

2009

C*CRITICAL*

S*SUCCESS*

F*FACTORS*

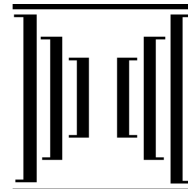
FOR THE

**NORTH CAROLINA
COMMUNITY COLLEGE
SYSTEM**

Twentieth Annual Report

North Carolina Community College System
Research and Performance Management

June 2009



2009 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Twentieth Annual Report

June 2009

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

Twentieth 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 twentieth 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 is to monitor the progress of the system in achieving the objectives in the strategic plan and to report those 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 can be found on page 3.

CRITICAL SUCCESS FACTORS AND MEASURES, 2007-2008

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. Satisfaction of program completers and non-completers	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 College Tech Prep students enrolling in a community college	C. Number of employers & trainees served by various Customized Training programs	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 adult 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 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

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 Community College 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's performance data. A table is presented at the end of the text 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 Rates 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 were 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 2007-08, 56 community colleges met the required standard. The average composite measure for the system was 82 percent. The range in the composite progress measure was from a low of 71 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
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%
2007-08	18%	50%	6%	27%	82%

PROGRESS OF BASIC SKILLS STUDENTS, 2007-2008

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		2,647	10%	58%	22%	10%	90%
Asheville-Buncombe TCC		3,489	4%	43%	35%	19%	81%
Beaufort County CC		1,133	2%	40%	32%	25%	75%
Bladen CC		615	7%	40%	29%	24%	76%
Blue Ridge CC		1,612	7%	48%	28%	17%	83%
Brunswick CC		1,073	8%	67%	15%	10%	90%
Caldwell CC & TI		2,301	8%	42%	30%	20%	80%
Cape Fear CC		3,180	4%	53%	19%	23%	77%
Carteret CC		928	11%	46%	20%	22%	78%
Catawba Valley CC		2,860	9%	59%	19%	13%	87%
Central Carolina CC		4,263	7%	50%	28%	15%	85%
Central Piedmont CC		13,289	2%	50%	26%	21%	79%
Cleveland CC		715	7%	43%	22%	29%	71%
Coastal Carolina CC		4,169	5%	36%	37%	22%	78%
College of The Albemarle		2,543	7%	67%	17%	9%	91%
Craven CC		1,430	5%	54%	29%	12%	88%
Davidson County CC		2,959	4%	49%	42%	5%	95%
Durham TCC		4,724	4%	46%	29%	21%	79%
Edgecombe CC		1,773	2%	40%	34%	24%	76%
Fayetteville TCC		4,552	2%	66%	24%	9%	91%
Forsyth TCC		5,601	2%	60%	23%	15%	85%
Gaston College		2,951	6%	37%	34%	24%	76%
Guilford TCC		5,722	2%	51%	24%	23%	77%
Halifax CC		1,228	9%	51%	19%	21%	79%
Haywood CC		764	6%	48%	25%	21%	79%
Isothermal CC		1,508	6%	59%	29%	7%	93%
James Sprunt CC		717	7%	44%	26%	24%	76%
Johnston CC		1,752	7%	42%	27%	24%	76%
Lenoir CC		1,978	2%	47%	27%	24%	76%
Martin CC		918	5%	60%	24%	12%	88%
Mayland CC		1,154	12%	46%	27%	14%	86%
McDowell TCC		689	9%	47%	27%	17%	83%
Mitchell CC		2,121	7%	52%	26%	15%	85%
Montgomery CC		565	7%	41%	28%	25%	75%
Nash CC		1,635	5%	52%	20%	23%	77%
Pamlico CC		272	6%	48%	22%	24%	76%
Piedmont CC		1,004	7%	47%	31%	16%	84%
Pitt CC		2,397	8%	48%	20%	25%	75%
Randolph CC		1,761	8%	42%	29%	21%	79%
Richmond CC		2,342	4%	39%	33%	24%	76%
Roanoke-Chowan CC		654	11%	50%	12%	27%	73%
Robeson CC		2,577	2%	46%	35%	18%	82%
Rockingham CC		1,263	10%	47%	22%	22%	78%
Rowan-Cabarrus CC		2,986	15%	49%	15%	21%	79%
Sampson CC		1,277	9%	47%	24%	19%	81%
Sandhills CC		1,532	15%	42%	26%	18%	82%
South Piedmont CC		2,462	8%	48%	34%	10%	90%
Southeastern CC		1,202	5%	48%	23%	25%	75%
Southwestern CC		1,433	5%	37%	38%	21%	79%
Stanly CC		1,494	9%	45%	29%	17%	83%
Surry CC		1,575	5%	48%	32%	15%	85%
Tri-County CC		480	12%	43%	24%	21%	79%
Vance-Granville CC		2,654	14%	42%	27%	17%	83%
Wake TCC		7,984	5%	54%	26%	15%	85%
Wayne CC		2,615	1%	45%	37%	18%	82%
Western Piedmont CC		2,426	14%	56%	12%	18%	82%
Wilkes CC		1,398	3%	48%	35%	13%	87%
Wilson TCC		1,774	6%	52%	21%	22%	78%
System Totals		135,120	6%	50%	27%	18%	82%

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

Methodology and Data Source—Data are collected by the Research and Performance Management section in the President’s Office 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. 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 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 sat 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 sat 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 was fewer than 10.

Performance Standard— Performance standard for the aggregate institutional passing rate is 80 percent. To be rated EIP (Exceptional Institutional Performance), a college must meet the 80 percent standard and cannot have any licensure/certification exams for which the college controls who was eligible to sit for the exam with a passing rate less than 70%.

Results— For the year 2007-08, 45 community colleges met or exceeded the aggregate institutional passing rate of 80 percent; 28 community colleges achieved the EIP level of performance. The System average of aggregate institutional passing rate was 86 percent.

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

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
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Aviation Maintenance		
General	22	100%
Airframe	25	100%
Power Plant	25	100%
Basic Law Enforcement Training	1,567	86%
Cosmetic Arts		
Apprentice	250	90%
Cosmetology	354	89%
Cosmetology Instructor	29	50%
Manicurist	77	84%
Esthetics	144	83%
Dental Hygiene	161	94%
Emergency Medical Technician (EMT)		
EMD	49	81%
EMT	3,097	85%
EMT-I	462	65%
EMT-P	422	75%
Nursing		
RN	2,108	90%
PN	833	94%
Opticianry	*	*
Physical Therapist Assistant	96	83%
Radiologic Technology		
Nuclear Medicine Technology	24	92%
Radiation Therapy Technology	36	83%
Radiography	352	95%
Real Estate		
Sales	569	71%
Veterinary Medical Technology	44	98%

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

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

INSTITUTION	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70% *
Alamance CC	3,871	108	86	80%	0
Asheville-Buncombe TCC	6,186	389	369	95%	0*
Beaufort County CC	1,821	117	90	77%	1
Bladen CC	1,399	67	60	90%	0
Blue Ridge CC	2,105	174	156	90%	0
Brunswick CC	1,548	188	140	74%	3*
Caldwell CC & TI	4,135	195	154	79%	2
Cape Fear CC	7,259	348	322	93%	0
Carteret CC	1,751	151	127	84%	1
Catawba Valley CC	4,733	201	168	84%	1
Central Carolina CC	5,118	290	241	83%	1*
Central Piedmont CC	14,459	376	351	93%	0
Cleveland CC	2,944	189	139	74%	3
Coastal Carolina CC	4,348	257	232	90%	0
College of The Albemarle	2,351	219	175	80%	2
Craven CC	2,751	182	165	91%	0
Davidson County CC	3,663	253	211	83%	0
Durham TCC	4,622	386	339	88%	1
Edgecombe CC	2,122	46	37	80%	1
Fayetteville TCC	10,252	424	382	90%	0
Forsyth TCC	6,661	309	286	93%	0
Gaston College	4,691	276	244	88%	1
Guilford TCC	9,882	486	424	87%	0
Halifax CC	1,557	72	48	67%	1
Haywood CC	1,903	97	77	79%	1
Isothermal CC	2,094	84	69	82%	1
James Sprunt CC	1,348	71	60	85%	1
Johnston CC	4,158	233	214	92%	0
Lenoir CC	3,335	220	198	90%	0
Martin CC	899	58	38	66%	1
Mayland CC	1,925	120	94	78%	1
McDowell TCC	1,176	90	84	93%	0
Mitchell CC	2,367	176	150	85%	0
Montgomery CC	1,027	45	38	84%	1
Nash CC	2,655	120	93	78%	0
Pamlico CC	543	15	8	53%	1
Piedmont CC	2,714	46	44	96%	0
Pitt CC	5,876	234	201	86%	0
Randolph CC	2,468	102	88	86%	0
Richmond CC	2,110	73	64	88%	0
Roanoke-Chowan CC	876	39	37	95%	0
Robeson CC	3,693	152	118	78%	0
Rockingham CC	2,043	117	104	89%	0
Rowan-Cabarrus CC	5,137	374	298	80%	2
Sampson CC	1,696	99	90	91%	1
Sandhills CC	3,732	233	206	88%	0
South Piedmont CC	2,220	149	122	82%	0
Southeastern CC	2,373	99	77	78%	1
Southwestern CC	2,248	177	157	89%	1
Stanly CC	2,435	181	146	81%	1
Surry CC	3,281	252	191	76%	1
Tri-County CC	1,168	74	59	80%	1
Vance-Granville CC	4,237	202	180	89%	1
Wake TCC	12,296	417	374	90%	0*
Wayne CC	3,517	154	133	86%	1
Western Piedmont CC	3,118	117	108	92%	0
Wilkes CC	2,831	90	73	81%	0
Wilson CC	2,082	77	68	88%	0
System Total	205,803	10,490	9,007	86%	

*Excludes Real Estate exam, for the colleges do not control who sits for the exam.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007-2008

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871						
Asheville-Buncombe TCC	6,186						
Beaufort County CC	1,821						
Bladen CC	1,399						
Blue Ridge CC	2,105						
Brunswick CC	1,548						
Caldwell CC & TI	4,135						
Cape Fear CC	7,259						
Carteret CC	1,751						
Catawba Valley CC	4,733						
Central Carolina CC	5,118						
Central Piedmont CC	14,459						
Cleveland CC	2,944						
Coastal Carolina CC	4,348						
College of The Albemarle	2,351						
Craven CC	2,751			*	*	*	*
Davidson County CC	3,663						
Durham TCC	4,622						
Edgecombe CC	2,122						
Fayetteville TCC	10,252						
Forsyth TCC	6,661						
Gaston College	4,691						
Guilford TCC	9,882	13	100%	12	100%	14	100%
Halifax CC	1,557						
Haywood CC	1,903						
Isothermal CC	2,094						
James Sprunt CC	1,348						
Johnston CC	4,158						
Lenoir CC	3,335						
Martin CC	899						
Mayland CC	1,925						
McDowell TCC	1,176						
Mitchell CC	2,367						
Montgomery CC	1,027						
Nash CC	2,655						
Pamlico CC	543						
Piedmont CC	2,714						
Pitt CC	5,876						
Randolph CC	2,468						
Richmond CC	2,110						
Roanoke-Chowan CC	876						
Robeson CC	3,693						
Rockingham CC	2,043						
Rowan-Cabarrus CC	5,137						
Sampson CC	1,696						
Sandhills CC	3,732						
South Piedmont CC	2,220						
Southeastern CC	2,373						
Southwestern CC	2,248						
Stanly CC	2,435						
Surry CC	3,281						
Tri-County CC	1,168						
Vance-Granville CC	4,237						
Wake TCC	12,296						
Wayne CC	3,517	*	*	*	*	*	*
Western Piedmont CC	3,118						
Wilkes CC	2,831						
Wilson CC	2,082						
System Total	205,803	22	100%	25	100%	25	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007-2008
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,871	16	88%
Asheville-Buncombe TCC	6,186	72	99%
Beaufort County CC	1,821	24	79%
Bladen CC	1,399		
Blue Ridge CC	2,105	16	94%
Brunswick CC	1,548	52	69%
Caldwell CC & TI	4,135	20	65%
Cape Fear CC	7,259	93	89%
Carteret CC	1,751	22	77%
Catawba Valley CC	4,733	16	44%
Central Carolina CC	5,118	45	84%
Central Piedmont CC	14,459	18	94%
Cleveland CC	2,944	26	69%
Coastal Carolina CC	4,348	32	84%
College of The Albemarle	2,351	24	92%
Craven CC	2,751	26	96%
Davidson County CC	3,663	42	83%
Durham TCC	4,622	*	*
Edgecombe CC	2,122		
Fayetteville TCC	10,252	54	93%
Forsyth TCC	6,661	22	91%
Gaston College	4,691	46	89%
Guilford TCC	9,882	31	94%
Halifax CC	1,557	29	66%
Haywood CC	1,903	20	80%
Isothermal CC	2,094	17	71%
James Sprunt CC	1,348	13	100%
Johnston CC	4,158	26	96%
Lenoir CC	3,335	17	88%
Martin CC	899	*	*
Mayland CC	1,925	*	*
McDowell TCC	1,176	12	100%
Mitchell CC	2,367	35	74%
Montgomery CC	1,027	13	69%
Nash CC	2,655	24	96%
Pamlico CC	543		
Piedmont CC	2,714		
Pitt CC	5,876	48	92%
Randolph CC	2,468	28	86%
Richmond CC	2,110		
Roanoke-Chowan CC	876		
Robeson CC	3,693	40	80%
Rockingham CC	2,043	24	83%
Rowan-Cabarrus CC	5,137	53	94%
Sampson CC	1,696	*	*
Sandhills CC	3,732	55	93%
South Piedmont CC	2,220	31	87%
Southeastern CC	2,373	*	*
Southwestern CC	2,248	26	88%
Stanly CC	2,435	50	60%
Surry CC	3,281	48	88%
Tri-County CC	1,168		
Vance-Granville CC	4,237	31	90%
Wake TCC	12,296	48	90%
Wayne CC	3,517	18	89%
Western Piedmont CC	3,118	50	96%
Wilkes CC	2,831	32	91%
Wilson CC	2,082	39	90%
System Total	205,803	1,567	86%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007-2008
--COSMETIC ARTS--
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	APPRENTICE		COSMETOLOGY		COS. INSTRUCTOR		MANICURIST		ESTHETICIAN	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871										
Asheville-Buncombe TCC	6,186							*	*		
Beaufort County CC	1,821										
Bladen CC	1,399	*	*	*	*						
Blue Ridge CC	2,105	18	100%	*	*			*	*	14	100%
Brunswick CC	1,548			*	*	*	*			*	*
Caldwell CC & TI	4,135	12	100%	*	*			*	*		
Cape Fear CC	7,259	17	94%	*	*	*	*	*	*	16	81%
Carteret CC	1,751	*	*	*	*					11	100%
Catawba Valley CC	4,733										
Central Carolina CC	5,118	37	86%	23	100%	*	*	*	*	26	81%
Central Piedmont CC	14,459										
Cleveland CC	2,944	15	93%	*	*	*	*			*	*
Coastal Carolina CC	4,348			34	85%			*	*		
College of The Albemarle	2,351	16	94%	*	*						
Craven CC	2,751	16	94%	*	*			*	*		
Davidson County CC	3,663			19	90%					15	80%
Durham TCC	4,622										
Edgecombe CC	2,122			*	*						
Fayetteville TCC	10,252			24	83%						
Forsyth TCC	6,661										
Gaston College	4,691										
Guilford TCC	9,882	*	*	10	100%	*	*				
Halifax CC	1,557	*	*	*	*						
Haywood CC	1,903			11	64%			*	*	*	*
Isothermal CC	2,094	*	*	*	*	*	*	*	*		
James Sprunt CC	1,348	*	*	*	*	*	*				
Johnston CC	4,158	*	*	*	*	*	*				
Lenoir CC	3,335	14	100%	*	*			*	*	12	92%
Martin CC	899	*	*					*	*		
Mayland CC	1,925			*	*			*	*	*	*
McDowell TCC	1,176	*	*	*	*	*	*			*	*
Mitchell CC	2,367			20	95%	*	*	*	*	*	*
Montgomery CC	1,027										
Nash CC	2,655										
Pamlico CC	543	*	*	*	*						
Piedmont CC	2,714			*	*						
Pitt CC	5,876										
Randolph CC	2,468										
Richmond CC	2,110										
Roanoke-Chowan CC	876							*	*		
Robeson CC	3,693	*	*	*	*						
Rockingham CC	2,043	12	100%	*	*						
Rowan-Cabarrus CC	5,137	14	100%	27	93%	*	*	11	82%	*	*
Sampson CC	1,696	*	*	*	*			*	*		
Sandhills CC	3,732	*	*	*	*	*	*	*	*	*	*
South Piedmont	2,220										
Southeastern CC	2,373	*	*	*	*	*	*			*	*
Southwestern CC	2,248			17	94%			*	*		
Stanly CC	2,435	18	94%	11	91%			*	*	*	*
Surry CC	3,281			14	100%	*	*				
Tri-County CC	1,168			11	91%	*	*	*	*	*	*
Vance-Granville CC	4,237	11	91%	15	80%	*	*				
Wake TCC	12,296										
Wayne CC	3,517										
Western Piedmont CC	3,118										
Wilkes CC	2,831										
Wilson CC	2,082										
System Totals	205,803	250	90%	354	89%	29	50%	77	84%	144	83%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS
DENTAL HYGIENE, 2007-2008 ; PHYSICAL THERAPIST ASSISTANT, 2008
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871				
Asheville-Buncombe TCC	6,186	14	100%		
Beaufort County CC	1,821				
Bladen CC	1,399				
Blue Ridge CC	2,105				
Brunswick CC	1,548				
Caldwell CC & TI	4,135			19	89%
Cape Fear CC	7,259	*	*		
Carteret CC	1,751				
Catawba Valley CC	4,733	*	*		
Central Carolina CC	5,118				
Central Piedmont CC	14,459	30	100%	20	90%
Cleveland CC	2,944				
Coastal Carolina CC	4,348	20	95%		
College of The Albemarle	2,351				
Craven CC	2,751				
Davidson County CC	3,663				
Durham TCC	4,622				
Edgecombe CC	2,122				
Fayetteville TCC	10,252	23	87%	10	90%
Forsyth TCC	6,661	10	100%		
Gaston College	4,691				
Guilford TCC	9,882	31	87%	15	100%
Halifax CC	1,557				
Haywood CC	1,903				
Isothermal CC	2,094				
James Sprunt CC	1,348				
Johnston CC	4,158				
Lenoir CC	3,335				
Martin CC	899			10	80%
Mayland CC	1,925				
McDowell TCC	1,176				
Mitchell CC	2,367				
Montgomery CC	1,027				
Nash CC	2,655			10	70%
Pamlico CC	543				
Piedmont CC	2,714				
Pitt CC	5,876				
Randolph CC	2,468				
Richmond CC	2,110				
Roanoke-Chowan CC	876				
Robeson CC	3,693				
Rockingham CC	2,043				
Rowan-Cabarrus CC	5,137				
Sampson CC	1,696				
Sandhills CC	3,732				
South Piedmont CC	2,220				
Southeastern CC	2,373				
Southwestern CC	2,248			12	67%
Stanly CC	2,435				
Surry CC	3,281				
Tri-County CC	1,168				
Vance-Granville CC	4,237				
Wake TCC	12,296				
Wayne CC	3,517	22	91%		
Western Piedmont CC	3,118				
Wilkes CC	2,831				
Wilson CC	2,082				
System Total	205,803	161	94%	96	83%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008
 --EMERGENCY MEDICAL TECHNICIAN (EMT)--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	EMD		EMT		EMT-I		EMT-P	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871			44	84%			18	72%
Asheville-Buncombe TCC	6,186			108	96%	*	*	10	80%
Beaufort County CC	1,821			34	47%				
Bladen CC	1,399			13	100%	15	93%	12	75%
Blue Ridge CC	2,105			64	84%	12	80%	*	*
Brunswick CC	1,548			32	96%	*	*	11	36%
Caldwell CC & TI	4,135			72	66%	*	*	*	*
Cape Fear CC	7,259			91	92%	*	*	*	*
Carteret CC	1,751			24	95%	20	60%	*	*
Catawba Valley CC	4,733			89	85%			*	*
Central Carolina CC	5,118			55	67%	*	*	*	*
Central Piedmont CC	14,459			170	97%				
Cleveland CC	2,944			61	90%	46	50%	19	52%
Coastal Carolina CC	4,348			102	92%	*	*	14	79%
College of The Albemarle	2,351			76	84%	31	41%	23	65%
Craven CC	2,751			39	89%	*	*		
Davidson County CC	3,663			80	92%	*	*	33	70%
Durham TCC	4,622			199	91%	34	64%	12	83%
Edgecombe CC	2,122			*	*	10	30%		
Fayetteville TCC	10,252	12	100%	102	91%	32	81%	25	96%
Forsyth TCC	6,661			76	93%	*	*	*	*
Gaston College	4,691			85	88%			16	68%
Guilford TCC	9,882			149	85%	*	*	*	*
Halifax CC	1,557			29	72%				
Haywood CC	1,903			24	79%	*	*		
Isothermal CC	2,094			19	68%				
James Sprunt CC	1,348			12	100%				
Johnston CC	4,158			71	83%			27	92%
Lenoir CC	3,335			67	92%	37	83%	18	72%
Martin CC	899			36	66%				
Mayland CC	1,925			32	84%	19	52%		
McDowell TCC	1,176			20	90%	*	*		
Mitchell CC	2,367			34	85%	11	100%		
Montgomery CC	1,027							*	*
Nash CC	2,655	*	*	65	81%			*	*
Pamlico CC	543			10	40%	*	*		
Piedmont CC	2,714			22	95%				
Pitt CC	5,876			47	91%	*	*		
Randolph CC	2,468			28	82%	*	*	*	*
Richmond CC	2,110	*	*					*	*
Roanoke-Chowan CC	876			*	*				
Robeson CC	3,693			44	79%	*	*	*	*
Rockingham CC	2,043			22	81%			*	*
Rowan-Cabarrus CC	5,137			135	65%	13	61%	41	75%
Sampson CC	1,696	*	*	13	92%			11	63%
Sandhills CC	3,732			43	81%	*	*	*	*
South Piedmont CC	2,220			60	78%	*	*	12	83%
Southeastern CC	2,373			52	67%	*	*		
Southwestern CC	2,248			39	92%	11	73%	*	*
Stanly CC	2,435			20	85%	*	*	*	*
Surry CC	3,281			52	80%	26	57%		
Tri-County CC	1,168			22	68%	*	*	*	*
Vance-Granville CC	4,237			43	95%	16	37%		
Wake TCC	12,296			160	96%	28	71%	10	90%
Wayne CC	3,517			26	80%			13	61%
Western Piedmont CC	3,118	23	86%	10	100%				
Wilkes CC	2,831			22	72%				
Wilson CC	2,082			38	86%				
System Total	205,803	49	81%	3,097	85%	462	65%	422	75%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871			22	95%
Asheville-Buncombe TCC	6,186	38	95%	86	95%
Beaufort County CC	1,821	21	95%	38	92%
Bladen CC	1,399	14	86%	*	*
Blue Ridge CC	2,105			23	87%
Brunswick CC	1,548	17	100%	25	60%
Caldwell CC & TI	4,135			42	88%
Cape Fear CC	7,259	15	100%	55	100%
Carteret CC	1,751	15	93%	*	*
Catawba Valley CC	4,733			68	88%
Central Carolina CC	5,118	41	93%	15	100%
Central Piedmont CC	14,459			50	92%
Cleveland CC	2,944				
Coastal Carolina CC	4,348	15	100%	25	92%
College of The Albemarle	2,351	16	100%	25	92%
Craven CC	2,751	13	85%	50	92%
Davidson County CC	3,663			50	86%
Durham TCC	4,622	16	100%	56	95%
Edgecombe CC	2,122				
Fayetteville TCC	10,252	54	89%	67	88%
Forsyth TCC	6,661	50	94%	101	92%
Gaston College	4,691	38	97%	55	95%
Guilford TCC	9,882	27	96%	89	91%
Halifax CC***	1,557				
Haywood CC**	1,903			28	86%
Isothermal CC	2,094	32	97%		
James Sprunt CC	1,348	19	89%	22	64%
Johnston CC	4,158	19	100%	35	100%
Lenoir CC	3,335	*	*	32	97%
Martin CC	899				
Mayland CC	1,925	18	89%	18	94%
McDowell TCC	1,176	34	88%		
Mitchell CC	2,367			42	95%
Montgomery CC	1,027	29	90%		
Nash CC	2,655				
Pamlico CC	543				
Piedmont CC	2,714			20	95%
Pitt CC	5,876			75	77%
Randolph CC	2,468			20	95%
Richmond CC	2,110	18	100%	48	88%
Roanoke-Chowan CC	876	16	94%	16	100%
Robeson CC	3,693			24	83%
Rockingham CC	2,043	28	93%	20	100%
Rowan-Cabarrus CC	5,137	20	80%	26	100%
Sampson CC	1,696	31	100%	22	100%
Sandhills CC	3,732	23	100%	63	84%
South Piedmont	2,220	16	81%	19	95%
Southeastern CC	2,373			23	100%
Southwestern CC**	2,248	*	*	26	96%
Stanly CC	2,435			34	91%
Surry CC	3,281	19	89%	81	73%
Tri-County CC**	1,168			20	90%
Vance-Granville CC	4,237	29	97%	26	100%
Wake TCC	12,296			120	89%
Wayne CC	3,517	15	100%	31	81%
Western Piedmont CC	3,118			34	88%
Wilkes CC	2,831			27	85%
Wilson CC	2,082				
Foothills Nursing Consortium				69	83%
NEWH Nursing Consortium***		64	95%	131	91%
Region A Nursing Consortium**				74	91%
System Total	205,803	833	94%	2,108	90%

*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, 2007-2008 ; VETERINARY MEDICAL TECHNOLOGY, 2008
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,871				
Asheville-Buncombe TCC	6,186			*	*
Beaufort County CC	1,821				
Bladen CC	1,399				
Blue Ridge CC	2,105				
Brunswick CC	1,548				
Caldwell CC & TI	4,135				
Cape Fear CC	7,259				
Carteret CC	1,751				
Catawba Valley CC	4,733				
Central Carolina CC	5,118			23	100%
Central Piedmont CC	14,459				
Cleveland CC	2,944				
Coastal Carolina CC	4,348				
College of The Albemarle	2,351				
Craven CC	2,751				
Davidson County CC	3,663				
Durham TCC	4,622	*	*		
Edgecombe CC	2,122				
Fayetteville TCC	10,252				
Forsyth TCC	6,661				
Gaston College	4,691			12	92%
Guilford TCC	9,882				
Halifax CC	1,557				
Haywood CC	1,903				
Isothermal CC	2,094				
James Sprunt CC	1,348				
Johnston CC	4,158				
Lenoir CC	3,335				
Martin CC	899				
Mayland CC	1,925				
McDowell TCC	1,176				
Mitchell CC	2,367				
Montgomery CC	1,027				
Nash CC	2,655				
Pamlico CC	543				
Piedmont CC	2,714				
Pitt CC	5,876				
Randolph CC	2,468				
Richmond CC	2,110				
Roanoke-Chowan CC	876				
Robeson CC	3,693				
Rockingham CC	2,043				
Rowan-Cabarrus CC	5,137				
Sampson CC	1,696				
Sandhills CC	3,732				
South Piedmont CC	2,220				
Southeastern CC	2,373				
Southwestern CC	2,248				
Stanly CC	2,435				
Surry CC	3,281				
Tri-County CC	1,168				
Vance-Granville CC	4,237				
Wake TCC	12,296				
Wayne CC	3,517				
Western Piedmont CC	3,118				
Wilkes CC	2,831				
Wilson CC	2,082				
System Total	205,803	*	*	44	98%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2007-2008
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	3,871						
Asheville-Buncombe TCC	6,186	21	100%				
Beaufort County CC	1,821						
Bladen CC	1,399						
Blue Ridge CC	2,105						
Brunswick CC	1,548						
Caldwell CC & TI	4,135	*	*	*	*		
Cape Fear CC	7,259	19	90%				
Carteret CC	1,751	17	100%				
Catawba Valley CC	4,733	11	91%				
Central Carolina CC	5,118						
Central Piedmont CC	14,459						
Cleveland CC	2,944	14	93%				
Coastal Carolina CC	4,348						
College of The Albemarle	2,351						
Craven CC	2,751						
Davidson County CC	3,663						
Durham TCC	4,622						
Edgecombe CC	2,122	18	100%				
Fayetteville TCC	10,252	18	100%	*	*		
Forsyth TCC	6,661	33	91%			*	*
Gaston College	4,691						
Guilford TCC	9,882						
Halifax CC	1,557						
Haywood CC	1,903						
Isothermal CC	2,094						
James Sprunt CC	1,348						
Johnston CC	4,158	27	100%	*	*		
Lenoir CC	3,335	*	*				
Martin CC	899						
Mayland CC	1,925						
McDowell TCC	1,176						
Mitchell CC	2,367						
Montgomery CC	1,027						
Nash CC	2,655						
Pamlico CC	543						
Piedmont CC	2,714						
Pitt CC	5,876	22	100%	14	86%	19	84%
Randolph CC	2,468	14	100%				
Richmond CC	2,110						
Roanoke-Chowan CC	876						
Robeson CC	3,693	*	*				
Rockingham CC	2,043						
Rowan-Cabarrus CC	5,137	13	92%				
Sampson CC	1,696						
Sandhills CC	3,732	10	100%				
South Piedmont CC	2,220					*	*
Southeastern CC	2,373						
Southwestern CC	2,248	21	86%				
Stanly CC	2,435	19	95%				
Surry CC	3,281						
Tri-County CC	1,168						
Vance-Granville CC	4,237	27	100%				
Wake TCC	12,296	28	93%				
Wayne CC	3,517						
Western Piedmont CC	3,118						
Wilkes CC	2,831						
Wilson CC	2,082						
System Total	205,803	352	95%	24	92%	36	83%

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

PASSING RATES OF LICENSING AND CERTIFICATION EXAMINATIONS, 2007-2008

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	3,871	*	*
Asheville-Buncombe TCC	6,186	21	67%
Beaufort County CC	1,821		
Bladen CC	1,399	*	*
Blue Ridge CC	2,105	*	*
Brunswick CC	1,548	35	66%
Caldwell CC & TI	4,135		
Cape Fear CC	7,259	10	90%
Carteret CC	1,751	17	76%
Catawba Valley CC	4,733	*	*
Central Carolina CC	5,118	10	30%
Central Piedmont CC	14,459	88	85%
Cleveland CC	2,944	*	*
Coastal Carolina CC	4,348		
College of The Albemarle	2,351	*	*
Craven CC	2,751	14	71%
Davidson County CC	3,663	*	*
Durham TCC	4,622	52	81%
Edgecombe CC	2,122	*	*
Fayetteville TCC	10,252	*	*
Forsyth TCC	6,661	*	*
Gaston College	4,691	24	71%
Guilford TCC	9,882	81	77%
Halifax CC	1,557	*	*
Haywood CC	1,903		
Isothermal CC	2,094		
James Sprunt CC	1,348		
Johnston CC	4,158	*	*
Lenoir CC	3,335		
Martin CC	899		
Mayland CC	1,925	*	*
McDowell TCC	1,176		
Mitchell CC	2,367	26	77%
Montgomery CC	1,027		
Nash CC	2,655	*	*
Pamlico CC	543		
Piedmont CC	2,714		
Pitt CC	5,876	*	*
Randolph CC	2,468	*	*
Richmond CC	2,110		
Roanoke-Chowan CC	876		
Robeson CC	3,693	*	*
Rockingham CC	2,043		
Rowan-Cabarrus CC	5,137	15	100%
Sampson CC	1,696		
Sandhills CC	3,732		
South Piedmont CC	2,220	*	*
Southeastern CC	2,373	*	*
Southwestern CC	2,248	15	87%
Stanly CC	2,435	11	91%
Surry CC	3,281	11	9%
Tri-County CC	1,168	*	*
Vance-Granville CC	4,237	*	*
Wake TCC	12,296	23	65%
Wayne CC	3,517	*	*
Western Piedmont CC	3,118		
Wilkes CC	2,831	*	*
Wilson CC	2,082		
System Total	205,803	569	71%

*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- General Administration in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office includes the data with the public university data. When the total number of students is less than 10, the total number of students in previous three years 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 a GPA equal to or greater than 2.0 after two semesters at a university. To be identified as EIP (Exceptional Institutional Performance), performance of community college transfer students has to be equivalent to the performance of native UNC sophomores and juniors: 87% for this year.

Results— For students who completed an AA, AS or AFA degree in 2006-07 and transferred to a UNC institution or a private institution within a year, 91 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 or a private institution, 86 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups were combined, 88 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. Forty-four (44) community colleges met the 83 percent performance standard; 30 community colleges met the EIP level of performance.

PERCENT OF 2006-07
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	3,871	61	92%	31	97%	92	94%
Asheville-Buncombe TCC	6,186	59	92%	82	98%	141	95%
Beaufort County CC	1,821	**	**	11	73%	20	70%
Bladen CC	1,399	26	81%	**	**	31	78%
Blue Ridge CC*	2,105	35	89%	24	88%	59	88%
Brunswick CC	1,548	14	86%	**	**	22	87%
Caldwell CC & TI*	4,135	124	87%	40	98%	164	90%
Cape Fear CC*	7,259	219	86%	188	86%	407	86%
Carteret CC	1,751	28	89%	15	93%	43	90%
Catawba Valley CC	4,733	50	86%	49	90%	99	88%
Central Carolina CC*	5,118	55	86%	23	91%	78	87%
Central Piedmont CC*	14,459	292	92%	183	87%	475	90%
Cleveland CC	2,944	26	73%	**	**	34	77%
Coastal Carolina CC	4,348	83	94%	46	87%	129	92%
College of The Albemarle	2,351	34	85%	20	90%	54	87%
Craven CC*	2,751	73	84%	30	90%	103	86%
Davidson County CC*	3,663	38	84%	21	100%	59	90%
Durham TCC	4,622	41	93%	41	98%	82	96%
Edgecombe CC*	2,122	16	69%	**	**	24	71%
Fayetteville TCC*	10,252	62	82%	55	95%	117	88%
Forsyth TCC	6,661	96	78%	28	96%	124	82%
Gaston College*	4,691	78	86%	53	93%	131	89%
Guilford TCC	9,882	127	80%	57	91%	184	83%
Halifax CC	1,557	**	**	**	**	14	72%
Haywood CC	1,903	10	90%	**	**	18	94%
Isothermal CC*	2,094	24	96%	21	95%	45	96%
James Sprunt CC	1,348	**	**	**	**	13	77%
Johnston CC	4,158	45	87%	22	82%	67	85%
Lenoir CC*	3,335	55	82%	28	89%	83	84%
Martin CC	899	**	**	**	**	**	**
Mayland CC***	1,925	23	91%	**	**	30	93%
McDowell TCC*	1,176	11	91%	**	100%	18	95%
Mitchell CC*	2,367	47	85%	23	91%	70	87%
Montgomery CC***	1,027	**	**	**	**	**	**
Nash CC*	2,655			14	93%	14	93%
Pamlico CC***	543	**	**	**	**	**	**
Piedmont CC	2,714	15	87%	**	**	24	84%
Pitt CC	5,876	99	86%	46	89%	145	87%
Randolph CC	2,468	23	91%	19	95%	42	93%
Richmond CC	2,110	**	**	**	100%	15	74%
Roanoke-Chowan CC***	876	**	**	**	**	15	83%
Robeson CC	3,693	16	88%	10	80%	26	85%
Rockingham CC*	2,043	41	83%	**	**	48	85%
Rowan-Cabarrus CC	5,137	73	81%	32	97%	105	86%
Sampson CC	1,696	**	**	**	**	15	74%
Sandhills CC*	3,732	64	78%	46	89%	110	83%
South Piedmont CC	2,220	**	**	**	**	10	56%
Southeastern CC	2,373	29	86%	14	86%	43	86%
Southwestern CC	2,248	26	96%	40	95%	66	95%
Stanly CC	2,435	19	79%	12	92%	31	84%
Surry CC*	3,281	70	86%	40	90%	110	87%
Tri-County CC	1,168	27	100%	20	85%	47	94%
Vance-Granville CC	4,237	38	82%	12	100%	50	86%
Wake TCC	12,296	313	87%	134	94%	447	89%
Wayne CC*	3,517	122	92%	40	93%	162	92%
Western Piedmont CC*	3,118	62	87%	50	92%	112	89%
Wilkes CC	2,831	37	84%	33	94%	70	89%
Wilson CC	2,082	10	40%	**	**	17	53%
System Total	205,803	3,008	86%	1,765	91%	4,773	88%

* Includes data from private colleges and universities.

** Number too small to report due to privacy protection.

*** 3 year total; printed in bold and italics fonts.

Description/Definition — 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 Report (CRPFAR) 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 CRPFAR file, the number and percent of students completing developmental courses with a grade of "C" or better is 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—Seventy-seven percent (77%) of the students who completed a developmental course(s) had a grade of "C" or better in 2007-08. Forty-eight (48) colleges met the performance standard.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2007-2008

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,871	699	88%	1,219	80%			1,918	83%
Asheville-Buncombe TCC	6,186	735	92%	933	90%	404	97%	2,072	92%
Beaufort County CC	1,821	204	98%	264	77%	152	91%	620	87%
Bladen CC	1,399	228	92%	536	88%	155	95%	919	90%
Blue Ridge CC	2,105	185	83%	624	73%	112	79%	921	76%
Brunswick CC	1,548	175	71%	350	84%			525	80%
Caldwell CC & TI	4,135	314	80%	848	76%	322	95%	1,484	81%
Cape Fear CC	7,259	1,122	76%	1,496	83%			2,618	80%
Carteret CC	1,751	142	59%	436	91%	99	81%	677	83%
Catawba Valley CC	4,733	642	84%	1,651	71%	538	78%	2,831	75%
Central Carolina CC	5,118	200	86%	578	71%	323	89%	1,101	79%
Central Piedmont CC	14,459	2,509	81%	4,294	71%	2,071	80%	8,874	76%
Cleveland CC	2,944	211	92%	730	81%	158	89%	1,099	84%
Coastal Carolina CC	4,348	309	86%	1,449	80%	241	89%	1,999	82%
College of The Albemarle	2,351	293	92%	876	83%	251	86%	1,420	85%
Craven CC	2,751	343	65%	864	75%			1,207	72%
Davidson County CC	3,663	317	68%	816	63%	170	82%	1,303	67%
Durham TCC	4,622	733	78%	1,372	64%	636	67%	2,741	68%
Edgecombe CC	2,122	332	73%	507	73%	283	88%	1,122	77%
Fayetteville TCC	10,252	1,518	69%	3,156	62%	1,392	72%	6,066	66%
Forsyth TCC	6,661	751	79%	1,657	80%	864	89%	3,272	82%
Gaston College	4,691	566	76%	1,625	82%	460	80%	2,651	80%
Guilford TCC	9,882	1,326	86%	3,002	81%	1,270	90%	5,598	84%
Halifax CC	1,557	207	86%	416	64%			623	71%
Haywood CC	1,903	145	52%	309	56%	87	87%	541	60%
Isothermal CC	2,094	204	88%	613	80%	97	90%	914	83%
James Sprunt CC	1,348	225	87%	335	83%	148	97%	708	87%
Johnston CC	4,158	463	72%	646	68%	376	88%	1,485	74%
Lenoir CC	3,335	369	81%	677	83%	245	86%	1,291	83%
Martin CC	899	105	61%	105	89%	60	92%	270	79%
Mayland CC	1,925	85	91%	161	78%	60	82%	306	82%
McDowell TCC	1,176	157	96%	238	94%	31	97%	426	95%
Mitchell CC	2,367	493	88%	549	86%	88	87%	1,130	87%
Montgomery CC	1,027	121	75%	214	96%	63	68%	398	85%
Nash CC	2,655	331	76%	862	71%	146	98%	1,339	75%
Pamlico CC	543	17	82%	44	70%	224	97%	285	92%
Piedmont CC	2,714	317	80%	561	79%	224	97%	1,102	83%
Pitt CC	5,876	1,003	91%	2,492	68%			3,495	75%
Randolph CC	2,468	248	93%	540	93%	126	90%	914	93%
Richmond CC	2,110	248	89%	429	89%	311	88%	988	89%
Roanoke-Chowan CC	876	161	75%	269	65%	113	80%	543	71%
Robeson CC	3,693	499	85%	885	64%	488	78%	1,872	73%
Rockingham CC	2,043	134	84%	654	83%	154	77%	942	82%
Rowan-Cabarrus CC	5,137	590	82%	1,676	78%	467	82%	2,733	80%
Sampson CC	1,696	187	90%	414	73%	146	92%	747	81%
Sandhills CC	3,732	495	81%	767	77%	363	85%	1,625	80%
South Piedmont CC	2,220	421	76%	692	82%	498	79%	1,611	80%
Southeastern CC	2,373	350	74%	704	74%	456	79%	1,510	76%
Southwestern CC	2,248	195	75%	341	89%	132	98%	668	87%
Stanly CC	2,435	193	86%	294	92%			487	90%
Surry CC	3,281	334	71%	649	84%	234	98%	1,217	83%
Tri-County CC	1,168	94	94%	132	94%			226	94%
Vance-Granville CC	4,237	597	74%	1,047	81%	328	84%	1,972	79%
Wake TCC	12,296	1,791	77%	3,475	72%	820	88%	6,086	76%
Wayne CC	3,517	613	94%	940	85%	337	86%	1,890	88%
Western Piedmont CC	3,118	394	84%	1,016	53%	251	100%	1,661	67%
Wilkes CC	2,831	311	86%	759	78%	142	84%	1,212	81%
Wilson CC	2,082	303	80%	621	69%	211	90%	1,135	76%
System Total	205,803	26,254	79%	53,809	74%	17,327	84%	97,390	77%

**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 Report (CRPFAR) 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. Using the CRPFA data file, students who took developmental level English, reading, and math course are identified. These students' records are then matched with subsequent performance in college-level English and math courses.

Performance Standard— Eighty percent (80%) of students who completed a developmental course in 2006-07 and completed subsequent college level course in 2007-08 will have a passing grade for the college level course.

Results— In 2007-08, eighty-nine percent (89%) 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. Fifty-seven (57) colleges met the standard in 2007-08.

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2007-2008

INSTITUTION	FTE	ENGLISH		MATH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,871	163	98%	186	96%	349	97%
Asheville-Buncombe TCC	6,186	198	82%	278	88%	476	86%
Beaufort County CC	1,821	76	83%	41	83%	117	83%
Bladen CC	1,399	98	98%	86	95%	184	97%
Blue Ridge CC	2,105	112	88%	116	94%	228	91%
Brunswick CC	1,548	30	90%	60	80%	90	83%
Caldwell CC & TI	4,135	306	90%	202	94%	508	92%
Cape Fear CC	7,259	300	79%	118	86%	418	81%
Carteret CC	1,751	43	81%	56	89%	99	86%
Catawba Valley CC	4,733	394	87%	410	90%	804	89%
Central Carolina CC	5,118	140	94%	82	96%	222	95%
Central Piedmont CC	14,459	1,320	91%	993	91%	2,313	91%
Cleveland CC	2,944	66	80%	89	97%	155	90%
Coastal Carolina CC	4,348	317	97%	377	90%	694	93%
College of The Albemarle	2,351	136	90%	156	96%	292	93%
Craven CC	2,751	125	83%	219	89%	344	87%
Davidson County CC	3,663	76	80%	101	89%	177	85%
Durham TCC	4,622	271	93%	205	89%	476	91%
Edgecombe CC	2,122	160	86%	76	80%	236	84%
Fayetteville TCC	10,252	252	76%	168	89%	420	81%
Forsyth TCC	6,661	335	91%	305	84%	640	88%
Gaston College	4,691	320	81%	303	89%	623	85%
Guilford TCC	9,882	338	87%	237	81%	575	85%
Halifax CC	1,557	71	90%	50	86%	121	88%
Haywood CC	1,903	95	90%	102	91%	197	91%
Isothermal CC	2,094	145	83%	167	94%	312	89%
James Sprunt CC	1,348	52	94%	57	95%	109	95%
Johnston CC	4,158	112	97%	54	98%	166	97%
Lenoir CC	3,335	165	96%	86	97%	251	96%
Martin CC	899	70	71%	32	81%	102	74%
Mayland CC	1,925	21	86%	15	93%	36	89%
McDowell TCC	1,176	53	100%	47	100%	100	100%
Mitchell CC	2,367	46	85%	151	90%	197	89%
Montgomery CC	1,027	62	98%	62	92%	124	95%
Nash CC	2,655	174	86%	159	89%	333	87%
Pamlico CC	543	21	95%	17	94%	38	95%
Piedmont CC	2,714	180	96%	171	93%	351	95%
Pitt CC	5,876	389	92%	434	89%	823	90%
Randolph CC	2,468	54	80%	66	92%	120	87%
Richmond CC	2,110	176	92%	110	95%	286	93%
Roanoke-Chowan CC	876	62	79%	38	87%	100	82%
Robeson CC	3,693	329	93%	157	85%	486	90%
Rockingham CC	2,043	30	80%	59	98%	89	92%
Rowan-Cabarrus CC	5,137	225	83%	79	87%	304	84%
Sampson CC	1,696	134	97%	113	95%	247	96%
Sandhills CC	3,732	340	89%	195	82%	535	86%
South Piedmont CC	2,220	188	82%	85	82%	273	82%
Southeastern CC	2,373	219	88%	94	91%	313	89%
Southwestern CC	2,248	76	86%	28	82%	104	85%
Stanly CC	2,435	95	96%	99	98%	194	97%
Surry CC	3,281	179	85%	207	88%	386	87%
Tri-County CC	1,168	35	80%	46	96%	81	89%
Vance-Granville CC	4,237	69	84%	56	98%	125	90%
Wake TCC	12,296	209	83%	191	91%	400	87%
Wayne CC	3,517	285	92%	244	91%	529	92%
Western Piedmont CC	3,118	92	98%	45	98%	137	98%
Wilkes CC	2,831	154	84%	117	95%	271	89%
Wilson CC	2,082	175	82%	162	92%	337	87%
System Total	205,803	10,358	89%	8,659	90%	19,017	89%

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

Methodology and Data Source—Data are collected by a college administered 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 from non-returning students. 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. For graduates, a 50 percent response rate 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-seven percent (97%) of program completers responded that they were satisfied with the academic programs of community colleges, while ninety-five percent (95%) of program non-completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was ninety-six percent (96%). Fifty-six (56) community colleges met the performance standard in 2007-08.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2007-2008

INSTITUTION	TOTAL FTE	COMPLETERS		NON-COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	3,871	218	100%	133	95%	351	98%
Asheville-Buncombe TCC	6,186	364	99%	177	93%	541	97%
Beaufort County CC	1,821	120	98%	25	92%	145	97%
Bladen CC	1,399	81	94%	65	94%	146	94%
Blue Ridge CC	2,105	125	100%	32	97%	157	99%
Brunswick CC	1,548	102	99%	45	87%	147	95%
Caldwell CC & TI	4,135	299	96%	108	94%	407	95%
Cape Fear CC	7,259	652	98%	240	96%	892	97%
Carteret CC	1,751	141	99%	58	95%	199	98%
Catawba Valley CC*	4,733	654	99%	42	88%	696	98%
Central Carolina CC	5,118	370	98%	140	98%	510	98%
Central Piedmont CC	14,459	576	98%	356	97%	932	98%
Cleveland CC	2,944	226	97%	129	99%	355	98%
Coastal Carolina CC	4,348	725	98%	239	95%	964	97%
College of The Albemarle	2,351	202	98%	63	97%	265	98%
Craven CC*	2,751	182	97%	92	94%	274	96%
Davidson County CC	3,663	248	98%	88	96%	336	97%
Durham TCC	4,622	165	99%	143	95%	308	97%
Edgecombe CC	2,122	200	97%	107	100%	307	98%
Fayetteville TCC	10,252	617	97%	167	88%	784	95%
Forsyth TCC	6,661	344	94%	254	92%	598	93%
Gaston College	4,691	666	98%	158	92%	824	97%
Guilford TCC	9,882	772	97%	165	88%	937	95%
Halifax CC	1,557	144	99%	69	91%	213	96%
Haywood CC	1,903	113	96%	70	98%	183	97%
Isothermal CC	2,094	149	99%	63	95%	212	98%
James Sprunt CC	1,348	99	97%	52	92%	151	95%
Johnston CC	4,158	208	99%	92	96%	300	98%
Lenoir CC	3,335	195	95%	143	97%	338	96%
Martin CC	899	37	92%	47	91%	84	91%
Mayland CC	1,925	241	98%	44	100%	285	98%
McDowell TCC	1,176	184	94%	31	81%	215	92%
Mitchell CC	2,367	146	99%	90	91%	236	96%
Montgomery CC	1,027	79	99%	22	100%	101	99%
Nash CC	2,655	138	100%	218	100%	356	100%
Pamlico CC	543	44	95%	26	92%	70	94%
Piedmont CC	2,714	173	95%	72	94%	245	95%
Pitt CC	5,876	408	99%	268	100%	676	99%
Randolph CC	2,468	153	98%	207	98%	360	98%
Richmond CC	2,110	157	100%	58	100%	215	100%
Roanoke-Chowan CC	876	126	77%	128	89%	254	83%
Robeson CC	3,693	193	97%	86	95%	279	96%
Rockingham CC	2,043	207	99%	64	89%	271	97%
Rowan-Cabarrus CC	5,137	207	96%	149	95%	356	96%
Sampson CC	1,696	126	97%	35	83%	161	94%
Sandhills CC	3,732	280	100%	151	97%	431	99%
South Piedmont	2,220	238	90%	57	72%	295	87%
Southeastern CC	2,373	151	98%	49	100%	200	98%
Southwestern CC	2,248	173	98%	82	98%	255	98%
Stanly CC	2,435	225	99%	82	98%	307	99%
Surry CC	3,281	262	97%	120	97%	382	97%
Tri-County CC	1,168	80	97%	35	97%	115	97%
Vance-Granville CC	4,237	234	98%	151	92%	385	96%
Wake TCC	12,296	289	95%	231	96%	520	95%
Wayne CC	3,517	377	99%	96	100%	473	99%
Western Piedmont CC	3,118	268	98%	35	94%	303	98%
Wilkes CC	2,831	202	97%	80	98%	282	97%
Wilson CC	2,082	178	99%	72	99%	250	99%
System Totals	205,803	14,533	97%	6,301	95%	20,834	96%

*Response rate too low (statistically invalid sample size); not eligible for performance funding.

Description/Definition—This composite indicator consists of

1. Number of individuals completing a curriculum program with a certificate, diploma, or associate degree;
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. 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 are defined each fall based upon the number of students enrolled in award granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) 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. 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. Transfer rates are determined by matching the students who do not graduate and who do not re-enroll with data at the National Student Clearinghouse. A composite success measure is calculated by adding the number of graduates, returning students and transfers and then dividing that sum by the number of students in the original cohort.

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-nine percent (69%) of the fall 2007 cohort had graduated, returned to enroll, or transferred by fall 2008. Fifty-seven (57) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION, GRADUATION AND TRANSFER, 2007-2008

College	FTE	TOTAL COHORT	PERCENT GRADUATE	PERCENT RETURN	PERCENT TRANSFER	PERCENT GRADUATE, RETURN OR TRANSFER
Alamance CC	3,871	3,547	14%	52%	5%	71%
Asheville-Buncombe TCC	6,186	3,975	17%	49%	5%	71%
Beaufort County CC	1,821	1,294	16%	52%	5%	73%
Bladen CC	1,399	1,135	11%	57%	7%	75%
Blue Ridge CC	2,105	1,447	11%	49%	7%	67%
Brunswick CC	1,548	1,027	16%	45%	6%	67%
Caldwell CC & TI	4,135	3,113	11%	53%	9%	73%
Cape Fear CC	7,259	6,484	14%	50%	9%	73%
Carteret CC	1,751	1,350	14%	53%	6%	73%
Catawba Valley CC	4,733	4,123	13%	51%	6%	70%
Central Carolina CC	5,118	3,451	20%	45%	4%	69%
Central Piedmont CC	14,459	14,597	8%	49%	9%	66%
Cleveland CC	2,944	2,358	14%	46%	6%	66%
Coastal Carolina CC	4,348	3,780	17%	45%	9%	71%
College of The Albemarle	2,351	1,785	16%	47%	7%	70%
Craven CC	2,751	2,611	10%	48%	8%	66%
Davidson County CC	3,663	2,805	20%	45%	5%	70%
Durham TCC	4,622	3,661	10%	49%	8%	67%
Edgecombe CC	2,122	1,651	15%	53%	4%	72%
Fayetteville TCC	10,252	7,931	9%	51%	7%	67%
Forsyth TCC	6,661	6,265	13%	50%	7%	70%
Gaston College	4,691	4,400	11%	51%	5%	67%
Guilford TCC	9,882	9,738	10%	50%	8%	68%
Halifax CC	1,557	1,161	22%	43%	5%	70%
Haywood CC	1,903	1,405	17%	46%	6%	69%
Isothermal CC	2,094	1,564	15%	46%	6%	67%
James Sprunt CC	1,348	941	25%	44%	5%	74%
Johnston CC	4,158	2,781	17%	49%	7%	73%
Lenoir CC	3,335	2,079	17%	49%	7%	73%
Martin CC	899	545	11%	51%	6%	68%
Mayland CC	1,925	987	32%	38%	3%	73%
McDowell TCC	1,176	877	20%	42%	4%	66%
Mitchell CC	2,367	2,084	9%	52%	8%	69%
Montgomery CC	1,027	820	23%	46%	3%	72%
Nash CC	2,655	2,143	12%	51%	6%	69%
Pamlico CC	543	315	31%	40%	3%	74%
Piedmont CC	2,714	1,754	24%	43%	5%	72%
Pitt CC	5,876	5,170	15%	52%	8%	75%
Randolph CC	2,468	1,805	13%	53%	5%	71%
Richmond CC	2,110	1,495	13%	53%	5%	71%
Roanoke-Chowan CC	876	778	14%	42%	5%	61%
Robeson CC	3,693	2,088	14%	49%	5%	68%
Rockingham CC	2,043	1,839	14%	50%	5%	69%
Rowan-Cabarrus CC	5,137	4,900	10%	50%	6%	66%
Sampson CC	1,696	1,065	22%	48%	5%	75%
Sandhills CC	3,732	2,880	10%	51%	7%	68%
South Piedmont CC	2,220	1,750	17%	47%	6%	70%
Southeastern CC	2,373	1,584	11%	52%	6%	69%
Southwestern CC	2,248	1,647	18%	46%	6%	70%
Stanly CC	2,435	2,021	19%	47%	4%	70%
Surry CC	3,281	2,500	14%	52%	6%	72%
Tri-County CC	1,168	748	13%	47%	6%	66%
Vance-Granville CC	4,237	3,508	11%	52%	5%	68%
Wake TCC	12,296	11,691	9%	51%	9%	69%
Wayne CC	3,517	2,822	14%	50%	9%	73%
Western Piedmont CC	3,118	2,244	17%	53%	5%	75%
Wilkes CC	2,831	1,956	15%	51%	6%	72%
Wilson CC	2,082	1,500	16%	47%	5%	68%
System Total	205,803	167,975	13%	49%	7%	69%

**CORE INDICATORS OF
SUCCESS MEASURE H:**

Client Satisfaction With Customized Training

Description/Definition— Percentage of individuals who have received Small Business Center services from a community college indicating that their expectations have been met.

Methodology and Data Source—A survey individuals receiving services from the Small Business Centers is administered by colleges to determine level of satisfaction with their training and services. 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 41,752 in 2007-08. Ninety-four percent (94%) responded that the customized training provided by community colleges was excellent, or very good. Fifty-three (53) colleges met the performance standard.

CLIENT SATISFIED WITH CUSTOMIZED TRAINING, 2007-2008

Institution	FTE	Number of Survey Respondents	% Excellent & Very Good
Alamance CC	3,871	482	95%
Asheville-Buncombe TCC	6,186	1,259	94%
Beaufort County CC	1,821	334	96%
Bladen CC	1,399	131	99%
Blue Ridge CC	2,105	715	93%
Brunswick CC	1,548	231	92%
Caldwell CC & TI	4,135	945	95%
Cape Fear CC	7,259	489	94%
Carteret CC	1,751	354	88%
Catawba Valley CC	4,733	1,094	95%
Central Carolina CC	5,118	1,191	96%
Central Piedmont CC	14,459	607	93%
Cleveland CC	2,944	723	96%
Coastal Carolina CC	4,348	852	93%
College of The Albemarle	2,351	1,463	90%
Craven CC	2,751	757	100%
Davidson County CC	3,663	377	91%
Durham TCC	4,622	502	90%
Edgecombe CC	2,122	1,805	98%
Fayetteville TCC	10,252	1,261	96%
Forsyth TCC	6,661	1,120	96%
Gaston College	4,691	860	98%
Guilford TCC	9,882	1,210	80%
Halifax CC	1,557	1,561	96%
Haywood CC	1,903	491	93%
Isothermal CC	2,094	281	86%
James Sprunt CC	1,348	990	99%
Johnston CC	4,158	642	98%
Lenoir CC	3,335	837	95%
Martin CC	899	803	93%
Mayland CC	1,925	371	96%
McDowell TCC	1,176	135	100%
Mitchell CC	2,367	521	93%
Montgomery CC	1,027	444	93%
Nash CC	2,655	506	96%
Pamlico CC	543	126	87%
Piedmont CC	2,714	526	93%
Pitt CC	5,876	703	92%
Randolph CC	2,468	1,113	97%
Richmond CC	2,110	756	89%
Roanoke-Chowan CC	876	276	93%
Robeson CC	3,693	1,339	96%
Rockingham CC	2,043	418	92%
Rowan-Cabarrus CC	5,137	135	93%
Sampson CC	1,696	474	96%
Sandhills CC	3,732	983	94%
South Piedmont CC	2,220	437	94%
Southeastern CC	2,373	2,685	92%
Southwestern CC	2,248	222	100%
Stanly CC	2,435	317	95%
Surry CC	3,281	362	97%
Tri-County CC	1,168	390	94%
Vance-Granville CC	4,237	668	98%
Wake TCC	12,296	1,916	97%
Wayne CC	3,517	651	92%
Western Piedmont CC	3,118	219	94%
Wilkes CC	2,831	284	98%
Wilson CC	2,082	408	95%
System Total	205,803	41,752	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 (EIP) 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, 2007-2008
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD
Progress of Basic Skills Students	75%	82%	56
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80%	86%	45*
Performance of College Transfer Students	83%	88%	44**
Passing Rates in Developmental Courses	75%	77%	48
Success Rate of Developmental Students in Subsequent College- Level Courses	80%	89%	57
Student Satisfaction of Completers and Non-Completers	90%	96%	56
Curriculum Student Retention, Graduation & Transfer	65%	69%	57
Client Satisfaction with Customized Training	90%	94%	53

* 45 colleges met the 80% standard; 30 colleges had no exam for which they controlled who took the exam with a passing rate < 70; 28 colleges met the Exceptional Institutional Performance level.

** 44 colleges met the 83% standard; 30 colleges met or exceeded the performance of native UNC sophomores and juniors (87%).

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2007-2008
(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	Client Satisfaction with Customized Training	Total Standards Met	Recognition of Exceptional Institutional Performance*
Alamance CC	M	M	M	M	M	M	M	M	8	Yes
Asheville-Buncombe TCC	M	M	M	M	M	M	M	M	8	Yes
Beaufort County CC	M			M	M	M	M	M	6	
Bladen CC	M	M		M	M	M	M	M	7	
Blue Ridge CC	M	M	M	M	M	M	M	M	8	Yes
Brunswick CC	M		M	M	M	M	M	M	7	
Caldwell CC & TI	M		M	M	M	M	M	M	7	
Cape Fear CC	M	M	M	M	M	M	M	M	8	
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	M	M	8	Yes
Cleveland CC				M	M	M	M	M	5	
Coastal Carolina CC	M	M	M	M	M	M	M	M	8	Yes
College of The Albemarle	M	M	M	M	M	M	M	M	8	
Craven CC	M	M	M		M	M**	M	M	7	
Davidson County CC	M	M	M		M	M	M	M	7	
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		M	M	M	M	7	
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	M		7	
Halifax CC	M				M	M	M	M	5	
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	M	7	
Lenoir CC	M	M	M	M	M	M	M	M	8	
Martin CC	M			M		M	M	M	5	
Mayland CC	M		M	M	M	M	M	M	7	
McDowell TCC	M	M	M	M	M	M	M	M	8	Yes

*Met all measures and exceptional standard on licensure exams and transfer student performance.
**Not eligible for performance funding due to the response rate to be too low (statistically invalid sample size).

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2007-2008
(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	Client Satisfaction with Customized Training	Total Standards Met	Recognition of Exceptional Institutional Performance*
Mitchell CC	M	M	M	M	M	M	M	M	8	Yes
Montgomery CC	M	M		M	M	M	M	M	7	
Nash CC	M		M	M	M	M	M	M	7	
Pamlico CC	M			M	M	M	M		5	
Piedmont CC	M	M	M	M	M	M	M	M	8	
Pitt CC	M	M	M	M	M	M	M	M	8	Yes
Randolph CC	M	M	M	M	M	M	M	M	8	Yes
Richmond CC	M	M		M	M	M	M		6	
Roanoke-Chowan CC		M	M		M			M	4	
Robeson CC	M		M		M	M	M	M	6	
Rockingham CC	M	M	M	M	M	M	M	M	8	
Rowan-Cabarrus CC	M	M	M	M	M	M	M	M	8	
Sampson CC	M	M		M	M	M	M	M	7	
Sandhills CC	M	M	M	M	M	M	M	M	8	
South Piedmont CC	M	M		M	M		M	M	6	
Southeastern CC	M		M	M	M	M	M	M	7	
Southwestern CC	M	M	M	M	M	M	M	M	8	
Stanly CC	M	M	M	M	M	M	M	M	8	
Surry CC	M		M	M	M	M	M	M	7	
Tri-County CC	M	M	M	M	M	M	M	M	8	
Vance-Granville CC	M	M	M	M	M	M	M	M	8	
Wake TCC	M	M	M	M	M	M	M	M	8	Yes
Wayne CC	M	M	M	M	M	M	M	M	8	
Western Piedmont CC	M	M	M		M	M	M	M	7	
Wilkes CC	M	M	M	M	M	M	M	M	8	Yes
Wilson CC	M	M		M	M	M	M	M	7	

*Met all measures and exceptional standard on licensure exams and transfer student performance.
**Not eligible for performance funding due to the response rate to be too low (statistically invalid sample size).

**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 five 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 for 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 Small Business Centers and Customized Training Programs (NEIT, FIT, and CIT)
- 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 Customized Training for Job Growth (formerly NEIT), Customized Training for Technology Investment (formerly CIT), Customized Training for Productivity Enhancement (formerly FIT), 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 the Customized Training for Job Growth, Customized Training for Technology Investment, Customized Training for Productivity Enhancement, and the Small Business Centers is administered by the colleges to determine the degree to which the customized training meets 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 2007-2008, the average ratings of 77 respondents from Customized Training for Job Growth program (formerly NEIT) on “Company’s Expectations Met”, “Training Impact”, and “Training Effectiveness” exceeded the “Very Good” level with average ratings of 4.60, 4.61 and, 4.61, respectively on a scale of 1 to 5 (1 = Unacceptable, company’s need not satisfied; 5 = Excellent, no improvement necessary, exceeds highest expectations).

The average ratings of 18 respondents from Customized Training for Technology Investment (formerly CIT) were 4.61, 4.56, and 4.39, respectively for the same questionnaire items and on the same scales as in the Customized Training for Job Growth program.

Customized Training for Productivity Enhancement (formerly FIT) program provided training to 465 industries. Satisfaction with services provided averaged 4.5 on a scale of 1 to 5. The data indicated that the companies’ needs were met at a highly acceptable level.

An analysis for the total response of 41,753 on satisfaction with services provided by the Small Business Center Network (SBCN) indicated that services provided were excellent. Ninety-nine percent (99%) of the respondents rated the services as “Very Good” or “Excellent.”

Customized Training for Job Growth (formerly NEIT),
Client Satisfaction Evaluation, 2007-08

INSTITUTION	Total FTE	Company's Expectation Met	Training Impact	Training Effectiveness
Alamance CC	3,871	5	4	4
Asheville-Buncombe TCC	6,186	5	5	5
Beaufort County CC	1,821			
Bladen CC	1,399	4	4	4
Blue Ridge CC	2,105			
Brunswick CC	1,548			
Caldwell CC & TI	4,135			
Cape Fear CC	7,259	5	4	4
Carteret CC	1,751			
Catawba Valley CC	4,733	5	5	5
Central Carolina CC	5,118	4	5	5
Central Piedmont CC	14,459	5	5	5
Cleveland CC	2,944	5	5	5
Coastal Carolina CC	4,348	5	5	5
College of The Albemarle	2,351			
Craven CC	2,751	4	4	4
Davidson County CC	3,663	4	4	4
Durham TCC	4,622	4	5	3
Edgecombe CC	2,122	5	5	5
Fayetteville TCC	10,252	5	5	5
Forsyth TCC	6,661	5	5	5
Gaston College	4,691	5	5	5
Guilford TCC	9,882	5	5	5
Halifax CC	1,557	4	4	4
Haywood CC	1,903			
Isothermal CC	2,094			
James Sprunt CC	1,348			
Johnston CC	4,158	5	5	5
Lenoir CC	3,335	5	4	5
Martin CC	899			
Mayland CC	1,925	4	4	4
McDowell TCC	1,176	4	4	4
Mitchell CC	2,367	5	5	5
Montgomery CC	1,027			
Nash CC	2,655	5	5	5
Pamlico CC	543			
Piedmont CC	2,714	5	5	5
Pitt CC	5,876	5	5	5
Randolph CC	2,468	5	5	5
Richmond CC	2,110	4	4	4
Roanoke-Chowan CC	876			
Robeson CC	3,693	5	5	5
Rockingham CC	2,043	5	5	5
Rowan-Cabarrus CC	5,137	4	5	4
Sampson CC	1,696			
Sandhills CC	3,732	4	4	4
South Piedmont CC	2,220			
Southeastern CC	2,373			
Southwestern CC	2,248			
Stanly CC	2,435	5	5	5
Surry CC	3,281	4	4	5
Tri-County CC	1,168	5	5	5
Vance-Granville CC	4,237	4	4	4
Wake TCC	12,296	5	5	5
Wayne CC	3,517	5	5	5
Western Piedmont CC	3,118	5	5	5
Wilkes CC	2,831	5	5	5
Wilson CC	2,082	4	5	5
System Total	205,803	4.60	4.61	4.61

Customized Training for Technology Investment (formerly CIT),
Client Satisfaction Evaluation, 2007-08

INSTITUTION	Total FTE	Company's Expectation Met	Training Impact	Training Effectiveness
Alamance CC	3,871	4	4	5
Asheville-Buncombe TCC	6,186			
Beaufort County CC	1,821			
Bladen CC	1,399			
Blue Ridge CC	2,105			
Brunswick CC	1,548			
Caldwell CC & TI	4,135			
Cape Fear CC	7,259			
Carteret CC	1,751			
Catawba Valley CC	4,733			
Central Carolina CC	5,118			
Central Piedmont CC	14,459			
Cleveland CC	2,944			
Coastal Carolina CC	4,348			
College of The Albemarle	2,351			
Craven CC	2,751			
Davidson County CC	3,663			
Durham TCC	4,622			
Edgecombe CC	2,122			
Fayetteville TCC	10,252			
Forsyth TCC	6,661			
Gaston College	4,691	4	4	3
Guilford TCC	9,882			
Halifax CC	1,557			
Haywood CC	1,903			
Isothermal CC	2,094	5	5	5
James Sprunt CC	1,348	5	5	5
Johnston CC	4,158			
Lenoir CC	3,335	5	5	5
Martin CC	899			
Mayland CC	1,925			
McDowell TCC	1,176			
Mitchell CC	2,367			
Montgomery CC	1,027			
Nash CC	2,655			
Pamlico CC	543			
Piedmont CC	2,714	4	4	4
Pitt CC	5,876	5	5	4
Randolph CC	2,468			
Richmond CC	2,110	5	5	5
Roanoke-Chowan CC	876			
Robeson CC	3,693	5	5	5
Rockingham CC	2,043			
Rowan-Cabarrus CC	5,137	5	5	5
Sampson CC	1,696			
Sandhills CC	3,732	5	5	5
South Piedmont CC	2,220			
Southeastern CC	2,373			
Southwestern CC	2,248			
Stanly CC	2,435			
Surry CC	3,281			
Tri-County CC	1,168	4	4	3
Vance-Granville CC	4,237			
Wake TCC	12,296			
Wayne CC	3,517	5	5	4
Western Piedmont CC	3,118	4	4	4
Wilkes CC	2,831			
Wilson CC	2,082			
System Total	205,803	4.61	4.56	4.39

Customized Training for Productivity Enhancement (formerly FIT), Client Satisfaction Evaluation, 2007-08

INSTITUTION	Number of Industries Served	Industry Evaluation Summation
Alamance CC	15	4.5
Asheville-Buncombe TCC	11	4.5
Bladen/Brunswick/Southeastern CC	8	4.5
Blue Ridge CC	13	4.5
Caldwell CC & TI	7	4.5
Cape Fear CC	15	4.5
Catawba Valley CC	20	4.5
Central Carolina CC	10	4.5
Central Piedmont CC	10	4.5
Cleveland CC	5	4.5
Coastal Carolina CC	4	4.5
College of The Albemarle/Roanoke-Chowan CC	29	4.5
Craven/Beaufort/Carteret/Pamlico CC	21	4.5
Davidson County CC	18	4.5
Durham TCC	8	4.5
Edgecombe/Martin CC	4	4.5
Fayetteville TCC	11	4.5
Forsyth TCC	10	4.5
Gaston College	10	4.5
Guilford TCC	10	4.5
Halifax CC	4	4.5
Haywood/Southwestern/Tri-county CC	4	4.5
Isothermal CC	15	4.5
Johnston /Wayne CC	6	4.5
Lenoir CC	9	4.5
McDowell TCC/ Mayland CC	5	4.5
Mitchell CC	15	4.5
Nash CC	4	4.5
Piedmont CC	5	4.5
Pitt CC	7	4.5
Randolph CC	36	4.5
Richmond CC	10	4.5
Robeson CC	3	4.5
Rockingham CC	8	4.5
Rowan-Cabarrus CC	9	4.5
Sampson/James Sprunt CC	10	4.5
Sandhills CC	4	4.5
South Piedmont CC	3	4.5
Stanly/Montgomery CC	11	4.5
Surry CC	9	4.5
Vance-Granville CC	17	4.5
Wake TCC	14	4.5
Western Piedmont CC	5	4.5
Wilkes CC	5	4.5
Wilson CC	8	4.5
System Total	465	4.5

Small Business Center Network (SBCN) - Client Satisfaction Evaluations, 2007-2008

INSTITUTION	Overall Rating					% excellent, very good and good	Total Responses
	Excellent	Very Good	Good	Fair	Poor		
Alamance CC	343	116	23	0	0	100%	483
Asheville-Buncombe TCC	886	295	60	15	3	99%	1,260
Beaufort County CC	216	104	14	0	0	100%	335
Bladen CC	110	20	1	0	0	100%	132
Blue Ridge CC	441	223	43	8	0	99%	716
Brunswick CC	158	55	17	1	0	100%	232
Caldwell CC & TI	721	178	41	5	0	99%	946
Cape Fear CC	344	114	26	5	0	99%	490
Carteret CC	236	75	20	20	3	94%	355
Catawba Valley CC	721	313	58	2	0	100%	1,095
Central Carolina CC	884	259	43	5	0	100%	1,192
Central Piedmont CC	381	185	14	3	24	96%	608
Cleveland CC	573	119	28	2	1	100%	724
Coastal Carolina CC	634	156	56	4	2	99%	853
College of The Albemarle	722	601	121	19	0	99%	1,464
Craven CC	458	299	0	0	0	100%	758
Davidson County CC	243	99	28	6	1	98%	378
Durham TCC	328	125	39	9	1	98%	503
Edgecombe CC	1,513	248	41	3	0	100%	1,806
Fayetteville TCC	933	280	47	1	0	100%	1,262
Forsyth TCC	812	265	38	4	1	100%	1,121
Gaston College	667	179	11	2	1	100%	861
Guilford TCC	627	341	164	78	0	94%	1,211
Halifax CC	1,110	385	52	14	0	99%	1,562
Haywood CC	318	139	32	2	0	100%	492
Isothermal CC	166	75	24	11	5	94%	282
James Sprunt CC	912	72	6	0	0	100%	991
Johnston CC	511	115	14	2	0	100%	643
Lenoir CC	533	261	41	2	0	100%	838
Martin CC	512	234	49	8	0	99%	804
Mayland CC	259	97	15	0	0	100%	372
McDowell TCC	113	22	0	0	0	100%	136
Mitchell CC	342	141	36	2	0	100%	522
Montgomery CC	319	96	24	4	1	99%	445
Nash CC	335	151	18	2	0	100%	507
Pamlico CC	79	31	13	2	1	98%	127
Piedmont CC	329	162	31	3	1	99%	527
Pitt CC	457	193	47	5	1	99%	704
Randolph CC	852	224	35	2	0	100%	1,114
Richmond CC	471	204	67	14	0	98%	757
Roanoke-Chowan CC	186	71	16	3	0	99%	277
Robeson CC	963	318	52	5	1	100%	1,340
Rockingham CC	287	98	27	5	1	99%	419
Rowan-Cabarrus CC	104	21	10	0	0	100%	136
Sampson CC	269	185	19	1	0	100%	475
Sandhills CC	706	222	41	9	5	99%	984
South Piedmont CC	318	92	22	4	1	99%	438
Southeastern CC	1,756	706	201	20	2	99%	2,686
Southwestern CC	182	39	1	0	0	100%	223
Stanly CC	223	79	13	2	0	99%	318
Surry CC	262	88	11	1	0	100%	363
Tri-County CC	271	95	17	6	1	98%	391
Vance-Granville CC	528	126	9	5	0	99%	669
Wake TCC	1,444	406	52	8	6	99%	1,917
Wayne CC	425	175	40	11	0	98%	652
Western Piedmont CC	123	82	12	2	0	99%	220
Wilkes CC	227	52	5	0	0	100%	285
Wilson CC	279	109	19	1	0	100%	409
System Total	29,122	10,215	2,004	348	63	99%	41,753

**WORKFORCE DEVELOPMENT
MEASURE B:**

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

Description/Definition—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 are 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—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 2007-2008, 30 percent of the 2007 high school graduates who enrolled in a community college had successfully completed the requirements of the College Tech Prep course of study, which was a 0.06 percent decrease 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 2007 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 2007-2008

INSTITUTION	TOTAL FTE	2007 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,871	671	263	39%
Asheville-Buncombe TCC	6,186	857	211	25%
Beaufort County CC	1,821	214	94	44%
Bladen CC	1,399	150	29	19%
Blue Ridge CC	2,105	401	190	47%
Brunswick CC	1,548	257	61	24%
Caldwell CC & TI	4,135	523	172	33%
Cape Fear CC	7,259	1,138	260	23%
Carteret CC	1,751	260	74	28%
Catawba Valley CC	4,733	844	342	41%
Central Carolina CC	5,118	494	200	40%
Central Piedmont CC	14,459	2,650	445	17%
Cleveland CC	2,944	218	67	31%
Coastal Carolina CC	4,348	622	215	35%
College of the Albemarle	2,351	360	145	40%
Craven CC	2,751	445	84	19%
Davidson County CC	3,663	461	137	30%
Durham TCC	4,622	424	32	8%
Edgecombe CC	2,122	220	57	26%
Fayetteville TCC	10,252	1,194	478	40%
Forsyth TCC	6,661	1,093	284	26%
Gaston College	4,691	802	296	37%
Guilford TCC	9,882	1,780	599	34%
Halifax CC	1,557	175	66	38%
Haywood CC	1,903	261	121	46%
Isothermal CC	2,094	366	151	41%
James Sprunt CC	1,348	118	37	31%
Johnston CC	4,158	343	89	26%
Lenoir CC	3,335	435	172	40%
Martin CC	899	119	43	36%
Mayland CC	1,925	146	74	51%
McDowell TCC	1,176	136	48	35%
Mitchell CC	2,367	489	282	58%
Montgomery CC	1,027	117	30	26%
Nash CC	2,655	466	152	33%
Pamlico CC	543	17	12	71%
Piedmont CC	2,714	250	74	30%
Pitt CC	5,876	1,357	412	30%
Randolph CC	2,468	399	39	10%
Richmond CC	2,110	224	132	59%
Roanoke-Chowan CC	876	73	48	66%
Robeson CC	3,693	294	105	36%
Rockingham CC	2,043	392	109	28%
Rowan Cabarrus CC	5,137	874	226	26%
Sampson CC	1,696	165	55	33%
Sandhills CC	3,732	606	244	40%
South Piedmont CC	2,220	289	71	25%
Southeastern CC	2,373	319	102	32%
Southwestern CC	2,248	258	70	27%
Stanly CC	2,435	348	54	16%
Surry CC	3,281	583	198	34%
Tri-County CC	1,168	167	68	41%
Vance-Granville CC	4,237	529	135	26%
Wake TCC	12,296	2,122	216	10%
Wayne CC	3,517	610	225	37%
Western Piedmont CC	3,118	429	173	40%
Wilkes CC	2,831	448	236	53%
Wilson CC	2,082	263	72	27%
System Total	205,803	30,265	9,076	30%

**WORKFORCE DEVELOPMENT
MEASURE C:**

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

Description/Definition—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 Technology 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, and local demand.

Results—In 2007-08, number of trainees in Customized Training for Job Growth (formerly NEIT) decreased by 11.8 percent over last year's figure, while the number of trainees in Customized Training for Technology Investment (formerly CIT) increased by 19.6 percent during the same period of time. Number of trainees in Customized Training for Productivity Enhancement (formerly FIT) significantly decreased by 42.5 percent in the fiscal year of 2007-08.

For Small Business Center Network, number of seminar participants slightly decreased by 0.7 percent in 2007-08. Number of counsels and number of continuing education and curriculum course participants also decreased by 11 percent and 23.7 percent, respectively. However, number of projects in Customized Training for Technology Investment (formerly CIT) grew by 79 percent in 2007-08.

CUSTOMIZED TRAINING FOR JOB GROWTH (formerly NEIT)

YEAR	TRAINEES	PROJECTS
2003-04	10,117	121
2004-05	12,398	164
2005-06	23,799	197
2006-07	19,380	208
2007-08	17,087	187

CUSTOMIZED TRAINING FOR PRODUCTIVITY ENHANCEMENT (formerly FIT)

YEAR	TRAINEES	INDUSTRIES
2003-04	10,559	701
2004-05	11,159	797
2005-06	10,557	623
2006-07	10,728	563
2007-08	6,170	465

SMALL BUSINESS CENTER NETWORK

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
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
2007-08	58	55,151	4,744	N/A*	11,388

* Information not available.

CUSTOMIZED TRAINING FOR TECHNOLOGY INVESTMENT (formerly CIT)

YEAR	TRAINEES	PROJECTS
2005-06	297	12
2006-07	1,253	19
2007-08	1,498	34

WORKFORCE DEVELOPMENT
MEASURE D:

Employment Status of Graduates

Description/Definition— 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 CRPFAR (Curriculum Registration, Progress, and Financial Aid Report) 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 Target— The performance target is 95 percent of completers are to be employed.

Results—Data on 18,021 graduates of the 2006-07 academic year were collected. System average employment rate was 99.69 percent. All 58 community colleges met the performance target.

PERCENT OF 2006-07 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	Number of Graduates (minus inmates and missing students)	Percent of 2006-07 Graduates Employed Within One Year of Graduating
Alamance CC	3,871	539	99.44%
Asheville-Buncombe TCC	6,186	608	99.84%
Beaufort County CC	1,821	141	99.29%
Bladen CC	1,399	95	100.00%
Blue Ridge CC	2,105	127	100.00%
Brunswick CC	1,548	157	100.00%
Caldwell CC & TI	4,135	392	99.74%
Cape Fear CC	7,259	718	99.58%
Carteret CC	1,751	140	98.57%
Catawba Valley CC	4,733	484	100.00%
Central Carolina CC	5,118	390	100.00%
Central Piedmont CC	14,459	753	99.60%
Cleveland CC	2,944	293	99.32%
Coastal Carolina CC	4,348	352	98.86%
College of The Albemarle	2,351	199	99.50%
Craven CC	2,751	230	99.57%
Davidson County CC	3,663	492	99.59%
Durham TCC	4,622	340	99.71%
Edgecombe CC	2,122	189	99.47%
Fayetteville TCC	10,252	684	99.71%
Forsyth TCC	6,661	731	99.86%
Gaston College	4,691	432	100.00%
Guilford TCC	9,882	791	99.62%
Halifax CC	1,557	199	100.00%
Haywood CC	1,903	193	100.00%
Isothermal CC	2,094	200	99.50%
James Sprunt CC	1,348	202	99.50%
Johnston CC	4,158	366	99.73%
Lenoir CC	3,335	273	100.00%
Martin CC	899	85	100.00%
Mayland CC	1,925	109	100.00%
McDowell TCC	1,176	142	99.30%
Mitchell CC	2,367	190	99.47%
Montgomery CC	1,027	155	100.00%
Nash CC	2,655	215	99.53%
Pamlico CC	543	71	100.00%
Piedmont CC	2,714	269	99.63%
Pitt CC	5,876	650	99.38%
Randolph CC	2,468	202	100.00%
Richmond CC	2,110	155	100.00%
Roanoke-Chowan CC	876	79	100.00%
Robeson CC	3,693	182	100.00%
Rockingham CC	2,043	232	99.57%
Rowan-Cabarrus CC	5,137	432	100.00%
Sampson CC	1,696	154	100.00%
Sandhills CC	3,732	302	100.00%
South Piedmont CC	2,220	174	99.43%
Southeastern CC	2,373	164	100.00%
Southwestern CC	2,248	252	99.60%
Stanly CC	2,435	262	100.00%
Surry CC	3,281	354	99.72%
Tri-County CC	1,168	92	97.83%
Vance-Granville CC	4,237	349	99.43%
Wake TCC	12,296	909	99.78%
Wayne CC	3,517	303	99.67%
Western Piedmont CC	3,118	321	99.69%
Wilkes CC	2,831	281	100.00%
Wilson CC	2,082	226	99.56%
System Total	205,803	18,021	99.69%

Description/Definition—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 through a college administered survey, with each college using a standard set of questions. The results of the surveys are submitted to the Research and Performance Management section of the System Office annually

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

Results— In 2007-2008, 9,251 employers of community college graduates were surveyed. A total of 2,405 surveys were completed and returned by employers, for a 26 percent response rate. Overall, 94 percent of those employers who responded to the survey indicated that they were satisfied with the job preparation of community college graduates. Fifty-seven (57) colleges met the performance target for this measure.

PERCENT OF EMPLOYERS SATISFIED WITH THE QUALITY OF PROGRAM COMPLETERS, 2007-08

INSTITUTION	FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	3,871	65	35%	90%
Asheville-Buncombe TCC	6,186	73	64%	98%
Beaufort County CC	1,821	179	42%	98%
Bladen CC	1,399	30	27%	100%
Blue Ridge CC	2,105	100	25%	95%
Brunswick CC	1,548	96	14%	100%
Caldwell CC & TI	4,135	1,161	17%	91%
Cape Fear CC	7,259	140	24%	97%
Carteret CC	1,751	50	30%	93%
Catawba Valley CC	4,733	115	46%	96%
Central Carolina CC	5,118	142	20%	93%
Central Piedmont CC	14,459	249	45%	98%
Cleveland CC	2,944	428	6%	88%
Coastal Carolina CC	4,348	175	49%	97%
College of The Albemarle	2,351	54	57%	100%
Craven CC	2,751	189	10%	95%
Davidson County CC	3,663	64	58%	97%
Durham TCC	4,622	102	36%	97%
Edgecombe CC	2,122	94	70%	100%
Fayetteville TCC	10,252	99	49%	94%
Forsyth TCC	6,661	652	7%	100%
Gaston College	4,691	1,311	4%	86%
Guilford TCC	9,882	343	15%	100%
Halifax CC	1,557	35	40%	100%
Haywood CC	1,903	54	93%	100%
Isothermal CC	2,094	56	20%	100%
James Sprunt CC	1,348	250	6%	100%
Johnston CC	4,158	71	61%	95%
Lenoir CC	3,335	61	57%	94%
Martin CC	899	15	100%	93%
Mayland CC	1,925	61	54%	100%
McDowell TCC	1,176	63	16%	100%
Mitchell CC	2,367	60	20%	100%
Montgomery CC	1,027	33	27%	100%
Nash CC	2,655	31	100%	100%
Pamlico CC	543	15	67%	100%
Piedmont CC	2,714	45	24%	100%
Pitt CC	5,876	133	86%	98%
Randolph CC	2,468	225	34%	94%
Richmond CC	2,110	101	26%	100%
Roanoke-Chowan CC	876	20	50%	100%
Robeson CC	3,693	100	33%	100%
Rockingham CC	2,043	33	100%	100%
Rowan-Cabarrus CC	5,137	164	35%	96%
Sampson CC	1,696	28	54%	100%
Sandhills CC	3,732	100	73%	100%
South Piedmont CC	2,220	296	20%	88%
Southeastern CC	2,373	202	6%	92%
Southwestern CC	2,248	130	62%	99%
Stanly CC	2,435	65	74%	94%
Surry CC	3,281	60	53%	94%
Tri-County CC	1,168	117	13%	93%
Vance-Granville CC	4,237	98	98%	99%
Wake TCC	12,296	121	20%	100%
Wayne CC	3,517	125	63%	97%
Western Piedmont CC	3,118	136	24%	100%
Wilkes CC	2,831	169	7%	83%
Wilson CC	2,082	67	48%	97%
System Totals	205,803	9,251	26%	94%

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 2007-2008, community colleges enrolled 15,652 high school dropouts who dropped out of school during 2007-08, which was a 3.9 percent increase in enrollment for the academic year 2007-08. 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
1/1/03-6/30/04	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
1/1/07-6/30/08	2007-08	15,652

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2007-2008

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,871	257
Asheville-Buncombe TCC	6,186	494
Beaufort County CC	1,821	101
Bladen CC	1,399	126
Blue Ridge CC	2,105	307
Brunswick CC	1,548	123
Caldwell CC & TI	4,135	326
Cape Fear CC	7,259	556
Carteret CC	1,751	173
Catawba Valley CC	4,733	213
Central Carolina CC	5,118	465
Central Piedmont CC	14,459	1,217
Cleveland CC	2,944	84
Coastal Carolina CC	4,348	880
College of The Albemarle	2,351	358
Craven CC	2,751	197
Davidson County CC	3,663	434
Durham TCC	4,622	186
Edgecombe CC	2,122	192
Fayetteville TCC	10,252	344
Forsyth TCC	6,661	811
Gaston College	4,691	315
Guilford TCC	9,882	415
Halifax CC	1,557	193
Haywood CC	1,903	127
Isothermal CC	2,094	232
James Sprunt CC	1,348	103
Johnston CC	4,158	175
Lenoir CC	3,335	224
Martin CC	899	93
Mayland CC	1,925	95
McDowell TCC	1,176	70
Mitchell CC	2,367	228
Montgomery CC	1,027	31
Nash CC	2,655	190
Pamlico CC	543	20
Piedmont CC	2,714	138
Pitt CC	5,876	410
Randolph CC	2,468	286
Richmond CC	2,110	292
Roanoke-Chowan CC	876	22
Robeson CC	3,693	162
Rockingham CC	2,043	125
Rowan-Cabarrus CC	5,137	183
Sampson CC	1,696	367
Sandhills CC	3,732	244
South Piedmont CC	2,220	199
Southeastern CC	2,373	126
Southwestern CC	2,248	349
Stanly CC	2,435	312
Surry CC	3,281	187
Tri-County CC	1,168	75
Vance-Granville CC	4,237	406
Wake TCC	12,296	527
Wayne CC	3,517	280
Western Piedmont CC	3,118	208
Wilkes CC	2,831	156
Wilson CC	2,082	243
System Total	205,803	15,652

**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 2007-08 was 15,307 which was a 1.1 percent increase from the previous year. Number of students added in the dropout pool decreased by 15.2% (1,279) in 2007-08.

**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
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
2007-08	22,434	15,307	7,127

NUMBER OF GEDs/AHSDs AWARDED, 2007-2008

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	3,871	44	285
Asheville-Buncombe TCC	6,186	4	527
Beaufort County CC	1,821		156
Bladen CC	1,399	13	74
Blue Ridge CC	2,105	2	230
Brunswick CC	1,548	27	87
Caldwell CC & TI	4,135	92	184
Cape Fear CC	7,259	157	184
Carteret CC	1,751	34	155
Catawba Valley CC	4,733		341
Central Carolina CC	5,118	121	423
Central Piedmont CC	14,459	276	644
Cleveland CC	2,944	51	71
Coastal Carolina CC	4,348	21	269
College of the Albemarle	2,351	55	309
Craven CC	2,751	26	134
Davidson County CC	3,663	49	250
Durham TCC	4,622	42	227
Edgecombe CC	2,122	5	185
Fayetteville TCC	10,252	32	114
Forsyth TCC	6,661	94	380
Gaston College	4,691	155	337
Guilford TCC	9,882	32	230
Halifax CC	1,557		143
Haywood CC	1,903	12	73
Isothermal CC	2,094	72	172
James Sprunt CC	1,348	7	50
Johnston CC	4,158	36	137
Lenoir CC	3,335	11	204
Martin CC	899	6	71
Mayland CC	1,925		228
McDowell TCC	1,176		107
Mitchell CC	2,367		255
Montgomery CC	1,027	3	84
Nash CC	2,655	20	139
Pamlico CC	543		32
Piedmont CC	2,714		162
Pitt CC	5,876	67	183
Randolph CC	2,468	27	282
Richmond CC	2,110	21	293
Roanoke-Chowan CC	876		166
Robeson CC	3,693	93	59
Rockingham CC	2,043		207
Rowan Cabarrus CC	5,137		538
Sampson CC	1,696		245
Sandhills CC	3,732	14	294
South Piedmont CC	2,220	26	285
Southeastern CC	2,373		104
Southwestern CC	2,248	13	349
Stanly CC	2,435	120	69
Surry CC	3,281		206
Tri-County CC	1,168		115
Vance-Granville CC	4,237	121	480
Wake TCC	12,296	57	629
Wayne CC	3,517	95	227
Western Piedmont CC	3,118	62	408
Wilkes CC	2,831	35	134
Wilson CC	2,082	29	102
System Total	205,803	2,279	13,028

**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 Research and Performance Management section in the President's Office, 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 2.5 percent, from 11,549 in 2006-07 to 11,260 in 2007-08. The enrollment of the 2006-07 high school graduates in community colleges in the academic year of 2007-08 (29,603) represented a 14.7 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
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 %
2007-08	11,260	-2.5%	29,603	14.7%

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE D:**

**Unduplicated Headcount in English as a Second
Language (ESL)**

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. Source of the data is the Data Warehouse.

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

Results—Total number of students served by ESL program was 35,154, which decreased by 5.7 percent from 2006-07 to 2007-08.

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

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
2003-04	36,740	-1.9%
2004-05	36,883	0.4%
2005-06	35,258	-4.4%
2006-07	37,272	5.7%
2007-08	35,154	-5.7%

UNDUPLICATED ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2007-2008

INSTITUTION	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						
		BEGINNING LITERACY	LOW BEGINNING	HIGH BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED	TOTAL
Alamance CC	3,871	158	170	78	113	149	140	808
Asheville-Buncombe TCC	6,186	117	118	164	220	153	178	950
Beaufort County CC	1,821	5	29	33	66	31	29	193
Bladen CC	1,399	3	2	19	29	5	6	64
Blue Ridge CC	2,105	43	229	100	79	85	97	633
Brunswick CC	1,548	25	31	59	48	20	21	204
Caldwell CC & TI	4,135	23	38	51	65	54	101	332
Cape Fear CC	7,259	63	92	158	252	101	167	833
Carteret CC	1,751	15	72	41	28	31	18	205
Catawba Valley CC	4,733	56	143	142	236	151	230	958
Central Carolina CC	5,118	94	247	334	365	205	254	1,499
Central Piedmont CC	14,459	230	337	832	1,077	910	1,177	4,563
Cleveland CC	2,944	6	7	19	21	23	26	102
Coastal Carolina CC	4,348	8	65	37	21	43	36	210
College of The Albemarle	2,351	32	73	94	73	21	41	334
Craven CC	2,751	45	31	67	64	32	85	324
Davidson County CC	3,663	9	27	56	78	84	142	396
Durham TCC	4,622	111	552	389	311	499	699	2,561
Edgecombe CC	2,122	3	14	18	21	16	22	94
Fayetteville TCC	10,252	45	89	119	152	172	217	794
Forsyth TCC	6,661	137	177	353	480	273	517	1,937
Gaston College	4,691	50	45	102	125	142	237	701
Guilford TCC	9,882	504	155	374	553	325	743	2,654
Halifax CC	1,557	13	7	7	2	1	2	32
Haywood CC	1,903	7	21	22	17	9	12	88
Isothermal CC	2,094	7	23	37	50	30	61	208
James Sprunt CC	1,348	19	13	26	48	11	21	138
Johnston CC	4,158	52	60	110	132	82	45	481
Lenoir CC	3,335	30	50	77	66	39	45	307
Martin CC	899	5	11	20	25	5	2	68
Mayland CC	1,925	14	24	27	22	33	41	161
McDowell TCC	1,176	6	14	21	31	21	27	120
Mitchell CC	2,367	31	79	132	106	85	175	608
Montgomery CC	1,027	7	23	39	46	43	48	206
Nash CC	2,655	13	31	35	56	32	39	206
Pamlico CC	543	1			1	8	10	20
Piedmont CC	2,714	12	14	25	19	9	9	88
Pitt CC	5,876	36	73	104	85	62	75	435
Randolph CC	2,468	23	55	114	116	88	83	479
Richmond CC	2,110	19	35	73	89	63	115	394
Roanoke-Chowan CC	876	15	1		2	1	4	23
Robeson CC	3,693	18	17	62	124	23	20	264
Rockingham CC	2,043	8	15	33	69	22	24	171
Rowan-Cabarrus CC	5,137	112	158	150	200	110	66	796
Sampson CC	1,696	5	20	45	46	40	38	194
Sandhills CC	3,732	7	28	67	88	48	74	312
South Piedmont CC	2,220	31	72	213	298	197	160	971
Southeastern CC	2,373	9	13	37	24	1	10	94
Southwestern CC	2,248	25	39	83	102	38	47	334
Stanly CC	2,435	18	19	44	62	11	30	184
Surry CC	3,281	17	40	69	70	27	42	265
Tri-County CC	1,168	3	2	16	15	7	14	57
Vance-Granville CC	4,237	4	72	35	34	31	19	195
Wake TCC	12,296	1,585	758	608	582	578	263	4,374
Wayne CC	3,517	51	36	84	144	40	96	451
Western Piedmont CC	3,118	110	97	42	62	41	28	380
Wilkes CC	2,831	19	39	56	73	36	52	275
Wilson TCC	2,082	15	92	130	99	52	38	426
System Totals	205,803	4,129	4,794	6,282	7,482	5,449	7,018	35,154

**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, Registration, Progress, Financial Aid Report (CRPFAR) files maintained by the System Office. For 2007-08, percentage of each ethnicity group in the total North Carolina population was analyzed based on 2007 American Community Survey (Table, B02001), American Fact Finder (U.S. Census Bureau) and 2005-2007 American Community Survey 3-Year Estimates: Data Profile Highlights.

Performance Target— Identify populations under-represented in community college programs and increase their enrollment by 10 percent.

Results— In 2007-2008, Hispanic/Latino ethnicity group was consistently under-represented in the Curriculum programs as well as Occupational Extension, except in the Basic Skills programs, where Hispanics were disproportionately over-represented (20.7%). Asian/Pacific Islander was also over-represented in the Basic Skills program. African-Americans were over-represented in the Basic Skills and HRD programs, while Whites were under-represented in the both programs. Overall pattern of ethnic representation in each category was by and large the same as last year's.

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC/ LATINO	AMERICAN INDIAN	OTHER	WHITE
% of NC Population***	1.9%	21.3%	6.6%	1.1%	4.2%	70.0%
Curriculum						
Associate	2.2%	26.8%	3.6%*	1.6%	4.8%	61.0%
Certificate	1.8%	27.5%	3.3%*	1.4%	4.1%	62.0%
Diploma	1.5%	27.6%	2.6%*	1.7%	3.0%	63.6%
Transitional	1.9%	18.9%	4.0%	1.1%	4.7%	69.3%
Continuing Ed						
Basic Skills	4.0%**	33.9%**	20.7%**	1.6%	2.1%*	37.8%*
Occupational Extension	0.6%	15.1%	2.0%	1.6%	1.2%*	79.7%
HRD	0.9%	46.0%**	4.4%	2.2%	1.7%*	45.0%*

*Under-represented compared to the percentage of its ethnic group in NC total population.

**Over-represented compared to the percentage of its ethnic group in NC total population.

*** Total percentage of each race/ethnic group exceeds 100% due to the categorization of Hispanic/Latino, which includes two or more races.

**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 were collected by the System Office and stored in Data Warehouse. Thus the number of curriculum students receiving financial aid and the average amount received were 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 2007-08 decreased by 7,382 (6.8%) over last year's figure. However, the average amount of aid received increased by \$583.

**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
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
2007-08	100,683	45.4%	\$2,955

* 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.

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE G:**

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

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

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

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

Results—Percentage of adult population served slightly increased from 12.05 percent in 2006-07 to 12.14 percent in 2007-08. The enrollment figure in 2007-08 increased by 20,055 (2.45 %) over 2006-07.

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

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVERAGE)
2003-04	11.95%
2004-05	12.34%
2005-06	12.18%
2006-07	12.05%
2007-08	12.14%

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2007-2008

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,871	15,901	108,432	14.66%
Asheville-Buncombe TCC	6,186	26,469	193,994	13.64%
Beaufort County CC	1,821	7,137	53,760	13.28%
Bladen CC	1,399	4,543	24,561	18.50%
Blue Ridge CC	2,105	15,903	105,833	15.03%
Brunswick CC	1,548	7,701	79,549	9.68%
Caldwell CC & TI	4,135	14,294	99,332	14.39%
Cape Fear CC	7,259	26,828	190,430	14.09%
Carteret CC	1,751	8,669	51,783	16.74%
Catawba Valley CC	4,733	21,713	143,883	15.09%
Central Carolina CC	5,118	20,593	166,865	12.34%
Central Piedmont CC	14,459	60,566	640,404	9.46%
Cleveland CC	2,944	10,327	73,237	14.10%
Coastal Carolina CC	4,348	24,276	127,654	19.02%
College of the Albemarle	2,351	10,855	114,775	9.46%
Craven CC	2,751	16,337	73,870	22.12%
Davidson County CC	3,663	16,893	149,755	11.28%
Durham TCC	4,622	25,509	294,936	8.65%
Edgecombe CC	2,122	9,263	38,774	23.89%
Fayetteville TCC	10,252	33,976	230,012	14.77%
Forsyth TCC	6,661	30,337	290,788	10.43%
Gaston College	4,691	22,517	208,681	10.79%
Guilford TCC	9,882	40,595	350,156	11.59%
Halifax CC	1,557	7,475	58,580	12.76%
Haywood CC	1,903	6,772	45,631	14.84%
Isothermal CC	2,094	10,734	63,854	16.81%
James Sprunt CC	1,348	8,263	39,303	21.02%
Johnston CC	4,158	16,167	115,213	14.03%
Lenoir CC	3,335	14,113	67,494	20.91%
Martin CC	899	4,339	43,501	9.97%
Mayland CC	1,925	6,859	42,649	16.08%
McDowell TCC	1,176	8,239	34,202	24.09%
Mitchell CC	2,367	11,696	112,066	10.44%
Montgomery CC	1,027	4,227	20,862	20.26%
Nash CC	2,655	12,464	70,088	17.78%
Pamlico CC	543	1,735	10,566	16.42%
Piedmont CC	2,714	8,906	47,314	18.82%
Pitt CC	5,876	19,762	115,941	17.04%
Randolph CC	2,468	11,762	105,246	11.18%
Richmond CC	2,110	7,689	61,922	12.42%
Roanoke-Chowan CC	876	3,616	50,166	7.21%
Robeson CC	3,693	13,491	92,885	14.52%
Rockingham CC	2,043	10,187	71,100	14.33%
Rowan Cabarrus CC	5,137	20,559	224,147	9.17%
Sampson CC	1,696	7,552	47,676	15.84%
Sandhills CC	3,732	12,121	96,139	12.61%
South Piedmont CC	2,220	10,932	149,966	7.29%
Southeastern CC	2,373	10,528	41,160	25.58%
Southwestern CC	2,248	8,685	67,621	12.84%
Stanly CC	2,435	9,102	44,982	20.23%
Surry CC	3,281	12,839	84,637	15.17%
Tri-County CC	1,168	4,815	36,640	13.14%
Vance-Granville CC	4,237	17,294	47,402	36.48%
Wake TCC	12,296	58,915	617,035	9.55%
Wayne CC	3,517	13,527	85,700	15.78%
Western Piedmont CC	3,118	13,873	67,953	20.42%
Wilkes CC	2,831	13,248	81,996	16.16%
Wilson CC	2,082	11,013	58,321	18.88%
System Total	205,803	829,146	6,831,422	12.14%

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 Target—Performance target for percent of completers who achieve their goal is 95 percent.

Results—In 2007-2008, 57 community colleges met the performance target. The system average of percent achieving their goal was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2007-2008

INSTITUTION	TOTAL FTE	NUMBER OF RESPONSES	PERCENT ACHIEVED GOAL
Alamance CC	3,871	231	100%
Asheville-Buncombe TCC	6,186	365	100%
Beaufort County CC	1,821	108	98%
Bladen CC	1,399	81	94%
Blue Ridge CC	2,105	121	100%
Brunswick CC	1,548	102	97%
Caldwell CC & TI	4,135	290	99%
Cape Fear CC	7,259	851	99%
Carteret CC	1,751	144	100%
Catawba Valley CC	4,733	659	100%
Central Carolina CC	5,118	363	100%
Central Piedmont CC	14,459	575	100%
Cleveland CC	2,944	220	100%
Coastal Carolina CC	4,348	722	100%
College of The Albemarle	2,351	204	99%
Craven CC	2,751	179	98%
Davidson County CC	3,663	242	98%
Durham TCC	4,622	170	99%
Edgecombe CC	2,122	222	99%
Fayetteville TCC	10,252	617	100%
Forsyth TCC	6,661	345	98%
Gaston College	4,691	647	100%
Guilford TCC	9,882	770	100%
Halifax CC	1,557	146	100%
Haywood CC	1,903	139	99%
Isothermal CC	2,094	150	99%
James Sprunt CC	1,348	99	99%
Johnston CC	4,158	217	100%
Lenoir CC	3,335	193	99%
Martin CC	899	37	97%
Mayland CC	1,925	255	99%
McDowell TCC	1,176	190	100%
Mitchell CC	2,367	148	100%
Montgomery CC	1,027	80	99%
Nash CC	2,655	143	99%
Pamlico CC	543	49	100%
Piedmont CC	2,714	175	99%
Pitt CC	5,876	404	99%
Randolph CC	2,468	153	98%
Richmond CC	2,110	161	100%
Roanoke-Chowan CC	876	126	98%
Robeson CC	3,693	197	98%
Rockingham CC	2,043	207	99%
Rowan-Cabarrus CC	5,137	214	99%
Sampson CC	1,696	124	100%
Sandhills CC	3,732	280	99%
South Piedmont CC	2,220	237	99%
Southeastern CC	2,373	151	100%
Southwestern CC	2,248	171	99%
Stanly CC	2,435	225	100%
Surry CC	3,281	261	100%
Tri-County CC	1,168	80	100%
Vance-Granville CC	4,237	236	100%
Wake TCC	12,296	439	100%
Wayne CC	3,517	393	100%
Western Piedmont CC	3,118	279	99%
Wilkes CC	2,831	202	97%
Wilson CC	2,082	175	99%
System Total	205,803	14,964	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 delivered, without 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 of 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 have been collected by the National Center for Education Statistics (NCES) in odd numbered year. 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— Library data for 2007-08 were not available at the time of 2009 CSF publication. However, historical data showed that most colleges didn't meet the measures and a handful of colleges met only minimum level of ACRL standard in the past. This raises 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—Source of the data were the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred was 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 2007-08, a total of \$1,754,355 of instructional funds were transferred from personnel to other costs and other program areas by community colleges. This represents 0.3 percent of the total initial allocation.

YEAR	TOTAL DOLLAR AMOUNT OF TRANSFER BETWEEN PROGRAM AREAS
2003-04	\$7,710,690
2004-05	\$3,590,801
2005-06	\$11,028
2006-07	\$9,813
2007-08	\$1,754,355

RESOURCES MEASURE C: *Average Nine-Month Faculty Salary 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 salary is 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 2007-08, the average nine-month salary of full-time curriculum faculty was \$46,253 as compared to the SREB average of \$50,191. It was 92.2 percent of the SREB average. The performance target of 83.3 percent of SREB average was achieved, and the SREB rank improved to be 12th in 2007-08.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA
TO THE SREB AVERAGE, FROM 2003-04 TO 2007-2008**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK	% of SREB AVERAGE
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%
2007-08	\$46,253	\$50,191	12*	92.2%

* 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— 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 members with less than five years of 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 decreased by 1.3% from 91.9% in 2006-2007 to 90.6% in 2007-2008.

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
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%
2007-2008	1,931	1,750	90.6%

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

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

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

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

Results—In 2007-2008, 1,658 faculty and staff participated in TIER A sponsored professional development activities, which was an 35.4 percent decrease from last year's figure.

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

YEAR	# OF FACULTY & STAFF PARTICIPATING	% INCREASE
2003-04	2,447	- 11.7 %
2004-05	2,383	- 2.6 %
2005-06	2,692	13 %
2006-07	2,568	- 4.6 %
2007-08	1,658	-35.4%

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 2007-2008

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,871	20
Asheville-Buncombe TCC	6,186	14
Beaufort County CC	1,821	26
Bladen CC	1,399	10
Blue Ridge CC	2,105	16
Brunswick CC	1,548	14
Caldwell CC & TI	4,135	20
Cape Fear CC	7,259	21
Carteret CC	1,751	13
Catawba Valley CC	4,733	39
Central Carolina CC	5,118	45
Central Piedmont CC	14,459	18
Cleveland CC	2,944	18
Coastal Carolina CC	4,348	18
College of the Albemarle	2,351	14
Craven CC	2,751	19
Davidson County CC	3,663	25
Durham TCC	4,622	28
Edgecombe CC	2,122	12
Fayetteville TCC	10,252	128
Forsyth TCC	6,661	18
Gaston College	4,691	41
Guilford TCC	9,882	23
Halifax CC	1,557	16
Haywood CC	1,903	8
Isothermal CC	2,094	10
James Sprunt CC	1,348	16
Johnston CC	4,158	26
Lenoir CC	3,335	31
Martin CC	899	35
Mayland CC	1,925	29
McDowell TCC	1,176	23
Mitchell CC	2,367	14
Montgomery CC	1,027	50
Nash CC	2,655	15
Pamlico CC	543	13
Piedmont CC	2,714	18
Pitt CC	5,876	11
Randolph CC	2,468	29
Richmond CC	2,110	71
Roanoke-Chowan CC	876	36
Robeson CC	3,693	9
Rockingham CC	2,043	68
Rowan Cabarrus CC	5,137	43
Sampson CC	1,696	33
Sandhills CC	3,732	22
South Piedmont CC	2,220	218
Southeastern CC	2,373	11
Southwestern CC	2,248	12
Stanly CC	2,435	9
Surry CC	3,281	19
Tri-County CC	1,168	24
Vance-Granville CC	4,237	7
Wake TCC	12,296	65
Wayne CC	3,517	20
Western Piedmont CC	3,118	16
Wilkes CC	2,831	17
Wilson CC	2,082	14
System Total	205,803	1,658

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

Definition/Description—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 2007-08, 88.9 percent of statewide facilities met the "satisfactory" building conditions, which was 0.8 percent increase from last year's figure.

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

YEAR	% MEETING "SATISFACTORY"	% INCREASE
2003-04	88.7 %	-1.0 %
2004-05	89.0 %	0.3 %
2005-06	89.5 %	0.5 %
2006-07	88.1%	-1.4%
2007-08	88.9%	0.8%

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

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

Methodology and Data Source—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 2007-2008, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.047 (1:1.047), meaning that for every dollar generated by an occupational extension FTE, \$1.047 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 Tele-course, 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 methods of instruction 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 Research and Performance Management section, President's Office at the North Carolina Community College System Office.

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

Results— In 2007-08, 35,299 students enrolled in one or more distance learning courses, which represented 29.5% increase over 2006-07 figure. The same trend was shown in the courses of a combination of distance and traditional education; 97,017 students enrolled in a combination of the two types of courses, which was a 27.4% increase over last year. Enrollment in the traditional courses only has decreased by 3.9% in 2007-08: 150,125.

CURRICULUM UNDUPLICATED HEADCOUNT BY COURSE METHOD OF INSTRUCTION, FROM 2003-04 TO 2007-08

Academic Year	Distance Learning Only	Distance and Traditional	Traditional Only	Unknown
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
2007-08	35,299	97,017	150,125	4,774

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 Learning Technology Systems section in the Technology and Workforce Development Division of the North Carolina Community College System Office.

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

Results—In 2007-08, all community colleges now have 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— The Learning Technology Systems section in the Technology and Workforce Development Division at the North Carolina Community College System Office maintains the data on the number of colleges who have been granted a license for wireless cable systems.

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

Results— In 2007-2008, 34 colleges have FCC Educational Broadband Service (EBS) licenses.

TECHNOLOGY MEASURE D:

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

Description/Definition—Number of courses and programs offered and enrollment in courses and programs offered through tele-courses, 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 are maintained by the Data Warehouse at the System Office utilizing ICR (Institution Class Reporting)/FTE files submitted by colleges each year. The analysis was done by Research and Performance Management section, President’s Office.

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

Results— In 2007-2008, enrollment in the curriculum and con-ed distance education courses totaled 426,928 students, which was a 14.2 percent increase from last year. Thus the performance target was achieved. The table below gives the enrollment figure by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 2007-2008
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses & Teleweb courses	6,138	318
Internet Courses	201,448	45,432
Two-Way Video Courses (NC Information Highway)	7,802	67
Hybrid Courses (Blended online and face-to-face)	57,500	10,375
Web Supported or Web-Assisted	89,332	3,558
Digital Media	366	2
Other Courses	934	3,656
Total	363,520	63,408

TECHNOLOGY MEASURE E:

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

Description/Definition—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 Learning Technology Systems section in the Technology and Workforce Development Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target—No specific performance target level for number of courses offered by NC Virtual Learning Community has been set.

Results— In 2007-2008, 256 curriculum and 38 continuing education courses had been offered through the NC Virtual Learning Community.

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