico CC	575				
Piedmont CC	2,547				
Pitt CC	5,656				
Randolph CC	2,428				
Richmond CC	2,040				
Roanoke-Chowan CC	949				
Robeson CC	3,671				
Rockingham CC	2,060				
Rowan-Cabarrus CC	4,685				
Sampson CC	1,761				
Sandhills CC	3,612				
South Piedmont	2,156				
Southeastern CC	2,381				
Southwestern CC	2,216				
Stanly CC	2,290				
Surry CC	2,960				
Tri-County CC	1,076				
Vance-Granville CC	4,213				
Wake TCC	11,166				
Wayne CC	3,479				
Western Piedmont CC	2,959				
Wilkes CC	2,757				
Wilson CC	2,112				
System Total	198,759	10	20%	59	99%

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006-2007
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION	RADIOGRAPHY		NUC. MED. TECH.		RADIATION THERAPY		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,896						
Asheville-Buncombe TCC	5,780	19	100%				
Beaufort County CC	1,709						
Bladen CC	1,406						
Blue Ridge CC	2,183						
Brunswick CC	1,457						
Caldwell CC & TI	3,947	*	*	*	*		
Cape Fear CC	6,758	17	100%				
Carteret CC	1,718	18	100%				
Catawba Valley CC	4,622	11	100%				
Central Carolina CC	5,159						
Central Piedmont CC	13,250						
Cleveland CC	2,973	13	92%				
Coastal Carolina CC	4,303						
College of The Albemarle	2,239						
Craven CC	2,707						
Davidson County CC	3,444						
Durham TCC	4,588						
Edgecombe CC	2,305	18	100%				
Fayetteville TCC	10,560	21	100%	*	*		
Forsyth TCC	6,514	39	95%			*	*
Gaston College	4,467						
Guilford TCC	9,065						
Halifax CC	1,538						
Haywood CC	1,935						
Isothermal CC	2,177						
James Sprunt CC	1,311						
Johnston CC	3,813	26	96%	*	*		
Lenoir CC	3,173	*	*				
Martin CC	925						
Mayland CC	1,963						
McDowell TCC	1,338						
Mitchell CC	2,272						
Montgomery CC	1,010						
Nash CC	2,503						
Pamlico CC	575						
Piedmont CC	2,547						
Pitt CC	5,656	24	100%	*	*	21	90%
Randolph CC	2,428	13	92%				
Richmond CC	2,040						
Roanoke-Chowan CC	949						
Robeson CC	3,671	*	*				
Rockingham CC	2,060						
Rowan-Cabarrus CC	4,685	28	86%				
Sampson CC	1,761						
Sandhills CC	3,612	14	100%				
South Piedmont	2,156					*	*
Southeastern CC	2,381						
Southwestern CC	2,216	14	100%				
Stanly CC	2,290	21	86%				
Surry CC	2,960						
Tri-County CC	1,076						
Vance-Granville CC	4,213	16	94%				
Wake TCC	11,166	32	100%				
Wayne CC	3,479						
Western Piedmont CC	2,959						
Wilkes CC	2,757						
Wilson CC	2,112						
System Total	198,759	364	96%	15	82%	37	83%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2006-2007

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	3,896	15	40%
Asheville-Buncombe TCC	5,780	31	74%
Beaufort County CC	1,709		
Bladen CC	1,406		
Blue Ridge CC	2,183	17	82%
Brunswick CC	1,457	74	66%
Caldwell CC & TI	3,947		
Cape Fear CC	6,758	20	75%
Carteret CC	1,718	40	50%
Catawba Valley CC	4,622	*	*
Central Carolina CC	5,159	27	63%
Central Piedmont CC	13,250	121	87%
Cleveland CC	2,973	10	30%
Coastal Carolina CC	4,303		
College of The Albemarle	2,239	40	53%
Craven CC	2,707	33	58%
Davidson County CC	3,444	*	*
Durham TCC	4,588	42	81%
Edgecombe CC	2,305		
Fayetteville TCC	10,560	*	*
Forsyth TCC	6,514	*	*
Gaston College	4,467	26	81%
Guilford TCC	9,065	97	59%
Halifax CC	1,538		
Haywood CC	1,935		
Isothermal CC	2,177		
James Sprunt CC	1,311	*	*
Johnston CC	3,813	34	35%
Lenoir CC	3,173	*	*
Martin CC	925	*	*
Mayland CC	1,963	*	*
McDowell TCC	1,338		
Mitchell CC	2,272	42	76%
Montgomery CC	1,010	*	*
Nash CC	2,503	15	27%
Pamlico CC	575		
Piedmont CC	2,547		
Pitt CC	5,656	14	14%
Randolph CC	2,428	*	*
Richmond CC	2,040		
Roanoke-Chowan CC	949		
Robeson CC	3,671	*	*
Rockingham CC	2,060		
Rowan-Cabarrus CC	4,685	18	83%
Sampson CC	1,761		
Sandhills CC	3,612		
South Piedmont	2,156	*	*
Southeastern CC	2,381	21	38%
Southwestern CC	2,216	19	63%
Stanly CC	2,290	11	64%
Surry CC	2,960	16	50%
Tri-County CC	1,076	*	*
Vance-Granville CC	4,213	*	*
Wake TCC	11,166	33	52%
Wayne CC	3,479	*	*
Western Piedmont CC	2,959		
Wilkes CC	2,757	20	75%
Wilson CC	2,112		
System Total	198,759	925	63%

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

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— 83% of students in both associate degree recipients and the students who transferred with 24 or more semester hours at community colleges had GPA equal to or greater than 2.0 after two semesters at a university. To be identified as exceptional performance, performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 87% for 2006-07.

Results— For students who completed an AA, AS or AFA degree in 2005-06 and transferred to a UNC institution within a year, 89 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 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups are combined, 84 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. Thirty-seven (37) community colleges met the 83 percent performance standard.

PERCENT OF 2005-06
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	3,896	64	88%	24	100%	88	91%
Asheville-Buncombe TCC	5,780	49	96%	57	93%	106	94%
Beaufort County CC	1,709	17	77%	**	**	25	80%
Bladen CC	1,406	23	83%	**	**	30	87%
Blue Ridge CC	2,183	22	100%	12	100%	34	100%
Brunswick CC	1,457	13	92%	16	81%	29	86%
Caldwell CC & TI	3,947	88	78%	39	87%	127	81%
Cape Fear CC*	6,758	235	84%	181	85%	416	84%
Carteret CC	1,718	24	79%	**	**	33	85%
Catawba Valley CC	4,622	68	87%	41	85%	109	86%
Central Carolina CC	5,159	34	82%	25	88%	59	85%
Central Piedmont CC	13,250	261	76%	179	87%	440	81%
Cleveland CC	2,973	26	77%	**	**	32	81%
Coastal Carolina CC	4,303	86	85%	74	96%	160	90%
College of The Albemarle	2,239	27	82%	21	95%	48	87%
Craven CC	2,707	38	74%	29	79%	67	76%
Davidson County CC*	3,444	32	81%	20	90%	52	85%
Durham TCC	4,588	56	88%	33	97%	89	91%
Edgecombe CC*	2,305	11	73%	**	**	16	75%
Fayetteville TCC	10,560	65	86%	33	85%	98	86%
Forsyth TCC	6,514	100	76%	26	89%	126	79%
Gaston College*	4,467	56	75%	73	90%	129	84%
Guilford TCC	9,065	140	79%	44	91%	184	82%
Halifax CC	1,538	11	73%	**	**	15	67%
Haywood CC	1,935	**	**	16	88%	21	86%
Isothermal CC*	2,177	28	86%	18	100%	46	91%
James Sprunt CC	1,311	**	**	10	80%	14	86%
Johnston CC	3,813	38	74%	23	87%	61	79%
Lenoir CC	3,173	23	70%	25	76%	48	73%
Martin CC	925	13	54%	**	**	19	60%
Mayland CC	1,963	15	87%	**	**	18	89%
McDowell TCC	1,338	**	**	**	**	11	46%
Mitchell CC*	2,272	22	77%	34	91%	56	86%
Montgomery CC	1,010	**	**	**	**	**	**
Nash CC	2,503	31	90%	20	75%	51	84%
Pamlico CC	575	**	**	**	**	**	**
Piedmont CC	2,547	14	71%	**	**	18	78%
Pitt CC	5,656	89	79%	45	82%	134	80%
Randolph CC	2,428	30	83%	18	89%	48	85%
Richmond CC	2,040	14	71%	6	67%	20	70%
Roanoke-Chowan CC	949	**	**	**	**	12	92%
Robeson CC	3,671	16	63%	**	**	24	71%
Rockingham CC*	2,060	26	92%	11	82%	37	89%
Rowan-Cabarrus CC	4,685	58	79%	37	97%	95	86%
Sampson CC	1,761	12	83%	**	**	18	89%
Sandhills CC*	3,612	35	83%	43	93%	78	88%
South Piedmont	2,156	**	**	**	**	11	82%
Southeastern CC	2,381	31	71%	34	77%	65	74%
Southwestern CC	2,216	19	84%	36	97%	55	93%
Stanly CC	2,290	11	91%	**	**	19	90%
Surry CC*	2,960	89	85%	52	96%	141	89%
Tri-County CC	1,076	11	82%	12	100%	23	91%
Vance-Granville CC	4,213	30	97%	14	79%	44	91%
Wake TCC	11,166	272	81%	145	91%	417	84%
Wayne CC*	3,479	97	88%	27	85%	124	87%
Western Piedmont CC*	2,959	48	90%	31	84%	79	87%
Wilkes CC	2,757	44	84%	46	98%	90	91%
Wilson CC	2,112	11	91%	**	**	16	88%
System Total	198,759	2,707	81%	1,728	89%	4,435	84%

*Includes data from private colleges and universities.

**Number too small to report.

Italics means number of students in three years.

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— At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid (CRPFA) 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. In the CRPFA file, the number and percent of students completing developmental courses with a grade of "C" or better will be calculated.

Performance Standard—Seventy-five percent (75%) of students who complete a developmental course in English, reading or mathematics will have a grade of "C" or better for that course.

Results—Eighty-one percent (81%) of the students who completed a developmental course(s) had a grade of "C" or better in 2006-07. Forty-three (43) colleges met the performance standard. Data were not available for five (5) colleges due to collection problems associated with the implementation of CIS.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2006-2007

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,896	557	90%	968	80%			1,525	84%
Asheville-Buncombe TCC	5,780	357	94%	1,019	87%	327	97%	1,703	90%
Beaufort County CC	1,709	92	98%	220	86%	140	96%	452	92%
Bladen CC	1,406	251	90%	428	93%	125	91%	804	92%
Blue Ridge CC	2,183	218	79%	485	76%	100	74%	803	77%
Brunswick CC	1,457	160	73%	304	80%			464	78%
Caldwell CC & TI	3,947	377	89%	941	82%	316	98%	1,634	87%
Cape Fear CC	6,758	NA		NA		NA		NA	
Carteret CC	1,718	158	85%	417	91%	115	96%	690	90%
Catawba Valley CC	4,622	641	84%	1,553	76%	488	80%	2,682	79%
Central Carolina CC	5,159	446	87%	606	76%	404	90%	1,456	83%
Central Piedmont CC	13,250	2,105	82%	4,082	70%	1,730	83%	7,917	76%
Cleveland CC	2,973	198	94%	704	84%	177	92%	1,079	87%
Coastal Carolina CC	4,303	334	89%	972	90%	336	88%	1,642	89%
College of The Albemarle	2,239	310	90%	833	83%	293	90%	1,436	86%
Craven CC	2,707	444	75%	760	77%	3	100%	1,207	76%
Davidson County CC	3,444	265	80%	816	62%	218	76%	1,299	68%
Durham TCC	4,588	805	78%	1,456	70%	684	69%	2,945	72%
Edgecombe CC	2,305	332	77%	504	76%	346	90%	1,182	80%
Fayetteville TCC	10,560	NA		NA		NA		NA	
Forsyth TCC	6,514	531	85%	1,489	84%	571	92%	2,591	86%
Gaston College	4,467	371	76%	1,411	77%	359	79%	2,141	77%
Guilford TCC	9,065	1,917	87%	3,118	79%	1,183	92%	6,218	84%
Halifax CC	1,538	244	79%	410	70%			654	73%
Haywood CC	1,935	124	53%	379	54%	111	90%	614	60%
Isothermal CC	2,177	193	90%	703	67%	98	86%	994	73%
James Sprunt CC	1,311	158	96%	283	83%	107	96%	548	89%
Johnston CC	3,813	403	83%	441	78%			844	80%
Lenoir CC	3,173	528	82%	557	85%	261	95%	1,346	86%
Martin CC	925	139	57%	174	69%	80	89%	393	69%
Mayland CC	1,963	NA		NA		NA		NA	
McDowell TCC	1,338	161	93%	222	94%	23	100%	406	94%
Mitchell CC	2,272	409	86%	491	74%	175	92%	1,075	81%
Montgomery CC	1,010	157	78%	279	71%	86	62%	522	72%
Nash CC	2,503	380	87%	838	58%	187	86%	1,405	70%
Pamlico CC	575	45	76%	99	88%			144	84%
Piedmont CC	2,547	318	89%	483	86%	224	99%	1,025	90%
Pitt CC	5,656	1,004	87%	1,928	78%			2,932	81%
Randolph CC	2,428	180	73%	643	78%	140	79%	963	77%
Richmond CC	2,040	255	83%	448	88%	325	88%	1,028	87%
Roanoke-Chowan CC	949	188	62%	324	73%	149	76%	661	71%
Robeson CC	3,671	612	90%	1,160	76%	643	76%	2,415	80%
Rockingham CC	2,060	158	85%	607	75%	122	75%	887	77%
Rowan-Cabarrus CC	4,685	NA		NA		NA		NA	
Sampson CC	1,761	191	91%	388	78%	165	86%	744	83%
Sandhills CC	3,612	512	78%	864	74%	394	85%	1,770	78%
South Piedmont	2,156	378	72%	756	81%	570	82%	1,704	79%
Southeastern CC	2,381	283	71%	665	75%	415	86%	1,363	78%
Southwestern CC	2,216	134	81%	337	85%	133	83%	604	84%
Stanly CC	2,290	197	90%	260	87%			457	88%
Surry CC	2,960	203	82%	638	79%	219	89%	1,060	82%
Tri-County CC	1,076	103	94%	152	97%			255	96%
Vance-Granville CC	4,213	567	78%	1,001	85%	382	88%	1,950	84%
Wake TCC	11,166	1,456	72%	3,400	68%	695	87%	5,551	71%
Wayne CC	3,479	492	94%	1,059	85%	263	87%	1,814	88%
Western Piedmont CC	2,959	NA		NA		NA		NA	
Wilkes CC	2,757	302	84%	563	78%	119	93%	984	82%
Wilson CC	2,112	299	86%	603	69%	214	92%	1,116	78%
System Total	198,759	21,642	83%	44,241	78%	14,215	86%	80,098	81%

**CORE INDICATORS OF
SUCCESS MEASURE E:**

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

Description/Definition—Performance of developmental students in subsequent college level courses will be measured. Specifically, performance of who took developmental English courses and subsequently took college-level English courses was assessed. Likewise, the performance of who took developmental math courses and then took college-level math courses was tracked.

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— At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid (CRPFA) 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. In the CRPFA data file, identify students who took developmental level English, Reading, and Math courses. Then their records were matched with subsequent performance in college-level English and Math courses.

Performance Standard— Eighty percent (80%) of students who completed a developmental course in 2005-06 and completed subsequent college level course in 2006-07 will have a passing grade for the college level course.

Results—In 2006-07, eighty-eight percent (88%) of the students who completed a developmental English and/or Math course(s) had a grade of “D” or better in subsequent college-level English and/or Math courses. Forty-eight (48) colleges met the standard in 2006-07. Data were not available for five (5) colleges due to collection problems associated with the implementation of CIS

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2006-2007

INSTITUTION	FTE	ENGLISH		MATH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,896	96	95%	140	94%	236	95%
Asheville-Buncombe TCC	5,780	194	84%	202	87%	396	86%
Beaufort County CC	1,709	28	82%	39	87%	67	85%
Bladen CC	1,406	73	95%	53	91%	126	93%
Blue Ridge CC	2,183	68	94%	65	98%	133	96%
Brunswick CC	1,457	34	94%	37	81%	71	87%
Caldwell CC & TI	3,947	152	93%	98	94%	250	93%
Cape Fear CC	6,758	NA	NA	NA	NA	NA	NA
Carteret CC	1,718	36	89%	46	100%	82	95%
Catawba Valley CC	4,622	164	80%	268	86%	432	84%
Central Carolina CC	5,159	93	95%	53	92%	146	94%
Central Piedmont CC	13,250	595	89%	614	85%	1,209	87%
Cleveland CC	2,973	105	88%	301	89%	406	89%
Coastal Carolina CC	4,303	120	96%	201	90%	321	92%
College of The Albemarle	2,239	93	97%	76	95%	169	96%
Craven CC	2,707	57	89%	113	93%	170	92%
Davidson County CC	3,444	75	80%	190	81%	265	81%
Durham TCC	4,588	196	91%	123	91%	319	91%
Edgecombe CC	2,305	131	90%	57	68%	188	83%
Fayetteville TCC	10,560	NA	NA	NA	NA	NA	NA
Forsyth TCC	6,514	163	95%	154	90%	317	92%
Gaston College	4,467	164	88%	223	90%	387	89%
Guilford TCC	9,065	398	74%	301	79%	699	76%
Halifax CC	1,538	36	83%	82	82%	118	82%
Haywood CC	1,935	37	81%	43	77%	80	79%
Isothermal CC	2,177	98	90%	90	88%	188	89%
James Sprunt CC	1,311	43	86%	64	86%	107	86%
Johnston CC	3,813	403	83%	441	78%	844	80%
Lenoir CC	3,173	104	91%	44	91%	148	91%
Martin CC	925	52	63%	22	95%	74	73%
Mayland CC	1,963	NA	NA	NA	NA	NA	NA
McDowell TCC	1,338	35	100%	51	98%	86	99%
Mitchell CC	2,272	88	88%	62	77%	150	84%
Montgomery CC	1,010	37	97%	74	97%	111	97%
Nash CC	2,503	74	85%	97	84%	171	84%
Pamlico CC	575	8	88%	9	100%	17	94%
Piedmont CC	2,547	104	92%	79	89%	183	91%
Pitt CC	5,656	215	83%	211	90%	426	86%
Randolph CC	2,428	32	100%	28	96%	60	98%
Richmond CC	2,040	55	89%	59	88%	114	89%
Roanoke-Chowan CC	949	54	69%	52	83%	106	76%
Robeson CC	3,671	191	95%	110	77%	301	89%
Rockingham CC	2,060	133	94%	103	91%	236	93%
Rowan-Cabarrus CC	4,685	NA	NA	NA	NA	NA	NA
Sampson CC	1,761	103	88%	224	88%	327	88%
Sandhills CC	3,612	160	83%	129	86%	289	84%
South Piedmont	2,156	87	67%	49	94%	136	77%
Southeastern CC	2,381	129	82%	65	86%	194	83%
Southwestern CC	2,216	94	81%	86	90%	180	85%
Stanly CC	2,290	33	100%	41	95%	74	97%
Surry CC	2,960	71	92%	107	80%	178	85%
Tri-County CC	1,076	16	100%	26	100%	42	100%
Vance-Granville CC	4,213	161	84%	394	84%	555	84%
Wake TCC	11,166	222	85%	378	89%	600	88%
Wayne CC	3,479	153	91%	139	92%	292	91%
Western Piedmont CC	2,959	NA	NA	NA	NA	NA	NA
Wilkes CC	2,757	76	96%	62	92%	138	94%
Wilson CC	2,112	89	92%	68	93%	157	92%
System Total	198,759	6,228	88%	6,843	88%	13,071	88%

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. For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For the colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.

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

Results—Ninety-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 2006-07.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2006-2007

INSTITUTION	TOTAL FTE	COMPLETERS		NON-COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	3,896	248	97%	92	97%	340	97%
Asheville-Buncombe TCC	5,780	530	99%	173	96%	703	98%
Beaufort County CC	1,709	136	100%	25	100%	161	100%
Bladen CC	1,406	90	98%	113	95%	203	96%
Blue Ridge CC	2,183	109	96%	59	100%	168	97%
Brunswick CC	1,457	89	97%	127	96%	216	96%
Caldwell CC & TI	3,947	265	98%	133	96%	398	97%
Cape Fear CC	6,758	683	97%	218	99%	901	97%
Carteret CC	1,718	142	100%	92	97%	234	99%
Catawba Valley CC	4,622	743	98%	63	95%	806	98%
Central Carolina CC	5,159	364	99%	152	97%	516	98%
Central Piedmont CC	13,250	684	98%	276	99%	960	98%
Cleveland CC	2,973	205	95%	15	100%	220	95%
Coastal Carolina CC	4,303	609	94%	208	96%	817	95%
College of The Albemarle	2,239	253	95%	68	97%	321	95%
Craven CC	2,707	406	100%	114	94%	520	99%
Davidson County CC	3,444	235	99%	94	97%	329	98%
Durham TCC	4,588	171	98%	79	99%	250	98%
Edgecombe CC	2,305	178	98%	101	99%	279	98%
Fayetteville TCC	10,560	659	97%	187	89%	846	95%
Forsyth TCC	6,514	647	96%	101	93%	748	96%
Gaston College	4,467	506	97%	161	92%	667	96%
Guilford TCC	9,065	777	97%	175	88%	952	95%
Halifax CC	1,538	130	99%	66	86%	196	95%
Haywood CC	1,935	104	98%	57	93%	161	96%
Isothermal CC	2,177	163	98%	123	93%	286	96%
James Sprunt CC	1,311	132	96%	100	94%	232	95%
Johnston CC	3,813	374	99%	82	99%	456	99%
Lenoir CC	3,173	202	99%	166	97%	368	98%
Martin CC	925	94	86%	97	84%	191	85%
Mayland CC	1,963	275	99%	31	97%	306	99%
McDowell TCC	1,338	189	95%	34	91%	223	94%
Mitchell CC	2,272	156	96%	73	90%	229	94%
Montgomery CC	1,010	73	99%	17	94%	90	98%
Nash CC	2,503	92	97%	143	99%	235	98%
Pamlico CC	575	35	100%	25	100%	60	100%
Piedmont CC	2,547	123	98%	29	100%	152	98%
Pitt CC	5,656	363	97%	255	98%	618	97%
Randolph CC	2,428	75	99%	407	98%	482	98%
Richmond CC	2,040	109	98%	29	93%	138	97%
Roanoke-Chowan CC	949	102	97%	27	88%	129	95%
Robeson CC	3,671	138	92%	45	93%	183	92%
Rockingham CC	2,060	209	96%	69	95%	278	96%
Rowan-Cabarrus CC	4,685	269	100%	98	96%	367	99%
Sampson CC	1,761	99	100%	64	97%	163	99%
Sandhills CC	3,612	257	100%	123	98%	380	99%
South Piedmont	2,156	58	95%	49	88%	107	92%
Southeastern CC	2,381	223	99%	46	91%	269	98%
Southwestern CC	2,216	175	99%	86	96%	261	98%
Stanly CC	2,290	202	99%	64	98%	266	99%
Surry CC	2,960	224	96%	217	98%	441	97%
Tri-County CC	1,076	87	100%	44	100%	131	100%
Vance-Granville CC	4,213	217	99%	138	96%	355	98%
Wake TCC	11,166	632	98%	453	93%	1,085	96%
Wayne CC	3,479	367	100%	111	99%	478	100%
Western Piedmont CC	2,959	319	99%	39	84%	358	97%
Wilkes CC	2,757	230	99%	64	92%	294	97%
Wilson CC	2,112	213	99%	67	95%	280	98%
System Total	198,759	15,439	98%	6,364	95%	21,803	97%

Description/Definition—This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollments in either curriculum or occupational extension programs.
3. Number of individuals who transferred to a university or another community college

This composite indicator will consist of the above three measures, each reported separately for each college. The sum of the three 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 (CRPFA) 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. Transfer rates were calculated using the National Student Clearinghouse data.

Performance Standard—Performance standard for this measure is 65 percent of the fall cohort will have completed their program, still be enrolled the following fall at the community college, or transferred to another community college or university.

Results—Sixty-eight percent (68%) of the fall 2006 cohort had graduated, returned to enroll, or transferred by fall 2007. Fifty (50) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION, GRADUATION AND TRANSFER, 2006-2007

College	FTE	Total Cohort	PERCENT GRADUATE	PERCENT RETURN	PERCENT TRANSFER	PERCENT GRADUATE, RETURN OR TRANSFER
Alamance CC	3,896	3,691	15%	47%	4%	66%
Asheville-Buncombe TCC	5,780	3,914	18%	48%	4%	70%
Beaufort County CC	1,709	1,040	17%	51%	3%	71%
Bladen CC	1,406	1,174	10%	53%	4%	67%
Blue Ridge CC	2,183	1,528	10%	48%	4%	62%
Brunswick CC	1,457	909	21%	45%	4%	70%
Caldwell CC & TI	3,947	3,094	14%	52%	6%	72%
Cape Fear CC	6,758	6,122	14%	50%	6%	70%
Carteret CC	1,718	1,357	14%	49%	4%	67%
Catawba Valley CC	4,622	3,889	15%	51%	3%	69%
Central Carolina CC	5,159	3,632	19%	43%	3%	65%
Central Piedmont CC	13,250	11,064	8%	51%	6%	65%
Cleveland CC	2,973	2,366	15%	46%	4%	65%
Coastal Carolina CC	4,303	3,676	15%	45%	7%	67%
College of The Albemarle	2,239	1,597	17%	43%	6%	66%
Craven CC	2,707	2,591	13%	48%	6%	67%
Davidson County CC	3,444	2,345	22%	48%	3%	73%
Durham TCC	4,588	3,413	10%	50%	6%	66%
Edgecombe CC	2,305	1,719	14%	50%	2%	66%
Fayetteville TCC	10,560	7,673	12%	51%	5%	68%
Forsyth TCC	6,514	5,393	15%	49%	5%	69%
Gaston College	4,467	4,061	12%	50%	4%	66%
Guilford TCC	9,065	8,856	11%	51%	5%	67%
Halifax CC	1,538	1,228	19%	39%	3%	61%
Haywood CC	1,935	1,426	18%	48%	3%	69%
Isothermal CC	2,177	1,617	16%	47%	4%	66%
James Sprunt CC	1,311	917	27%	44%	3%	74%
Johnston CC	3,813	2,691	17%	48%	5%	70%
Lenoir CC	3,173	1,925	18%	51%	4%	73%
Martin CC	925	631	16%	45%	4%	65%
Mayland CC	1,963	987	20%	40%	3%	63%
McDowell TCC	1,338	989	18%	43%	2%	63%
Mitchell CC	2,272	1,835	11%	51%	4%	66%
Montgomery CC	1,010	782	24%	48%	2%	74%
Nash CC	2,503	1,674	13%	48%	4%	65%
Pamlico CC	575	312	40%	37%	2%	79%
Piedmont CC	2,547	1,638	19%	45%	3%	67%
Pitt CC	5,656	4,990	15%	51%	6%	72%
Randolph CC	2,428	1,786	14%	52%	3%	69%
Richmond CC	2,040	1,293	15%	52%	2%	69%
Roanoke-Chowan CC	949	820	15%	47%	3%	65%
Robeson CC	3,671	1,933	10%	51%	3%	64%
Rockingham CC	2,060	1,788	15%	52%	5%	72%
Rowan-Cabarrus CC	4,685	4,249	12%	50%	4%	66%
Sampson CC	1,761	1,139	16%	51%	3%	70%
Sandhills CC	3,612	2,833	13%	50%	4%	67%
South Piedmont	2,156	1,623	14%	48%	2%	64%
Southeastern CC	2,381	1,594	14%	49%	3%	66%
Southwestern CC	2,216	1,569	18%	47%	3%	68%
Stanly CC	2,290	1,726	20%	50%	2%	72%
Surry CC	2,960	2,325	15%	52%	4%	71%
Tri-County CC	1,076	719	15%	44%	5%	64%
Vance-Granville CC	4,213	3,353	13%	48%	3%	64%
Wake TCC	11,166	10,268	10%	52%	7%	69%
Wayne CC	3,479	2,765	13%	50%	5%	68%
Western Piedmont CC	2,959	2,234	16%	52%	3%	71%
Wilkes CC	2,757	1,831	17%	51%	3%	71%
Wilson CC	2,112	1,466	16%	46%	4%	66%
System Total	198,759	156,060	14%	49%	5%	68%

**CORE INDICATORS OF
SUCCESS MEASURE H:**

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—Total number of survey respondents was 38,056 in 2006-07. Ninety-four percent (94%) responded that the customized training provided by community colleges was excellent, or very good. All fifty-eight (58) colleges met the performance standard.

CLIENT SATISFIED WITH CUSTOMIZED TRAINING, 2006-2007

Institution	FTE	Number of Survey Respondents	% Excellent & Very Good
Alamance CC	3,896	147	93%
Asheville-Buncombe TCC	5,780	1,094	94%
Beaufort County CC	1,709	165	95%
Bladen CC	1,406	115	99%
Blue Ridge CC	2,183	224	95%
Brunswick CC	1,457	191	95%
Caldwell CC & TI	3,947	580	93%
Cape Fear CC	6,758	885	93%
Carteret CC	1,718	1,318	91%
Catawba Valley CC	4,622	504	92%
Central Carolina CC	5,159	664	93%
Central Piedmont CC	13,250	357	91%
Cleveland CC	2,973	962	92%
Coastal Carolina CC	4,303	546	95%
College of The Albemarle	2,239	1,961	94%
Craven CC	2,707	930	95%
Davidson County CC	3,444	707	94%
Durham TCC	4,588	470	90%
Edgecombe CC	2,305	1,352	96%
Fayetteville TCC	10,560	1,363	93%
Forsyth TCC	6,514	1,412	96%
Gaston College	4,467	1,425	95%
Guilford TCC	9,065	1,507	93%
Halifax CC	1,538	946	93%
Haywood CC	1,935	488	98%
Isothermal CC	2,177	284	96%
James Sprunt CC	1,311	722	98%
Johnston CC	3,813	802	97%
Lenoir CC	3,173	547	93%
Martin CC	925	364	96%
Mayland CC	1,963	486	96%
McDowell TCC	1,338	164	100%
Mitchell CC	2,272	460	93%
Montgomery CC	1,010	527	92%
Nash CC	2,503	627	94%
Pamlico CC	575	140	96%
Piedmont CC	2,547	594	93%
Pitt CC	5,656	568	94%
Randolph CC	2,428	836	96%
Richmond CC	2,040	442	91%
Roanoke-Chowan CC	949	282	91%
Robeson CC	3,671	489	94%
Rockingham CC	2,060	597	92%
Rowan-Cabarrus CC	4,685	354	93%
Sampson CC	1,761	42	100%
Sandhills CC	3,612	1,177	95%
South Piedmont	2,156	615	94%
Southeastern CC	2,381	1,961	94%
Southwestern CC	2,216	192	97%
Stanly CC	2,290	134	97%
Surry CC	2,960	439	96%
Tri-County CC	1,076	156	90%
Vance-Granville CC	4,213	506	97%
Wake TCC	11,166	1,805	97%
Wayne CC	3,479	562	99%
Western Piedmont CC	2,959	189	97%
Wilkes CC	2,757	402	97%
Wilson CC	2,112	278	96%
System Total	198,759	38,056	94%

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.

Recognition of Exceptional Institutional Performance is based upon a college meeting or exceeding all performance measures, having no exams for which the college controls who sits for the exam with a passing rate of less than 70%, and college transfer students performing at a level equal to or above native UNC system students.

**SUMMARY REPORT ON PERFORMANCE MEASURES, 2006-2007
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD
Progress of Basic Skills Students	75%	80%	55
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80%	83%	33*
Performance of College Transfer Students	83%	84%	37**
Passing Rates in Developmental Courses	75%	81%	43***
Success Rate of Developmental Students in Subsequent College- Level Courses	80%	88%	48***
Student Satisfaction of Completers and Non-Completers	90%	97%	57
Curriculum Student Retention, Graduation & Transfer	65%	68%	50
Business/Industry Satisfaction With Services Provided	90%	94%	58

* 33 colleges met the 80% standard; 24 colleges had no exam for which they controlled who took the exam with a pass rate < 70%.

** 37 colleges met the 83% standard; 22 colleges met or exceeded the performance of native UNC sophomores and juniors (87%).

*** Data not available on five (5) colleges due to collection programs related to the implementation of CIS

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2006-2007
(M = Met Standard)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	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 & Transfer	Business & Industry Satisfaction With Services Provided	Total Standards Met	Recognition of Exceptional Institutional Performance**
Alamance CC	M		M	M	M	M	M	M	7	
Asheville-Buncombe TCC	M	M	M	M	M	M	M	M	8	
Beaufort County CC	M			M	M	M	M	M	6	
Bladen CC	M	M	M	M	M	M	M	M	8	Yes
Blue Ridge CC	M	M	M	M	M			M	7	
Brunswick CC	M		M	M	M	M	M	M	7	
Caldwell CC & TI	M			M	M	M	M	M	6	
Cape Fear CC	M	M	M	NA	NA	M	M	M	6*	
Carteret CC	M		M	M	M	M	M	M	7	
Catawba Valley CC	M	M	M	M	M	M	M	M	8	
Central Carolina CC	M	M	M	M	M	M	M	M	8	
Central Piedmont CC		M		M	M	M	M	M	6	
Cleveland CC	M			M	M	M	M	M	6	
Coastal Carolina CC	M	M	M	M	M	M	M	M	8	Yes
College of The Albemarle	M		M	M	M	M	M	M	7	
Craven CC	M	M		M	M	M	M	M	7	
Davidson County CC	M		M		M	M	M	M	6	
Durham TCC	M	M	M		M	M	M	M	7	
Edgecombe CC	M	M		M	M	M	M	M	7	
Fayetteville TCC	M	M	M	NA	NA	M	M	M	6*	
Forsyth TCC	M	M		M	M	M	M	M	7	
Gaston College	M	M	M	M	M	M	M	M	8	
Guilford TCC	M	M		M		M	M	M	6	
Halifax CC	M				M	M		M	4	
Haywood CC	M	M	M			M	M	M	6	
Isothermal CC	M	M	M		M	M	M	M	7	
James Sprunt CC		M	M	M	M	M	M	M	7	
Johnston CC	M			M	M	M	M	M	6	
Lenoir CC	M			M	M	M	M	M	6	
Martin CC	M						M	M	3	
Mayland CC	M		M	NA	NA	M		M	4*	
McDowell TCC	M	M		M	M	M		M	6	

*Data not available due to collection problems associated with CIS implementation.

**Met all measures and exceptional standard on licensure exams and college transfer performance.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2006-2007
(M = Met Standard)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	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 & Transfer	Business & Industry Satisfaction With Services Provided	Total Standards Met	Recognition of Exceptional Institutional Performance**
Mitchell CC	M	M	M	M	M	M	M	M	8	
Montgomery CC	M				M	M	M	M	5	
Nash CC	M		M		M	M	M	M	6	
Pamlico CC	M			M	M	M	M	M	6	
Piedmont CC	M			M	M	M	M	M	6	
Pitt CC	M	M		M	M	M	M	M	7	
Randolph CC	M	M	M	M	M	M	M	M	8	
Richmond CC	M	M		M	M	M	M	M	7	
Roanoke-Chowan CC	M	M	M			M	M	M	6	
Robeson CC	M			M	M	M		M	5	
Rockingham CC	M		M	M	M	M	M	M	7	
Rowan-Cabarrus CC	M	M	M	NA	NA	M	M	M	6*	
Sampson CC			M	M	M	M	M	M	6	
Sandhills CC	M	M	M	M	M	M	M	M	8	Yes
South Piedmont	M	M		M		M		M	5	
Southeastern CC	M			M	M	M	M	M	6	
Southwestern CC	M	M	M	M	M	M	M	M	8	Yes
Stanly CC	M		M	M	M	M	M	M	7	
Surry CC	M		M	M	M	M	M	M	7	
Tri-County CC	M		M	M	M	M		M	6	
Vance-Granville CC	M	M	M	M	M	M		M	7	
Wake TCC	M	M	M		M	M	M	M	7	
Wayne CC	M	M	M	M	M	M	M	M	8	Yes
Western Piedmont CC	M	M	M	NA	NA	M	M	M	6*	Yes
Wilkes CC	M	M	M	M	M	M	M	M	8	Yes
Wilson CC	M		M	M	M	M	M	M	7	

*Data not available due to collection problems associated with CIS implementation.

**Met all measures and exceptional standard on licensure exams and college transfer performance.

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STRATEGIC PLAN, 2007-2009**

EVALUATION OF PROGRESS

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

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

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT

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

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

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

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

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

- A. Percentage of 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 Training
- D. Employment Status of Graduates
- E. Employer Satisfaction with Graduates

**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 2006-2007, the Focused Industrial Training (FIT) program provided training to 523 industries. Satisfaction with services provided averaged 4.6 on a scale of 1 to 5 (1 = unacceptable; 5 = exceeds highest expectations). The data indicated that the companies' needs were met at a highly acceptable level.

The average rating of 65 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 4.61, 4.62 and 4.57, respectively, on the items (5 point scale).

An analysis of 38,056 surveys on satisfaction with services provided by the Small Business Center Network (SBCN) indicated that services provided were excellent. Ninety-four percent (94%) of the respondents rated the services as “Very Good” or higher.

FOCUSED INDUSTRY TRAINING - Client Satisfaction with Customized Industry Training, 2006-07

INSTITUTION	Industries Served	Industry Evaluation Summation
Alamance CC	11	5.0
Asheville-Buncombe TCC	10	5.0
Beaufort County CC		
Bladen/Brunswick/Southeastern CC	12	4.2
Blue Ridge CC	39	4.5
Brunswick CC		
Caldwell CC & TI	11	5.0
Cape Fear CC	12	4.6
Carteret CC		
Catawba Valley CC	17	4.6
Central Carolina CC	6	5.0
Central Piedmont CC	16	4.6
Cleveland CC	5	5.0
Coastal Carolina CC	3	
College of The Albemarle/Roanoke-Chowan CC	11	4.8
Craven/Beaufort/Carteret/Pamlico CC	18	5.0
Davidson County CC	21	4.2
Durham TCC	4	5.0
Edgecombe/Martin CC	4	4.0
Fayetteville TCC	7	4.9
Forsyth TCC	9	
Gaston College	11	5.0
Guilford TCC	30	4.5
Halifax CC	2	4.0
Haywood/Southwestern/Tri-county CC	4	5.0
Isothermal CC	11	4.0
James Sprunt CC		
Johnston/Wayne CC	10	5.0
Lenoir CC	9	4.5
Martin CC		
Mayland CC		
McDowell TCC/ Mayland CC	7	5.0
Mitchell CC	6	4.2
Montgomery CC		
Nash CC	2	4.8
Pamlico CC		
Piedmont CC	8	4.8
Pitt CC	9	4.4
Randolph CC	55	4.6
Richmond CC	10	3.0
Roanoke-Chowan CC		
Robeson CC	14	5.0
Rockingham CC	13	5.0
Rowan-Cabarrus CC	12	4.2
Sampson/James Sprunt CC	11	5.0
Sandhills CC	5	4.4
South Piedmont	8	5.0
Southeastern CC		
Southwestern CC		
Stanly/Montgomery CC	16	4.8
Surry CC	22	5.0
Tri-County CC		
Vance-Granville CC	18	4.1
Wake TCC	17	4.6
Wayne CC		
Western Piedmont CC	5	
Wilkes CC	24	5.0
Wilson CC	8	4.8
System Total	563	4.6

New and Expanding Industry Training (NEIT) - Client Satisfaction Evaluation, 2006-2007

INSTITUTION	Company's Expectation Met	Training Impact	Training Effectiveness
Alamance CC			
Asheville-Buncombe TCC	5	5	5
Beaufort County CC	5	5	5
Bladen CC	4	4	4
Blue Ridge CC	5	5	5
Brunswick CC			
Caldwell CC & TI	4	4	4
Cape Fear CC			
Carteret CC			
Catawba Valley CC	4	5	4
Central Carolina CC	5	4	5
Central Piedmont CC	5	5	5
Cleveland CC			
Coastal Carolina CC	5	5	5
College of The Albemarle	5	5	5
Craven CC			
Davidson County CC			
Durham TCC	5	5	5
Edgecombe CC			
Fayetteville TCC			
Forsyth TCC	5	5	5
Gaston College	5	5	5
Guilford TCC	5	5	5
Halifax CC			
Haywood CC	4	4	4
Isothermal CC	5	5	5
James Sprunt CC			
Johnston CC	5	4	4
Lenoir CC			
Martin CC	2	3	3
Mayland CC			
McDowell TCC	5	5	5
Mitchell CC	4	5	4
Montgomery CC			
Nash CC			
Pamlico CC			
Piedmont CC	4	4	4
Pitt CC	5	5	5
Randolph CC			
Richmond CC	5	5	5
Roanoke-Chowan CC			
Robeson CC	5	5	5
Rockingham CC	5	5	5
Rowan-Cabarrus CC	4	4	4
Sampson CC			
Sandhills CC	5	5	5
South Piedmont			
Southeastern CC			
Southwestern CC	5	5	5
Stanly CC			
Surry CC			
Tri-County CC			
Vance-Granville CC	5	5	5
Wake TCC	5	5	5
Wayne CC			
Western Piedmont CC			
Wilkes CC	5	5	5
Wilson CC	5	5	5
System Total	4.61	4.62	4.57

Small Business Center Network (SBCN) - Client Satisfaction Evaluations, 2006-2007

INSTITUTION	Overall Rating					% excellent, very good and good	Total Responses
	Excellent	Very Good	Good	Fair	Poor		
Alamance CC	97	39	9	2	0	99%	147
Asheville-Buncombe TCC	787	237	59	10	1	99%	1,094
Beaufort County CC	107	49	8	1	0	99%	165
Bladen CC	108	6	1	0	0	100%	115
Blue Ridge CC	143	69	12	0	0	100%	224
Brunswick CC	137	45	9	0	0	100%	191
Caldwell CC & TI	375	165	33	7	0	99%	580
Cape Fear CC	526	295	55	8	1	99%	885
Carteret CC	840	353	103	17	5	98%	1,318
Catawba Valley CC	346	118	35	5	0	99%	504
Central Carolina CC	473	144	37	9	1	98%	664
Central Piedmont CC	222	101	13	3	18	94%	357
Cleveland CC	664	224	58	16	0	98%	962
Coastal Carolina CC	366	150	27	3	0	99%	546
College of The Albemarle	1,305	540	106	10	0	99%	1,961
Craven CC	783	97	50	0	0	100%	930
Davidson County CC	469	198	29	10	1	98%	707
Durham TCC	262	162	38	7	1	98%	470
Edgecombe CC	1,096	206	42	7	1	99%	1,352
Fayetteville TCC	970	292	84	16	1	99%	1,363
Forsyth TCC	1,012	342	50	6	2	99%	1,412
Gaston College	970	389	57	6	3	99%	1,425
Guilford TCC	946	460	92	9	0	99%	1,507
Halifax CC	639	242	56	6	3	99%	946
Haywood CC	403	74	5	5	1	99%	488
Isothermal CC	187	85	12	0	0	100%	284
James Sprunt CC	520	190	11	1	0	100%	722
Johnston CC	602	173	27	0	0	100%	802
Lenoir CC	363	139	40	5	0	99%	547
Martin CC	339	9	13	3	0	99%	364
Mayland CC	352	116	18	0	0	100%	486
McDowell TCC	154	10	0	0	0	100%	164
Mitchell CC	328	100	29	3	0	99%	460
Montgomery CC	351	135	30	11	0	98%	527
Nash CC	400	186	30	11	0	98%	627
Pamlico CC	100	34	5	1	0	99%	140
Piedmont CC	393	160	34	4	3	99%	594
Pitt CC	377	157	32	2	0	100%	568
Randolph CC	592	213	24	7	0	99%	836
Richmond CC	251	153	37	1	0	100%	442
Roanoke-Chowan CC	191	66	22	3	0	99%	282
Robeson CC	354	107	26	2	0	100%	489
Rockingham CC	437	113	43	3	1	99%	597
Rowan-Cabarrus CC	230	98	26	0	0	100%	354
Sampson CC	41	1	0	0	0	100%	42
Sandhills CC	822	294	50	11	0	99%	1,177
South Piedmont	426	149	34	6	0	99%	615
Southeastern CC	1,401	446	107	7	0	100%	1,961
Southwestern CC	156	30	4	1	1	99%	192
Stanly CC	92	38	4	0	0	100%	134
Surry CC	342	79	16	2	0	100%	439
Tri-County CC	102	39	10	5	0	97%	156
Vance-Granville CC	391	101	13	1	0	100%	506
Wake TCC	1,348	405	38	9	5	99%	1,805
Wayne CC	321	178	57	5	1	99%	562
Western Piedmont CC	148	36	4	1	0	99%	189
Wilkes CC	284	107	7	4	0	99%	402
Wilson CC	197	71	10	0	0	100%	278
System Total	26,638	9,215	1,881	272	50		38,056

**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 2006-2007, 30.05 percent of the 2006 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 1.23 percent increase over 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 2006 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 2006-2007

INSTITUTION	TOTAL FTE	2005 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,896	555	197	35.50%
Asheville-Buncombe TCC	5,780	738	154	20.87%
Beaufort County CC	1,709	176	80	45.45%
Bladen CC	1,406	113	31	27.43%
Blue Ridge CC	2,183	376	176	46.81%
Brunswick CC	1,457	161	29	18.01%
Caldwell CC & TI	3,947	450	150	33.33%
Cape Fear CC	6,758	1,148	241	20.99%
Carteret CC	1,718	257	111	43.19%
Catawba Valley CC	4,622	731	278	38.03%
Central Carolina CC	5,159	500	138	27.60%
Central Piedmont CC	13,250	2,182	830	38.04%
Cleveland CC	2,973	251	118	47.01%
Coastal Carolina CC	4,303	530	252	47.55%
College of the Albemarle	2,239	357	148	41.46%
Craven CC	2,707	363	83	22.87%
Davidson County CC	3,444	371	35	9.43%
Durham TCC	4,588	466	25	5.36%
Edgecombe CC	2,305	172	50	29.07%
Fayetteville TCC	10,560	966	280	28.99%
Forsyth TCC	6,514	901	169	18.76%
Gaston College	4,467	669	136	20.33%
Guilford TCC	9,065	1,573	507	32.23%
Halifax CC	1,538	146	80	54.79%
Haywood CC	1,935	245	112	45.71%
Isothermal CC	2,177	273	60	21.98%
James Sprunt CC	1,311	117	44	37.61%
Johnston CC	3,813	89	24	26.97%
Lenoir CC	3,173	301	140	46.51%
Martin CC	925	59	26	44.07%
Mayland CC	1,963	97	3	3.09%
McDowell TCC	1,338	121	57	47.11%
Mitchell CC	2,272	400	145	36.25%
Montgomery CC	1,010	95	51	53.68%
Nash CC	2,503	333	84	25.23%
Pamlico CC	575	29	12	41.38%
Piedmont CC	2,547	222	54	24.32%
Pitt CC	5,656	1,310	331	25.27%
Randolph CC	2,428	358	92	25.70%
Richmond CC	2,040	223	26	11.66%
Roanoke-Chowan CC	949	90		0.00%
Robeson CC	3,671	280	157	56.07%
Rockingham CC	2,060	395	120	30.38%
Rowan Cabarrus CC	4,685	734	114	15.53%
Sampson CC	1,761	160	59	36.88%
Sandhills CC	3,612	563	243	43.16%
South Piedmont CC	2,156	256	74	28.91%
Southeastern CC	2,381	261	64	24.52%
Southwestern CC	2,216	226	81	35.84%
Stanly CC	2,290	325	99	30.46%
Surry CC	2,960	614	306	49.84%
Tri-County CC	1,076	128	63	49.22%
Vance-Granville CC	4,213	459	220	47.93%
Wake TCC	11,166	1,753	153	8.73%
Wayne CC	3,479	579	240	41.45%
Western Piedmont CC	2,959	393	146	37.15%
Wilkes CC	2,757	377	130	34.48%
Wilson CC	2,112	223	57	25.56%
System Total	198,759	26,240	7,885	30.05%

**WORKFORCE DEVELOPMENT
MEASURE C:**

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

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 2006-07, number of trainees in NEIT (New & Expanding Industry Training) decreased by 18.57 percent over last year's figure, while the number of trainees in FIT (Focused Industrial Training) increased by 1.6 percent during the same period of time. Number of projects in NEIT grew by 5.6 %. Number of participants in Small Business Centers increased by 8.2 % and the number of participants who took curriculum and/or occupational extension courses also increased by 2.3 %. The newly created Customized Industry Training (CIT) in the NCCCS.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
2002-03	10,610	131
2003-04	10,117	121
2004-05	12,398	164
2005-06	23,799	197
2006-07	19,380	208

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
2002-03	8,438	834
2003-04	10,559	701
2004-05	11,159	797
2005-06	10,557	623
2006-07	10,728	563

*Includes the apprenticeship program.

SMALL BUSINESS CENTER NETWORK

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL*	REFERRAL	EXT./CURR. COURSE PARTICIPANT
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
2006-07	58	55,526	5,333	4,365	14,922

* 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
2006-07	1,253	19

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

WORKFORCE DEVELOPMENT
MEASURE D:

Employment Status of Graduates

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.

Results—Data on 15,172 graduates of the 2005-06 academic year were collected. The System average employment rate was 99.62 percent.

PERCENT OF 2005-06 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	Number of Graduates (minus inmates and missing students)	Percent of 2005-06 Graduates Employed Within One Year of Graduating
Alamance CC	3,896	368	99.73%
Asheville-Buncombe TCC	5,780	436	100.00%
Beaufort County CC	1,709	129	100.00%
Bladen CC	1,406	95	100.00%
Blue Ridge CC	2,183	132	100.00%
Brunswick CC	1,457	99	98.99%
Caldwell CC & TI	3,947	288	100.00%
Cape Fear CC	6,758	528	99.62%
Carteret CC	1,718	125	98.40%
Catawba Valley CC	4,622	409	99.76%
Central Carolina CC	5,159	312	99.68%
Central Piedmont CC	13,250	536	100.00%
Cleveland CC	2,973	238	100.00%
Coastal Carolina CC	4,303	323	99.07%
College of The Albemarle	2,239	142	98.59%
Craven CC	2,707	149	98.66%
Davidson County CC	3,444	418	99.52%
Durham TCC	4,588	241	100.00%
Edgecombe CC	2,305	198	99.49%
Fayetteville TCC	10,560	585	98.97%
Forsyth TCC	6,514	518	99.81%
Gaston College	4,467	501	100.00%
Guilford TCC	9,065	506	99.60%
Halifax CC	1,538	206	99.51%
Haywood CC	1,935	162	98.77%
Isothermal CC	2,177	189	100.00%
James Sprunt CC	1,311	201	99.50%
Johnston CC	3,813	376	99.20%
Lenoir CC	3,173	247	100.00%
Martin CC	925	96	100.00%
Mayland CC	1,963	139	100.00%
McDowell TCC	1,338	154	100.00%
Mitchell CC	2,272	224	99.55%
Montgomery CC	1,010	108	100.00%
Nash CC	2,503	159	99.37%
Pamlico CC	575	37	97.30%
Piedmont CC	2,547	248	99.19%
Pitt CC	5,656	428	99.07%
Randolph CC	2,428	217	99.54%
Richmond CC	2,040	189	99.47%
Roanoke-Chowan CC	949	88	100.00%
Robeson CC	3,671	175	98.86%
Rockingham CC	2,060	199	99.50%
Rowan-Cabarrus CC	4,685	454	100.00%
Sampson CC	1,761	170	100.00%
Sandhills CC	3,612	315	100.00%
South Piedmont	2,156	150	100.00%
Southeastern CC	2,381	151	99.34%
Southwestern CC	2,216	220	100.00%
Stanly CC	2,290	220	100.00%
Surry CC	2,960	264	99.62%
Tri-County CC	1,076	64	100.00%
Vance-Granville CC	4,213	353	100.00%
Wake TCC	11,166	785	99.36%
Wayne CC	3,479	255	99.61%
Western Piedmont CC	2,959	233	100.00%
Wilkes CC	2,757	238	99.58%
Wilson CC	2,112	182	99.45%
System Total	198,759	15,172	99.62%

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 2006-2007, 8,809 employers of community college graduates were surveyed. A total of 2,378 surveys were completed and returned by employers, for a 27 percent response rate. Overall, 96 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 for this measure.

Percent of Employers Satisfied with the Quality of Program Completers, 2006-07

INSTITUTION	FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	3,896	75	53%	100%
Asheville-Buncombe TCC	5,780	109	67%	97%
Beaufort County CC	1,709	174	43%	97%
Bladen CC	1,406	20	50%	100%
Blue Ridge CC	2,183	177	14%	93%
Brunswick CC	1,457	33	39%	92%
Caldwell CC & TI	3,947	101	70%	97%
Cape Fear CC	6,758	34	97%	100%
Carteret CC	1,718	141	36%	98%
Catawba Valley CC	4,622	100	55%	100%
Central Carolina CC	5,159	111	29%	94%
Central Piedmont CC	13,250	119	63%	93%
Cleveland CC	2,973	200	14%	80%
Coastal Carolina CC	4,303	152	47%	99%
College of The Albemarle	2,239	59	64%	95%
Craven CC	2,707	119	18%	100%
Davidson County CC	3,444	62	58%	94%
Durham TCC	4,588	28	54%	87%
Edgecombe CC	2,305	93	82%	99%
Fayetteville TCC	10,560	88	31%	88%
Forsyth TCC	6,514	649	5%	89%
Gaston College	4,467	1,763	5%	95%
Guilford TCC	9,065	319	26%	98%
Halifax CC	1,538	41	41%	94%
Haywood CC	1,935	28	61%	100%
Isothermal CC	2,177	428	13%	96%
James Sprunt CC	1,311	250	13%	100%
Johnston CC	3,813	148	18%	100%
Lenoir CC	3,173	50	48%	100%
Martin CC	925	21	57%	100%
Mayland CC	1,963	57	54%	100%
McDowell TCC	1,338	64	22%	86%
Mitchell CC	2,272	57	32%	82%
Montgomery CC	1,010	11	18%	100%
Nash CC	2,503	15	80%	100%
Pamlico CC	575	18	83%	100%
Piedmont CC	2,547	33	45%	93%
Pitt CC	5,656	106	85%	95%
Randolph CC	2,428	230	39%	93%
Richmond CC	2,040	103	31%	97%
Roanoke-Chowan CC	949	20	55%	100%
Robeson CC	3,671	100	47%	100%
Rockingham CC	2,060	51	90%	96%
Rowan-Cabarrus CC	4,685	177	28%	100%
Sampson CC	1,761	55	65%	97%
Sandhills CC	3,612	80	76%	98%
South Piedmont	2,156	313	21%	100%
Southeastern CC	2,381	118	20%	95%
Southwestern CC	2,216	164	65%	99%
Stanly CC	2,290	65	71%	98%
Surry CC	2,960	44	66%	100%
Tri-County CC	1,076	650	4%	100%
Vance-Granville CC	4,213	82	70%	98%
Wake TCC	11,166	157	25%	94%
Wayne CC	3,479	88	87%	98%
Western Piedmont CC	2,959	106	32%	97%
Wilkes CC	2,757	60	40%	88%
Wilson CC	2,112	93	32%	93%
System Totals	198,759	8,809	27%	96%

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:

- 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
- H. Goal Completion for Completers

**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 2006-2007, community colleges enrolled 15,064 high school dropouts who dropped out of school during 2006-07, which was a 12.8 percent increase in enrollment for the academic year 2006-07. 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
1/1/02-6/30/03	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
1/1/06-6/30/07	2006-07	15,064

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2006-2007

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,896	258
Asheville-Buncombe TCC	5,780	451
Beaufort County CC	1,709	105
Bladen CC	1,406	105
Blue Ridge CC	2,183	249
Brunswick CC	1,457	79
Caldwell CC & TI	3,947	303
Cape Fear CC	6,758	554
Carteret CC	1,718	164
Catawba Valley CC	4,622	236
Central Carolina CC	5,159	541
Central Piedmont CC	13,250	1,417
Cleveland CC	2,973	75
Coastal Carolina CC	4,303	720
College of The Albemarle	2,239	394
Craven CC	2,707	206
Davidson County CC	3,444	344
Durham TCC	4,588	168
Edgecombe CC	2,305	182
Fayetteville TCC	10,560	359
Forsyth TCC	6,514	621
Gaston College	4,467	269
Guilford TCC	9,065	293
Halifax CC	1,538	152
Haywood CC	1,935	105
Isothermal CC	2,177	168
James Sprunt CC	1,311	142
Johnston CC	3,813	99
Lenoir CC	3,173	238
Martin CC	925	125
Mayland CC	1,963	86
McDowell TCC	1,338	59
Mitchell CC	2,272	279
Montgomery CC	1,010	47
Nash CC	2,503	236
Pamlico CC	575	145
Piedmont CC	2,547	140
Pitt CC	5,656	421
Randolph CC	2,428	232
Richmond CC	2,040	243
Roanoke-Chowan CC	949	37
Robeson CC	3,671	145
Rockingham CC	2,060	101
Rowan-Cabarrus CC	4,685	138
Sampson CC	1,761	227
Sandhills CC	3,612	213
South Piedmont	2,156	166
Southeastern CC	2,381	133
Southwestern CC	2,216	445
Stanly CC	2,290	262
Surry CC	2,960	169
Tri-County CC	1,076	48
Vance-Granville CC	4,213	518
Wake TCC	11,166	517
Wayne CC	3,479	327
Western Piedmont CC	2,959	182
Wilkes CC	2,757	162
Wilson CC	2,112	264
System Total	198,759	15,064

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE B:**

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

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

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

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

Results—Number of GEDs and AHSDs awarded in 2006-07 was 15,144 which was a 1.5 percent increase from the previous year. Number of students added in the dropout pool increased by 15.8% (1,148) in 2006-07.

**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
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
2006-07	23,550	15,144	8,406

NUMBER OF GEDs/AHSDs AWARDED, 2006-2007

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	3,896	38	314
Asheville-Buncombe TCC	5,780	9	548
Beaufort County CC	1,709		121
Bladen CC	1,406	8	112
Blue Ridge CC	2,183	3	236
Brunswick CC	1,457	27	105
Caldwell CC & TI	3,947	84	169
Cape Fear CC	6,758	172	197
Carteret CC	1,718	35	142
Catawba Valley CC	4,622		389
Central Carolina CC	5,159	163	370
Central Piedmont CC	13,250	204	699
Cleveland CC	2,973	42	49
Coastal Carolina CC	4,303	27	247
College of the Albemarle	2,239	79	285
Craven CC	2,707	29	136
Davidson County CC	3,444	44	216
Durham TCC	4,588	46	212
Edgecombe CC	2,305	4	200
Fayetteville TCC	10,560	67	93
Forsyth TCC	6,514	81	415
Gaston College	4,467	117	316
Guilford TCC	9,065	28	212
Halifax CC	1,538		163
Haywood CC	1,935	24	70
Isothermal CC	2,177	46	197
James Sprunt CC	1,311	6	56
Johnston CC	3,813	17	108
Lenoir CC	3,173	30	218
Martin CC	925	6	72
Mayland CC	1,963		208
McDowell TCC	1,338		99
Mitchell CC	2,272		264
Montgomery CC	1,010	3	74
Nash CC	2,503	15	176
Pamlico CC	575		46
Piedmont CC	2,547		164
Pitt CC	5,656	74	185
Randolph CC	2,428	43	309
Richmond CC	2,040	11	284
Roanoke-Chowan CC	949		121
Robeson CC	3,671	106	71
Rockingham CC	2,060		172
Rowan Cabarrus CC	4,685		445
Sampson CC	1,761		235
Sandhills CC	3,612	13	262
South Piedmont	2,156	24	186
Southeastern CC	2,381		154
Southwestern CC	2,216	13	402
Stanly CC	2,290	120	55
Surry CC	2,960		194
Tri-County CC	1,076		90
Vance-Granville CC	4,213	126	466
Wake TCC	11,166	51	647
Wayne CC	3,479	107	253
Western Piedmont CC	2,959	103	347
Wilkes CC	2,757	56	146
Wilson CC	2,112	26	95
System Total	198,759	2,327	12,817

**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 enroll in a community college by 10 percent.

Results—Number of basic skills students enrolling in curriculum or occupational extension courses decreased by 4 percent, from 12,039 in 2005-06 to 11,549 in 2006-07. The enrollment of the 2005-06 high school graduates in community colleges in the academic year of 2006-07 (25,804) represented a 7.3 percent increase 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
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 %
2006-07	11,549	- 4 %	25,804	7.3 %

**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 37,272, which increased by 5.7 percent from 2005-06 to 2006-07.

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

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
2002-03	37,448	-5.4%
2003-04	36,740	-1.9%
2004-05	36,883	0.4%
2005-06	35,258	-4.4%
2006-07	37,272	5.7%

UNDUPLICATED ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2006-2007

INSTITUTION	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	LOW BEGINNING	HIGH BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED	
Alamance CC	3,896	421	204	0	110	159	142	1,036
Asheville-Buncombe TCC	5,780	211	156	92	108	140	139	846
Beaufort County CC	1,709	24	78	22	64	39	32	259
Bladen CC	1,406	0	11	0	14	10	4	39
Blue Ridge CC	2,183	25	215	59	58	73	83	513
Brunswick CC	1,457	3	17	25	46	16	18	125
Caldwell CC & TI	3,947	29	84	31	89	51	88	372
Cape Fear CC	6,758	169	157	96	278	63	121	884
Carteret CC	1,718	11	150	13	29	36	14	253
Catawba Valley CC	4,622	82	230	116	269	140	194	1,031
Central Carolina CC	5,159	116	646	144	392	202	296	1,796
Central Piedmont CC	13,250	234	545	509	909	889	1,193	4,279
Cleveland CC	2,973	30	24	0	20	13	26	113
Coastal Carolina CC	4,303	11	78	20	26	38	30	203
College of The Albemarle	2,239	42	137	51	84	15	41	370
Craven CC	2,707	42	66	39	47	26	60	280
Davidson County CC	3,444	17	91	44	139	105	148	544
Durham TCC	4,588	95	647	388	310	469	735	2,644
Edgecombe CC	2,305	8	43	13	42	12	7	125
Fayetteville TCC	10,560	35	132	38	176	158	195	734
Forsyth TCC	6,514	214	233	341	504	351	617	2,260
Gaston College	4,467	35	39	132	183	147	249	785
Guilford TCC	9,065	438	212	329	670	326	732	2,707
Halifax CC	1,538	2	4	1	3	1	6	17
Haywood CC	1,935	5	32	7	16	14	15	89
Isothermal CC	2,177	14	40	31	41	26	60	212
James Sprunt CC	1,311	51	60	34	72	23	27	267
Johnston CC	3,813	41	212	83	152	69	47	604
Lenoir CC	3,173	57	112	62	103	42	37	413
Martin CC	925	4	21	23	16	4	0	68
Mayland CC	1,963	26	67	17	42	27	42	221
McDowell TCC	1,338	7	46	13	25	22	31	144
Mitchell CC	2,272	54	93	112	137	124	211	731
Montgomery CC	1,010	6	92	6	50	36	37	227
Nash CC	2,503	22	79	25	89	28	45	288
Pamlico CC	575	0	2	0	4	5	7	18
Piedmont CC	2,547	24	17	0	17	4	1	63
Pitt CC	5,656	58	115	70	87	72	117	519
Randolph CC	2,428	37	110	113	148	105	49	562
Richmond CC	2,040	18	27	75	82	77	120	399
Roanoke-Chowan CC	949	18	2	0	3	2	1	26
Robeson CC	3,671	32	19	61	106	10	16	244
Rockingham CC	2,060	16	43	18	94	15	11	197
Rowan-Cabarrus CC	4,685	182	346	97	267	147	85	1,124
Sampson CC	1,761	18	45	62	126	42	44	337
Sandhills CC	3,612	12	51	86	87	49	77	362
South Piedmont CC	2,156	51	138	101	242	111	161	804
Southeastern CC	2,381	13	39	13	34	6	10	115
Southwestern CC	2,216	45	109	30	92	25	35	336
Stanly CC	2,290	26	41	52	63	16	29	227
Surry CC	2,960	33	90	36	71	32	47	309
Tri-County CC	1,076	2	4	11	10	4	15	46
Vance-Granville CC	4,213	18	90	0	41	24	18	191
Wake TCC	11,166	1,169	1,032	652	581	536	329	4,299
Wayne CC	3,479	86	57	74	101	48	99	465
Western Piedmont CC	2,959	131	127	30	61	35	61	445
Wilkes CC	2,757	26	60	66	87	30	34	303
Wilson TCC	2,112	33	118	87	56	62	46	402
System Totals	198,759	4,629	7,735	4,650	7,773	5,351	7,134	37,272

**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 2006-07, percentage of each ethnicity group in the total North Carolina population was analyzed based on 2006 American Community Survey (Table, B02001), 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— In 2006-2007, Hispanic/Latino ethnicity group was consistently under-represented in the Curriculum programs as well as Continuing Education, except in the Basic Skills programs, where Hispanics were disproportionately over-represented. Asian/Pacific Islander was also over-represented in Basic Skills program. African-Americans were over-represented in Basic Skills and HRD programs, while Whites were under-represented in the both programs.

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC/ LATINO	AMERICAN INDIAN	OTHER	WHITE
% of NC Population***	1.8%	21.4%	6.7%	1.1%	0.2%	70.3%
Curriculum						
Associate	2.1%	27%	3.4%	1.7%	3.2%	62.1%
Certificate	1.7%	28.1%	3.2%	1.5%	3.1%	62.5%
Diploma	1.3%	28.9%	2.5%	1.6%	2.1%	63.7%
Transitional	1.9%	19.5%	3.6%	0.95%	4.1%	69.9%
Continuing Ed						
Basic Skills	3.7%**	30.9%**	26.7%**	1.8%	1.9%	34.9%*
Occupational Extension	1.0%	19.4%	2.8%	1.5%	1.7%	73.5%
HRD	0.8%	45%**	3.96%	2.5%	1.5%	46.2%*

*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 1.2% 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—Number of students receiving financial aid in 2006-07 decreased by 20,364 (15.9%) over last year's figure. However, the average amount of aid received increased by \$328.

**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
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
2006-07	108,065	51.2%	\$2,372

* 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.

** 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—Percentage of adult population served slightly decreased from 12.18 percent in 2005-06 to 12.08 percent in 2006-07. The enrollment figure in 2006-07 increased by 7,415 (0.09 %) over 2005-06.

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

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVERAGE)
2002-03	11.91%
2003-04	11.95%
2004-05	12.34%
2005-06	12.18%
2006-07	12.05%

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2006-2007

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,896	16,208	105,760	15.33%
Asheville-Buncombe TCC	5,780	25,760	190,409	13.53%
Beaufort County CC	1,709	7,101	54,014	13.15%
Bladen CC	1,406	4,716	24,872	18.96%
Blue Ridge CC	2,183	15,478	103,901	14.90%
Brunswick CC	1,457	7,138	76,035	9.39%
Caldwell CC & TI	3,947	14,426	98,150	14.70%
Cape Fear CC	6,758	25,950	184,481	14.07%
Carteret CC	1,718	8,170	51,948	15.73%
Catawba Valley CC	4,622	21,585	141,709	15.23%
Central Carolina CC	5,159	19,893	162,667	12.23%
Central Piedmont CC	13,250	59,042	613,702	9.62%
Cleveland CC	2,973	10,305	72,708	14.17%
Coastal Carolina CC	4,303	22,093	121,534	18.18%
College of the Albemarle	2,239	11,115	113,539	9.79%
Craven CC	2,707	16,415	73,101	22.46%
Davidson County CC	3,444	15,960	148,381	10.76%
Durham TCC	4,588	25,444	286,140	8.89%
Edgecombe CC	2,305	9,206	39,270	23.44%
Fayetteville TCC	10,560	33,930	223,663	15.17%
Forsyth TCC	6,514	29,215	285,637	10.23%
Gaston College	4,467	22,362	204,313	10.94%
Guilford TCC	9,065	39,725	340,933	11.65%
Halifax CC	1,538	7,545	58,814	12.83%
Haywood CC	1,935	6,638	45,279	14.66%
Isothermal CC	2,177	10,159	63,971	15.88%
James Sprunt CC	1,311	8,631	38,949	22.16%
Johnston CC	3,813	13,959	111,031	12.57%
Lenoir CC	3,173	13,615	67,628	20.13%
Martin CC	925	4,471	43,471	10.29%
Mayland CC	1,963	7,221	42,287	17.08%
McDowell TCC	1,338	8,295	33,869	24.49%
Mitchell CC	2,272	11,645	108,126	10.77%
Montgomery CC	1,010	4,073	20,768	19.61%
Nash CC	2,503	11,189	69,394	16.12%
Pamlico CC	575	1,855	10,675	17.38%
Piedmont CC	2,547	8,682	47,035	18.46%
Pitt CC	5,656	19,449	111,715	17.41%
Randolph CC	2,428	11,389	104,391	10.91%
Richmond CC	2,040	7,670	62,060	12.36%
Roanoke-Chowan CC	949	3,857	49,982	7.72%
Robeson CC	3,671	14,091	92,482	15.24%
Rockingham CC	2,060	10,367	71,103	14.58%
Rowan Cabarrus CC	4,685	19,991	217,429	9.19%
Sampson CC	1,761	7,540	47,327	15.93%
Sandhills CC	3,612	11,995	94,335	12.72%
South Piedmont CC	2,156	9,590	142,374	6.74%
Southeastern CC	2,381	10,240	41,248	24.83%
Southwestern CC	2,216	8,470	66,924	12.66%
Stanly CC	2,290	8,494	44,803	18.96%
Surry CC	2,960	12,538	84,459	14.85%
Tri-County CC	1,076	4,713	36,301	12.98%
Vance-Granville CC	4,213	17,585	130,354	13.49%
Wake TCC	11,166	54,110	585,311	9.24%
Wayne CC	3,479	13,232	85,292	15.51%
Western Piedmont CC	2,959	14,069	68,005	20.69%
Wilkes CC	2,757	13,542	81,571	16.60%
Wilson CC	2,112	10,828	57,925	18.69%
System Total	198,759	809,091	6,711,955	12.05%

DIVERSE POPULATIONS Goal Completion for Completers
LEARNING NEEDS
MEASURE H:

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.

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

Results—In 2006-2007, 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, 2006-2007

INSTITUTION	TOTAL FTE	NUMBER OF RESPONSES	PERCENT ACHIEVED GOAL
Alamance CC	3,896	226	98%
Asheville-Buncombe TCC	5,780	521	99%
Beaufort County CC	1,709	144	99%
Bladen CC	1,406	92	97%
Blue Ridge CC	2,183	227	100%
Brunswick CC	1,457	95	100%
Caldwell CC & TI	3,947	266	99%
Cape Fear CC	6,758	802	99%
Carteret CC	1,718	142	100%
Catawba Valley CC	4,622	746	100%
Central Carolina CC	5,159	354	98%
Central Piedmont CC	13,250	686	100%
Cleveland CC	2,973	203	97%
Coastal Carolina CC	4,303	613	100%
College of The Albemarle	2,239	254	99%
Craven CC	2,707	409	99%
Davidson County CC	3,444	235	99%
Durham TCC	4,588	179	100%
Edgecombe CC	2,305	181	100%
Fayetteville TCC	10,560	672	100%
Forsyth TCC	6,514	643	98%
Gaston College	4,467	513	100%
Guilford TCC	9,065	748	100%
Halifax CC	1,538	131	99%
Haywood CC	1,935	112	97%
Isothermal CC	2,177	163	96%
James Sprunt CC	1,311	132	99%
Johnston CC	3,813	387	99%
Lenoir CC	3,173	200	99%
Martin CC	925	94	99%
Mayland CC	1,963	276	100%
McDowell TCC	1,338	195	100%
Mitchell CC	2,272	156	99%
Montgomery CC	1,010	74	100%
Nash CC	2,503	89	100%
Pamlico CC	575	33	100%
Piedmont CC	2,547	123	100%
Pitt CC	5,656	366	99%
Randolph CC	2,428	75	99%
Richmond CC	2,040	111	99%
Roanoke-Chowan CC	949	102	98%
Robeson CC	3,671	138	99%
Rockingham CC	2,060	206	100%
Rowan-Cabarrus CC	4,685	288	99%
Sampson CC	1,761	101	100%
Sandhills CC	3,612	257	100%
South Piedmont	2,156	83	100%
Southeastern CC	2,381	223	100%
Southwestern CC	2,216	178	97%
Stanly CC	2,290	185	99%
Surry CC	2,960	224	100%
Tri-County CC	1,076	87	100%
Vance-Granville CC	4,213	221	100%
Wake TCC	11,166	640	98%
Wayne CC	3,479	382	100%
Western Piedmont CC	2,959	319	99%
Wilkes CC	2,757	235	100%
Wilson CC	2,112	211	100%
System Total	198,759	15,748	99%

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:

- 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 2006-07 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 its conditions.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2006-07

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	48	83%	7	12%	3	5%
Serial Subscriptions	53	91%	4	7%	1	2%
Expenditure Minus Salaries per FTE	54	93%	4	7%	0	0%
Library Staff	55	95%	3	5%	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 2006-07, a total of \$9,813 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
2002-03	\$2,746,241
2003-04	\$7,710,690
2004-05	\$3,590,801
2005-06	\$11,028
2006-07	\$9,813

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 2006-07, the average nine-month salary of full-time curriculum faculty was \$44,008 as compared to the SREB average of \$48,440. It was 90.9 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, 2002-03 TO 2006-2007**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK	% of SREB AVERAGE
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%
2006-07	\$44,008	\$48,440	15**	90.9%

** 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 increased from 90.6 percent in 2005-2006 to 91.9% in 2006-2007.

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
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%
2006-2007	2,286	2,102	91.9%

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 2006-2007, 2,568 faculty and staff participated in TIER A sponsored professional development activities, which was an 4.6 percent decrease from last year's figure.

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

YEAR	# OF FACULTY & STAFF PARTICIPATING	% INCREASE
2002-03	2,770	- 6.7 %
2003-04	2,447	- 11.7 %
2004-05	2,383	- 2.6 %
2005-06	2,692	13 %
2006-07	2,568	- 4.6 %

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 2006-2007

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,896	278
Asheville-Buncombe TCC	5,780	28
Beaufort County CC	1,709	11
Bladen CC	1,406	9
Blue Ridge CC	2,183	32
Brunswick CC	1,457	44
Caldwell CC & TI	3,947	30
Cape Fear CC	6,758	22
Carteret CC	1,718	12
Catawba Valley CC	4,622	55
Central Carolina CC	5,159	42
Central Piedmont CC	13,250	18
Cleveland CC	2,973	15
Coastal Carolina CC	4,303	6
College of the Albemarle	2,239	17
Craven CC	2,707	73
Davidson County CC	3,444	17
Durham TCC	4,588	12
Edgecombe CC	2,305	9
Fayetteville TCC	10,560	331
Forsyth TCC	6,514	23
Gaston College	4,467	50
Guilford TCC	9,065	103
Halifax CC	1,538	13
Haywood CC	1,935	12
Isothermal CC	2,177	38
James Sprunt CC	1,311	28
Johnston CC	3,813	139
Lenoir CC	3,173	78
Martin CC	925	15
Mayland CC	1,963	33
McDowell TCC	1,338	113
Mitchell CC	2,272	27
Montgomery CC	1,010	8
Nash CC	2,503	13
Pamlico CC	575	19
Piedmont CC	2,547	24
Pitt CC	5,656	13
Randolph CC	2,428	51
Richmond CC	2,040	9
Roanoke-Chowan CC	949	11
Robeson CC	3,671	13
Rockingham CC	2,060	61
Rowan Cabarrus CC	4,685	12
Sampson CC	1,761	14
Sandhills CC	3,612	17
South Piedmont CC	2,156	186
Southeastern CC	2,381	19
Southwestern CC	2,216	13
Stanly CC	2,290	7
Surry CC	2,960	134
Tri-County CC	1,076	25
Vance-Granville CC	4,213	13
Wake TCC	11,166	41
Wayne CC	3,479	20
Western Piedmont CC	2,959	31
Wilkes CC	2,757	21
Wilson CC	2,112	60
System Totals	198,759	2,568

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 2006-07, 88.1 percent of statewide facilities met the "satisfactory" building conditions, which was 1.4 percent decrease from last year's figure.

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

YEAR	% MEETING "SATISFACTORY"	% INCREASE
2002-03	89.7 %	0.1 %
2003-04	88.7 %	-1.0 %
2004-05	89.0 %	0.3 %
2005-06	89.5 %	0.5 %
2006-07	88.1%	- 1.4 %

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 2006-2007, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.041 (1:1.041), meaning that for every dollar generated by an occupational extension FTE, \$1.041 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:

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

TECHNOLOGY MEASURE A:

***Curriculum Unduplicated Headcounts 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, 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 2006-07, 27,268 students enrolled in one or more distance learning courses, which represented 14.2% decrease over 2005-06 figure. The same trend was shown in the courses of a combination of distance and traditional education. In 2006-07, 76,137 students enrolled in this type of courses, which was a 7.9% decrease over last year. The enrollment in the traditional courses only has increased by 6.5%, which represented 156,249 students.

CURRICULUM UNDUPLICATED HEADCOUNT BY COURSE METHOD OF INSTRUCTION, FROM 2002-03 TO 2006-07

Academic Year	Distance Learning Only	Distance and Traditional	Traditional Only	Unknown
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
2006-07	27,268	76,137	156,249	36,875

TECHNOLOGY MEASURE B:

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

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

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

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

Results—In 2006-07, all community colleges now have an access to video conference services and/or participate in North Carolina Information Highway (NCIH) – either as full video service sites, per event subscribers, or via a local NCREN site: A total of 97 sites across the state.

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 have been granted a wireless cable systems license.

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

Results—In 2006-2007, 34 colleges have FCC Educational Broadband Service (EBS) licenses.

TECHNOLOGY MEASURE D:

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

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

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

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

Results—In 2006-2007, enrollment in the curriculum and con-ed distance education courses totaled 373,819 students, which was a 50 percent increase from last year. (Two categories were added to last year's lists: Web Supported or Web-Assisted and Digital Media.) Thus the performance target was achieved. The table below gives the enrollment figure by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 2006-2007
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses & Teleweb courses	6,919	456
Internet Courses	164,074	33,102
Two-Way Video Courses (NC Information Highway)	8,105	965
Hybrid Courses (Blended online and face-to-face)	38,535	6,551
Web Supported or Web-Assisted	109,896	2,081
Digital Media	427	28
Other Courses	665	2,015
Total	328,621	45,198

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

Results—In 2006-2007, 209 curriculum and 30 continuing education courses have been updated to Blackboard version 7.2 through the NC Virtual Learning Community.

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