

2010

C*CRITICAL*

S*SUCCESS*

F*ACTORS*

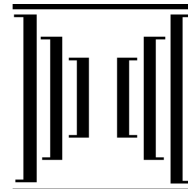
FOR THE

**NORTH CAROLINA
COMMUNITY COLLEGE
SYSTEM**

Twenty First Annual Report

North Carolina Community College System
Research and Performance Management

July 2010



2010 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Twenty First Annual Report

July 2010

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

Twenty First 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, 2008-2009

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 were collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students were 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 2008-09, 55 community colleges met the required standard. The average composite measure for the system was 84 percent. The range in the composite progress measure was from a low of 73 percent to a high of 97 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
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%
2008-09	16%	49%	6%	29%	84%

PROGRESS OF BASIC SKILLS STUDENTS, 2008-2009

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	4,297	2,835	11%	55%	23%	11%	89%
Asheville-Buncombe TCC	6,483	3,577	4%	42%	34%	20%	80%
Beaufort County CC	1,905	1,007	4%	42%	30%	24%	76%
Bladen CC	1,537	618	6%	51%	32%	11%	89%
Blue Ridge CC	2,275	1,684	7%	37%	31%	25%	75%
Brunswick CC	1,752	1,127	6%	68%	23%	3%	97%
Caldwell CC & TI	4,212	2,416	6%	49%	31%	14%	86%
Cape Fear CC	7,862	3,619	4%	51%	24%	20%	80%
Carteret CC	1,835	852	18%	43%	20%	18%	82%
Catawba Valley CC	4,751	3,152	8%	42%	29%	20%	80%
Central Carolina CC	5,340	4,827	7%	42%	33%	18%	82%
Central Piedmont CC	15,324	14,037	2%	66%	27%	5%	95%
Cleveland CC	3,203	976	8%	33%	36%	23%	77%
Coastal Carolina CC	4,595	4,315	4%	31%	42%	23%	77%
College of The Albemarle	2,448	2,506	8%	43%	23%	27%	73%
Craven CC	2,891	1,514	7%	51%	29%	13%	87%
Davidson County CC	4,067	3,304	5%	50%	42%	3%	97%
Durham TCC	4,860	4,814	4%	48%	27%	21%	79%
Edgecombe CC	2,439	1,823	6%	38%	31%	25%	75%
Fayetteville TCC	11,018	5,970	3%	68%	23%	7%	93%
Forsyth TCC	7,466	6,576	3%	61%	26%	10%	90%
Gaston College	5,240	3,297	7%	38%	40%	15%	85%
Guilford TCC	10,908	6,855	3%	58%	23%	16%	84%
Halifax CC	1,650	1,276	9%	46%	24%	21%	79%
Haywood CC	1,947	842	4%	52%	25%	19%	81%
Isothermal CC	2,386	1,790	7%	52%	27%	14%	86%
James Sprunt CC	1,399	724	10%	34%	38%	19%	81%
Johnston CC	4,391	1,873	6%	43%	27%	24%	76%
Lenoir CC	3,655	2,213	2%	45%	30%	23%	77%
Martin CC	893	886	5%	48%	27%	20%	80%
Mayland CC	1,942	1,188	14%	44%	29%	13%	87%
McDowell TCC	1,481	820	22%	36%	24%	18%	82%
Mitchell CC	2,696	2,324	10%	48%	23%	19%	81%
Montgomery CC	1,002	530	8%	44%	21%	26%	74%
Nash CC	2,652	1,427	8%	45%	23%	24%	76%
Pamlico CC	633	282	7%	46%	27%	20%	80%
Piedmont CC	2,762	1,137	8%	56%	27%	8%	92%
Pitt CC	6,459	2,277	6%	51%	26%	17%	83%
Randolph CC	2,581	1,938	13%	40%	25%	22%	78%
Richmond CC	2,171	2,186	8%	38%	34%	19%	81%
Roanoke-Chowan CC	946	615	8%	47%	20%	25%	75%
Robeson CC	3,742	2,875	1%	50%	32%	16%	84%
Rockingham CC	2,158	1,330	8%	37%	36%	19%	81%
Rowan-Cabarrus CC	5,760	3,652	15%	49%	16%	19%	81%
Sampson CC	1,927	1,124	8%	39%	40%	13%	87%
Sandhills CC	3,928	1,640	14%	42%	24%	20%	80%
South Piedmont CC	2,528	2,647	9%	56%	31%	3%	97%
Southeastern CC	2,575	1,174	3%	41%	32%	24%	76%
Southwestern CC	2,462	1,734	2%	37%	39%	22%	78%
Stanly CC	2,683	1,710	7%	38%	29%	26%	74%
Surry CC	3,495	1,736	6%	52%	29%	13%	87%
Tri-County CC	1,158	472	18%	42%	19%	20%	80%
Vance-Granville CC	4,543	2,890	14%	37%	31%	17%	83%
Wake TCC	13,650	8,751	6%	47%	34%	13%	87%
Wayne CC	3,615	2,915	5%	39%	36%	19%	81%
Western Piedmont CC	3,334	2,731	15%	50%	11%	24%	76%
Wilkes CC	3,042	1,635	6%	49%	33%	12%	88%
Wilson TCC	2,144	1,829	3%	43%	36%	17%	83%
System Totals	221,096	146,870	6%	49%	29%	16%	84%

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 were 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 were reported only for those licensure/certification exams for which data were available from the licensure/certification agencies. The data for most examinations were reported on a fiscal year. However, the data on nursing, emergency medical technician, physical therapy assistant, and veterinary medicine technology were reported on a calendar year.

Passing rates were 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 was 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 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 2008-09, 47 community colleges met or exceeded the aggregate institutional passing rate of 80 percent; 36 community colleges had no exam for which they controlled who took the exam with a passing rate less than 70%. System average of aggregate institutional passing rate was eighty-six percent (86%).

**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	46	98%
Airframe	49	100%
Power Plant	32	100%
Basic Law Enforcement Training	1,552	87%
Cosmetic Arts		
Apprentice	244	96%
Cosmetology	391	92%
Cosmetology Instructor	13	78%
Manicurist	82	89%
Esthetics	158	85%
Dental Hygiene	206	92%
Emergency Medical Technician (EMT)		
EMD	*	*
EMT	3,492	83%
EMT-I	482	64%
EMT-P	370	71%
Nursing		
RN	2,212	89%
PN	863	96%
Opticianry	*	*
Physical Therapist Assistant	84	89%
Radiologic Technology		
Nuclear Medicine Technology	27	85%
Radiation Therapy Technology	40	97%
Radiography	341	97%
Real Estate		
Sales	375	72%
Veterinary Medical Technology	40	100%

*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	4,297	244	209	86%	1
Asheville-Buncombe TCC	6,483	362	337	93%	
Beaufort County CC	1,905	144	123	85%	1
Bladen CC	1,537	46	38	83%	
Blue Ridge CC	2,275	137	112	82%	
Brunswick CC	1,752	114	97	85%	
Caldwell CC & TI	4,212	219	183	84%	
Cape Fear CC	7,862	364	344	95%	
Carteret CC	1,835	163	129	79%	1
Catawba Valley CC	4,751	245	173	71%	3
Central Carolina CC	5,340	315	272	86%	1
Central Piedmont CC	15,324	382	349	91%	
Cleveland CC	3,203	205	160	78%	2
Coastal Carolina CC	4,595	262	231	88%	
College of The Albemarle	2,448	236	199	84%	1
Craven CC	2,891	232	192	83%	
Davidson County CC	4,067	246	216	88%	1
Durham TCC	4,860	393	334	85%	1
Edgecombe CC	2,439	42	37	88%	
Fayetteville TCC	11,018	314	294	94%	
Forsyth TCC	7,466	324	287	89%	
Gaston College	5,240	280	248	89%	
Guilford TCC	10,908	541	480	89%	
Halifax CC	1,650	119	83	70%	2
Haywood CC	1,947	84	72	86%	
Isothermal CC	2,386	116	92	79%	2
James Sprunt CC	1,399	78	69	88%	1
Johnston CC	4,391	284	262	92%	
Lenoir CC	3,655	225	196	87%	
Martin CC	893	60	52	87%	
Mayland CC	1,942	87	73	84%	
McDowell TCC	1,481	92	81	88%	
Mitchell CC	2,696	218	184	84%	1
Montgomery CC	1,002	45	38	84%	
Nash CC	2,652	98	84	86%	1
Pamlico CC	633	16	12	75%	
Piedmont CC	2,762	37	33	89%	
Pitt CC	6,459	207	179	86%	1
Randolph CC	2,581	137	120	88%	
Richmond CC	2,171	79	68	86%	1
Roanoke-Chowan CC	946	118	98	83%	
Robeson CC	3,742	185	143	77%	2
Rockingham CC	2,158	98	90	92%	
Rowan-Cabarrus CC	5,760	516	420	81%	1
Sampson CC	1,927	107	93	87%	
Sandhills CC	3,928	218	190	87%	
South Piedmont CC	2,528	124	85	69%	2
Southeastern CC	2,575	147	114	78%	1
Southwestern CC	2,462	139	122	88%	
Stanly CC	2,683	153	121	79%	
Surry CC	3,495	169	156	92%	
Tri-County CC	1,158	69	50	72%	
Vance-Granville CC	4,543	202	170	84%	1
Wake TCC	13,650	367	338	92%	
Wayne CC	3,615	168	152	90%	
Western Piedmont CC	3,334	123	112	91%	
Wilkes CC	3,042	112	92	82%	1
Wilson CC	2,144	127	103	81%	
System Total	221,096	10,934	9,391	86%	

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008-2009
 --AVIATION--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	4,297						
Asheville-Buncombe TCC	6,483						
Beaufort County CC	1,905						
Bladen CC	1,537						
Blue Ridge CC	2,275						
Brunswick CC	1,752						
Caldwell CC & TI	4,212						
Cape Fear CC	7,862						
Carteret CC	1,835						
Catawba Valley CC	4,751						
Central Carolina CC	5,340						
Central Piedmont CC	15,324						
Cleveland CC	3,203						
Coastal Carolina CC	4,595						
College of The Albemarle	2,448						
Craven CC	2,891	16	100%	16	100%	*	*
Davidson County CC	4,067						
Durham TCC	4,860						
Edgecombe CC	2,439						
Fayetteville TCC	11,018						
Forsyth TCC	7,466						
Gaston College	5,240						
Guilford TCC	10,908	24	96%	28	100%	20	100%
Halifax CC	1,650						
Haywood CC	1,947						
Isothermal CC	2,386						
James Sprunt CC	1,399						
Johnston CC	4,391						
Lenoir CC	3,655						
Martin CC	893						
Mayland CC	1,942						
McDowell TCC	1,481						
Mitchell CC	2,696						
Montgomery CC	1,002						
Nash CC	2,652						
Pamlico CC	633						
Piedmont CC	2,762						
Pitt CC	6,459						
Randolph CC	2,581						
Richmond CC	2,171						
Roanoke-Chowan CC	946						
Robeson CC	3,742						
Rockingham CC	2,158						
Rowan-Cabarrus CC	5,760						
Sampson CC	1,927						
Sandhills CC	3,928						
South Piedmont CC	2,528						
Southeastern CC	2,575						
Southwestern CC	2,462						
Stanly CC	2,683						
Surry CC	3,495						
Tri-County CC	1,158						
Vance-Granville CC	4,543						
Wake TCC	13,650						
Wayne CC	3,615	*	*	*	*	*	*
Western Piedmont CC	3,334						
Wilkes CC	3,042						
Wilson CC	2,144						
System Total	221,096	46	98%	49	100%	32	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008-2009
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	4,297	32	81%
Asheville-Buncombe TCC	6,483	53	98%
Beaufort County CC	1,905	16	88%
Bladen CC	1,537		
Blue Ridge CC	2,275	28	86%
Brunswick CC	1,752	10	80%
Caldwell CC & TI	4,212	27	86%
Cape Fear CC	7,862	52	85%
Carteret CC	1,835	24	76%
Catawba Valley CC	4,751	29	67%
Central Carolina CC	5,340	64	91%
Central Piedmont CC	15,324	19	95%
Cleveland CC	3,203	24	63%
Coastal Carolina CC	4,595	27	74%
College of The Albemarle	2,448	33	96%
Craven CC	2,891	28	87%
Davidson County CC	4,067	36	83%
Durham TCC	4,860	48	88%
Edgecombe CC	2,439		
Fayetteville TCC	11,018	16	100%
Forsyth TCC	7,466	22	87%
Gaston College	5,240	45	87%
Guilford TCC	10,908	47	93%
Halifax CC	1,650	27	67%
Haywood CC	1,947	27	85%
Isothermal CC	2,386	20	96%
James Sprunt CC	1,399	21	94%
Johnston CC	4,391	26	94%
Lenoir CC	3,655	17	89%
Martin CC	893	*	*
Mayland CC	1,942	13	92%
McDowell TCC	1,481	14	93%
Mitchell CC	2,696	63	88%
Montgomery CC	1,002	17	71%
Nash CC	2,652	20	100%
Pamlico CC	633		
Piedmont CC	2,762		
Pitt CC	6,459	59	90%
Randolph CC	2,581	32	87%
Richmond CC	2,171		
Roanoke-Chowan CC	946		
Robeson CC	3,742	48	85%
Rockingham CC	2,158	19	95%
Rowan-Cabarrus CC	5,760	19	95%
Sampson CC	1,927	32	91%
Sandhills CC	3,928	40	88%
South Piedmont CC	2,528	18	89%
Southeastern CC	2,575	11	82%
Southwestern CC	2,462	33	94%
Stanly CC	2,683	22	82%
Surry CC	3,495	39	90%
Tri-County CC	1,158		
Vance-Granville CC	4,543	21	95%
Wake TCC	13,650	56	88%
Wayne CC	3,615	31	94%
Western Piedmont CC	3,334	53	98%
Wilkes CC	3,042	50	94%
Wilson CC	2,144	19	89%
System Total	221,096	1,552	87%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008-2009

--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	4,297	11	91%	*	*						
Asheville-Buncombe TCC	6,483							*	*	*	*
Beaufort County CC	1,905			*	*			*	*	*	*
Bladen CC	1,537			*	*						
Blue Ridge CC	2,275	16	100%	*	*	*	*	*	*	*	*
Brunswick CC	1,752	*	*	*	*			*	*	*	*
Caldwell CC & TI	4,212	*	*								
Cape Fear CC	7,862	27	100%	11	100%			*	*	*	*
Carteret CC	1,835	*	*	*	*	*	*	*	*	*	*
Catawba Valley CC	4,751	*	*	*	*						
Central Carolina CC	5,340	41	93%	*	*	*	*	13	92%	23	83%
Central Piedmont CC	15,324										
Cleveland CC	3,203	*	*	*	*					*	*
Coastal Carolina CC	4,595			18	94%			*	*		
College of The Albemarle	2,448	22	95%	*	*			*	*		
Craven CC	2,891	12	92%	*	*			*	*		
Davidson County CC	4,067	*	*	27	100%					15	87%
Durham TCC	4,860										
Edgecombe CC	2,439			*	*			*	*	*	*
Fayetteville TCC	11,018										
Forsyth TCC	7,466										
Gaston College	5,240	*	*	*	*						
Guilford TCC	10,908	*	*	11	91%						
Halifax CC	1,650	*	*	*	*						
Haywood CC	1,947			*	*					*	*
Isothermal CC	2,386	*	*	10	100%	*	*				
James Sprunt CC	1,399	*	*	*	*	*	*				
Johnston CC	4,391	18	100%	*	*						
Lenoir CC	3,655	12	92%	*	*			*	*	*	*
Martin CC	893			*	*						
Mayland CC	1,942			10	80%			*	*		
McDowell TCC	1,481	*	*	*	*			*	*	*	*
Mitchell CC	2,696			12	100%	*	*	*	*	*	*
Montgomery CC	1,002										
Nash CC	2,652			*	*						
Pamlico CC	633	*	*	*	*						
Piedmont CC	2,762			*	*						
Pitt CC	6,459										
Randolph CC	2,581										
Richmond CC	2,171										
Roanoke-Chowan CC	946			*	*			*	*		
Robeson CC	3,742	*	*	*	*			*	*		
Rockingham CC	2,158	*	*	*	*						
Rowan-Cabarrus CC	5,760			112	96%	*	*	14	79%	55	89%
Sampson CC	1,927	*	*	*	*						
Sandhills CC	3,928	*	*	*	*					*	*
South Piedmont	2,528										
Southeastern CC	2,575	*	*			*	*	*	*		
Southwestern CC	2,462			19	79%						
Stanly CC	2,683	12	100%	13	85%	*	*	*	*	*	*
Surry CC	3,495			14	100%						
Tri-County CC	1,158			*	*			*	*		
Vance-Granville CC	4,543	*	*	*	*						
Wake TCC	13,650										
Wayne CC	3,615										
Western Piedmont CC	3,334										
Wilkes CC	3,042										
Wilson CC	2,144										
System Totals	221,096	244	96%	391	92%	13	78%	82	89%	158	85%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS
DENTAL HYGIENE, 2008-2009 ; PHYSICAL THERAPIST ASSISTANT, 2009
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	4,297				
Asheville-Buncombe TCC	6,483	17	94%		
Beaufort County CC	1,905				
Bladen CC	1,537				
Blue Ridge CC	2,275				
Brunswick CC	1,752				
Caldwell CC & TI	4,212			12	100%
Cape Fear CC	7,862	12	100%		
Carteret CC	1,835				
Catawba Valley CC	4,751	22	95%		
Central Carolina CC	5,340	10	100%		
Central Piedmont CC	15,324	20	85%	11	82%
Cleveland CC	3,203				
Coastal Carolina CC	4,595	20	90%		
College of The Albemarle	2,448				
Craven CC	2,891				
Davidson County CC	4,067				
Durham TCC	4,860				
Edgecombe CC	2,439				
Fayetteville TCC	11,018	19	89%	12	75%
Forsyth TCC	7,466	*	*		
Gaston College	5,240				
Guilford TCC	10,908	28	89%	16	100%
Halifax CC	1,650	15	93%		
Haywood CC	1,947				
Isothermal CC	2,386				
James Sprunt CC	1,399				
Johnston CC	4,391				
Lenoir CC	3,655				
Martin CC	893			*	*
Mayland CC	1,942				
McDowell TCC	1,481				
Mitchell CC	2,696				
Montgomery CC	1,002				
Nash CC	2,652			15	100%
Pamlico CC	633				
Piedmont CC	2,762				
Pitt CC	6,459				
Randolph CC	2,581				
Richmond CC	2,171				
Roanoke-Chowan CC	946				
Robeson CC	3,742				
Rockingham CC	2,158				
Rowan-Cabarrus CC	5,760				
Sampson CC	1,927				
Sandhills CC	3,928				
South Piedmont CC	2,528				
Southeastern CC	2,575				
Southwestern CC	2,462			10	100%
Stanly CC	2,683				
Surry CC	3,495				
Tri-County CC	1,158				
Vance-Granville CC	4,543				
Wake TCC	13,650	12	100%		
Wayne CC	3,615	22	95%		
Western Piedmont CC	3,334				
Wilkes CC	3,042				
Wilson CC	2,144				
System Total	221,096	206	92%	84	89%

*Number too small to report without violating students' privacy. 14

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2009
 --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	4,297			87	93%	22	73%	10	50%
Asheville-Buncombe TCC	6,483			94	95%	26	84%	*	*
Beaufort County CC	1,905			34	88%	12	42%		
Bladen CC	1,537			*	*	*	*	*	*
Blue Ridge CC	2,275			52	75%	*	*	*	*
Brunswick CC	1,752			25	84%	15	80%	*	*
Caldwell CC & TI	4,212			105	81%	*	*	13	77%
Cape Fear CC	7,862			121	94%	*	*	18	89%
Carteret CC	1,835			42	81%	15	53%	*	*
Catawba Valley CC	4,751			90	60%	22	55%		
Central Carolina CC	5,340			38	76%	*	*	11	36%
Central Piedmont CC	15,324			173	94%				
Cleveland CC	3,203			80	71%	32	59%	26	100%
Coastal Carolina CC	4,595			129	91%	*	*	*	*
College of The Albemarle	2,448			114	79%	26	62%		
Craven CC	2,891			63	75%	*	*	*	*
Davidson County CC	4,067			74	99%	*	*	12	50%
Durham TCC	4,860			214	87%	16	94%	27	67%
Edgecombe CC	2,439			14	93%				
Fayetteville TCC	11,018			93	90%	*	*	17	100%
Forsyth TCC	7,466			76	95%				
Gaston College	5,240			100	85%	*	*	10	70%
Guilford TCC	10,908			189	88%	10	80%		
Halifax CC	1,650			61	69%	*	*	*	*
Haywood CC	1,947			17	82%				
Isothermal CC	2,386			25	64%	17	53%	*	*
James Sprunt CC	1,399			16	69%	*	*	*	*
Johnston CC	4,391			86	81%			29	93%
Lenoir CC	3,655			74	93%	53	77%	25	72%
Martin CC	893			44	93%				
Mayland CC	1,942			11	82%	*	*		
McDowell TCC	1,481			18	83%	*	*	*	*
Mitchell CC	2,696			62	69%				
Montgomery CC	1,002								
Nash CC	2,652			43	81%	*	*	14	64%
Pamlico CC	633			14	71%				
Piedmont CC	2,762			*	*				
Pitt CC	6,459			19	47%	*	*		
Randolph CC	2,581			57	84%	*	*		
Richmond CC	2,171			15	80%	11	64%		
Roanoke-Chowan CC	946			60	73%	*	*		
Robeson CC	3,742			51	78%	20	65%	*	*
Rockingham CC	2,158			25	88%			*	*
Rowan-Cabarrus CC	5,760			162	70%	17	65%	46	72%
Sampson CC	1,927			13	85%	*	*		
Sandhills CC	3,928			65	80%	*	*	*	*
South Piedmont CC	2,528			61	66%			*	*
Southeastern CC	2,575			52	60%	*	*	*	*
Southwestern CC	2,462			28	89%	*	*		
Stanly CC	2,683			29	76%				
Surry CC	3,495			21	95%			10	100%
Tri-County CC	1,158			28	71%	*	*	*	*
Vance-Granville CC	4,543			52	83%	13	31%	10	70%
Wake TCC	13,650			141	96%	19	79%		
Wayne CC	3,615			41	83%			*	*
Western Piedmont CC	3,334	*	*	22	95%			*	*
Wilkes CC	3,042			16	81%	*	*	*	*
Wilson CC	2,144			42	71%	*	*	*	*
System Total	221,096	*	*	3,492	83%	482	64%	370	71%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2009

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	4,297			72	89%
Asheville-Buncombe TCC	6,483	36	100%	76	88%
Beaufort County CC	1,905	22	100%	42	88%
Bladen CC	1,537	13	100%	*	*
Blue Ridge CC	2,275			20	80%
Brunswick CC	1,752	13	100%	17	94%
Caldwell CC & TI	4,212			34	85%
Cape Fear CC	7,862	14	100%	54	100%
Carteret CC	1,835	14	93%	12	100%
Catawba Valley CC	4,751			60	78%
Central Carolina CC	5,340	36	97%	30	93%
Central Piedmont CC	15,324			79	89%
Cleveland CC	3,203	*	*		
Coastal Carolina CC	4,595	17	100%	31	94%
College of The Albemarle	2,448	14	100%	20	100%
Craven CC	2,891	14	100%	52	81%
Davidson County CC	4,067	18	78%	54	87%
Durham TCC	4,860	*	*	40	93%
Edgecombe CC	2,439				
Fayetteville TCC	11,018	45	89%	81	98%
Forsyth TCC	7,466	48	85%	135	83%
Gaston College	5,240	33	100%	64	91%
Guilford TCC	10,908	24	92%	87	87%
Halifax CC***	1,650				
Haywood CC**	1,947			23	91%
Isothermal CC	2,386	28	96%		
James Sprunt CC	1,399	17	100%	16	94%
Johnston CC	4,391	30	100%	51	100%
Lenoir CC	3,655	*	*	21	90%
Martin CC	893				
Mayland CC	1,942	18	100%	25	84%
McDowell TCC	1,481	34	100%		
Mitchell CC	2,696			49	94%
Montgomery CC	1,002	28	93%		
Nash CC	2,652				
Pamlico CC	633				
Piedmont CC	2,762			26	88%
Pitt CC	6,459			72	86%
Randolph CC	2,581			22	100%
Richmond CC	2,171	18	94%	35	91%
Roanoke-Chowan CC	946	24	100%	25	92%
Robeson CC	3,742			36	67%
Rockingham CC	2,158	23	96%	23	87%
Rowan-Cabarrus CC	5,760	17	100%	51	84%
Sampson CC	1,927	24	100%	22	82%
Sandhills CC	3,928	25	96%	46	89%
South Piedmont	2,528	16	94%	17	53%
Southeastern CC	2,575	33	97%	35	100%
Southwestern CC**	2,462	10	100%	20	90%
Stanly CC	2,683			40	70%
Surry CC	3,495	23	100%	55	95%
Tri-County CC**	1,158			20	75%
Vance-Granville CC	4,543	36	86%	41	88%
Wake TCC	13,650			105	92%
Wayne CC	3,615	13	100%	37	95%
Western Piedmont CC	3,334			40	85%
Wilkes CC	3,042			25	64%
Wilson CC	2,144	25	100%	32	91%
Foothills Nursing Consortium				47	100%
NEWH Nursing Consortium***		63	97%	118	90%
Region A Nursing Consortium**				63	86%
System Total	221,096	863	96%	2,212	89%

*Less than 1

**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, 2008-2009 ; VETERINARY MEDICAL TECHNOLOGY, 2009
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	4,297				
Asheville-Buncombe TCC	6,483			*	*
Beaufort County CC	1,905				
Bladen CC	1,537				
Blue Ridge CC	2,275				
Brunswick CC	1,752				
Caldwell CC & TI	4,212				
Cape Fear CC	7,862				
Carteret CC	1,835				
Catawba Valley CC	4,751				
Central Carolina CC	5,340			25	100%
Central Piedmont CC	15,324				
Cleveland CC	3,203				
Coastal Carolina CC	4,595				
College of The Albemarle	2,448				
Craven CC	2,891				
Davidson County CC	4,067				
Durham TCC	4,860	*	*		
Edgecombe CC	2,439				
Fayetteville TCC	11,018				
Forsyth TCC	7,466				
Gaston College	5,240			11	100%
Guilford TCC	10,908				
Halifax CC	1,650				
Haywood CC	1,947				
Isothermal CC	2,386				
James Sprunt CC	1,399				
Johnston CC	4,391				
Lenoir CC	3,655				
Martin CC	893				
Mayland CC	1,942				
McDowell TCC	1,481				
Mitchell CC	2,696				
Montgomery CC	1,002				
Nash CC	2,652				
Pamlico CC	633				
Piedmont CC	2,762				
Pitt CC	6,459				
Randolph CC	2,581				
Richmond CC	2,171				
Roanoke-Chowan CC	946				
Robeson CC	3,742				
Rockingham CC	2,158				
Rowan-Cabarrus CC	5,760				
Sampson CC	1,927				
Sandhills CC	3,928				
South Piedmont CC	2,528				
Southeastern CC	2,575				
Southwestern CC	2,462				
Stanly CC	2,683				
Surry CC	3,495				
Tri-County CC	1,158				
Vance-Granville CC	4,543				
Wake TCC	13,650				
Wayne CC	3,615				
Western Piedmont CC	3,334				
Wilkes CC	3,042				
Wilson CC	2,144				
System Total	221,096	*	*	40	100%

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2008-2009
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	RADIOGRAPHY		NUC. MED. TECH.		RADIATION THERAPY	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	4,297						
Asheville-Buncombe TCC	6,483	17	100%				
Beaufort County CC	1,905						
Bladen CC	1,537						
Blue Ridge CC	2,275						
Brunswick CC	1,752						
Caldwell CC & TI	4,212	*	*	12	83%		
Cape Fear CC	7,862	27	93%				
Carteret CC	1,835	18	100%				
Catawba Valley CC	4,751	*	*				
Central Carolina CC	5,340						
Central Piedmont CC	15,324						
Cleveland CC	3,203	13	100%				
Coastal Carolina CC	4,595						
College of The Albemarle	2,448						
Craven CC	2,891						
Davidson County CC	4,067						
Durham TCC	4,860						
Edgecombe CC	2,439	13	100%				
Fayetteville TCC	11,018	28	100%	*	*		
Forsyth TCC	7,466	22	100%			*	*
Gaston College	5,240						
Guilford TCC	10,908						
Halifax CC	1,650						
Haywood CC	1,947						
Isothermal CC	2,386						
James Sprunt CC	1,399						
Johnston CC	4,391	25	100%	*	*		
Lenoir CC	3,655	*	*				
Martin CC	893						
Mayland CC	1,942						
McDowell TCC	1,481						
Mitchell CC	2,696						
Montgomery CC	1,002						
Nash CC	2,652						
Pamlico CC	633						
Piedmont CC	2,762						
Pitt CC	6,459	21	100%	*	*	25	100%
Randolph CC	2,581	18	89%				
Richmond CC	2,171						
Roanoke-Chowan CC	946						
Robeson CC	3,742	*	*				
Rockingham CC	2,158						
Rowan-Cabarrus CC	5,760	17	94%				
Sampson CC	1,927						
Sandhills CC	3,928	16	100%				
South Piedmont CC	2,528					*	*
Southeastern CC	2,575						
Southwestern CC	2,462	*	*				
Stanly CC	2,683	21	86%				
Surry CC	3,495						
Tri-County CC	1,158						
Vance-Granville CC	4,543	21	100%				
Wake TCC	13,650	26	100%				
Wayne CC	3,615						
Western Piedmont CC	3,334						
Wilkes CC	3,042						
Wilson CC	2,144						
System Total	221,096	341	97%	27	85%	40	97%

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

PASSING RATES OF LICENSING AND CERTIFICATION EXAMINATIONS, 2008-2009
 --REAL ESTATE--
 FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	4,297	*	*
Asheville-Buncombe TCC	6,483	20	85%
Beaufort County CC	1,905	*	*
Bladen CC	1,537		
Blue Ridge CC	2,275	*	*
Brunswick CC	1,752	19	74%
Caldwell CC & TI	4,212		
Cape Fear CC	7,862	*	*
Carteret CC	1,835	13	46%
Catawba Valley CC	4,751	*	*
Central Carolina CC	5,340	*	*
Central Piedmont CC	15,324	80	90%
Cleveland CC	3,203	*	*
Coastal Carolina CC	4,595		
College of The Albemarle	2,448	*	*
Craven CC	2,891	11	45%
Davidson County CC	4,067	*	*
Durham TCC	4,860	37	73%
Edgecombe CC	2,439	*	*
Fayetteville TCC	11,018		
Forsyth TCC	7,466	*	*
Gaston College	5,240	*	*
Guilford TCC	10,908	52	71%
Halifax CC	1,650	*	*
Haywood CC	1,947		
Isothermal CC	2,386	*	*
James Sprunt CC	1,399		
Johnston CC	4,391	*	*
Lenoir CC	3,655	*	*
Martin CC	893		
Mayland CC	1,942		
McDowell TCC	1,481		
Mitchell CC	2,696	21	81%
Montgomery CC	1,002		
Nash CC	2,652	*	*
Pamlico CC	633		
Piedmont CC	2,762		
Pitt CC	6,459	*	*
Randolph CC	2,581	*	*
Richmond CC	2,171		
Roanoke-Chowan CC	946		
Robeson CC	3,742	*	*
Rockingham CC	2,158		
Rowan-Cabarrus CC	5,760	*	*
Sampson CC	1,927		
Sandhills CC	3,928		
South Piedmont CC	2,528		
Southeastern CC	2,575	*	*
Southwestern CC	2,462	*	*
Stanly CC	2,683	*	*
Surry CC	3,495	*	*
Tri-County CC	1,158	*	*
Vance-Granville CC	4,543		
Wake TCC	13,650	*	*
Wayne CC	3,615	*	*
Western Piedmont CC	3,334		
Wilkes CC	3,042	*	*
Wilson CC	2,144		
System Total	221,096	375	72%

*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 were analyzed. One cohort analysis compared 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 compared 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 was required for reporting this measure.

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

Performance Standard— 83% of students in both associate degree recipients and the students who transferred with 24 or more semester hours at community colleges had GPA equal to or greater than 2.0 after two semesters at a university. To be identified as EIP (Exceptional Institutional Performance), performance of community college transfer students was to be equivalent to the performance of native UNC sophomores and juniors: 86% for this year.

Results— For students who completed an AA, AS or AFA degree in 2007-08 and transferred to a UNC institution or a private institution within a year, 89 percent had a GPA equal to or greater than 2.0 after two semesters at a university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution or a private institution, 83 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, 85 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution or a private institution. Thirty-seven (37) community colleges met the 83 percent performance standard.

PERCENT OF 2007-08
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	4,297	55	76%	50	86%	105	81%
Asheville-Buncombe TCC	6,483	57	90%	69	93%	126	92%
Beaufort County CC	1,905	13	85%	10	80%	23	83%
Bladen CC	1,537	12	75%	4	100%	16	81%
Blue Ridge CC*	2,275	34	88%	11	91%	45	89%
Brunswick CC	1,752	26	69%	33	88%	59	80%
Caldwell CC & TI	4,212	121	82%	34	91%	155	84%
Cape Fear CC*	7,862	200	78%	205	87%	405	83%
Carteret CC	1,835	24	88%	9	100%	33	91%
Catawba Valley CC	4,751	25	96%	30	90%	55	93%
Central Carolina CC	5,340	22	82%	25	92%	47	87%
Central Piedmont CC*	15,324	418	85%	305	89%	723	87%
Cleveland CC	3,203	12	83%	9	78%	21	81%
Coastal Carolina CC	4,595	76	88%	57	90%	133	89%
College of The Albemarle	2,448	27	82%	24	88%	51	85%
Craven CC	2,891	51	84%	31	90%	82	86%
Davidson County CC	4,067	27	74%	19	95%	46	83%
Durham TCC	4,860	39	85%	44	93%	83	89%
Edgecombe CC	2,439	14	71%	8	88%	22	77%
Fayetteville TCC*	11,018	65	78%	24	93%	89	82%
Forsyth TCC	7,466	91	89%	34	88%	125	89%
Gaston College*	5,240	68	85%	44	95%	112	89%
Guilford TCC	10,908	162	78%	61	90%	223	82%
Halifax CC	1,650	11	100%	5	100%	16	100%
Haywood CC	1,947	14	71%	13	85%	27	78%
Isothermal CC*	2,386	23	83%	14	100%	37	89%
James Sprunt CC	1,399	**	**	**	**	12	100%
Johnston CC	4,391	42	83%	24	71%	66	79%
Lenoir CC*	3,655	64	83%	35	89%	99	85%
Martin CC	893					**	**
Mayland CC	1,942	**	**	**	**	12	75%
McDowell TCC*	1,481	**	**	**	**	18	78%
Mitchell CC	2,696	51	80%	22	82%	73	81%
Montgomery CC	1,002	**	**	**	**	**	**
Nash CC*	2,652	**	**	25	84%	26	84%
Pamlico CC	633	**	**			**	**
Piedmont CC*	2,762	28	93%	12	83%	40	90%
Pitt CC	6,459	94	93%	59	78%	153	87%
Randolph CC	2,581	18	94%	12	83%	30	90%
Richmond CC	2,171	14	86%	8	88%	22	87%
Roanoke-Chowan CC	946	**	**	**	**	**	**
Robeson CC	3,742	23	70%	10	90%	33	76%
Rockingham CC*	2,158	28	93%	15	100%	43	95%
Rowan-Cabarrus CC	5,760	58	83%	44	86%	102	84%
Sampson CC*	1,927	**	**	**	**	13	77%
Sandhills CC	3,928	54	78%	28	82%	82	79%
South Piedmont CC	2,528	**	**	**	**	12	92%
Southeastern CC	2,575	19	90%	21	95%	40	93%
Southwestern CC	2,462	24	92%	46	98%	70	96%
Stanly CC	2,683	18	78%	**	**	24	75%
Surry CC*	3,495	55	85%	63	95%	118	90%
Tri-County CC	1,158	**	**	11	100%	16	94%
Vance-Granville CC	4,543	24	92%	12	83%	36	89%
Wake TCC	13,650	323	83%	127	88%	450	84%
Wayne CC	3,615	101	90%	64	83%	165	87%
Western Piedmont CC*	3,334	45	82%	52	94%	97	88%
Wilkes CC	3,042	29	83%	36	100%	65	92%
Wilson CC	2,144	10	80%	**	**	16	75%
System Total	221,096	2,859	83%	1,943	89%	4,802	85%

* Includes data from private colleges and universities.

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

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 were loaded into the System data warehouse and were 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 would be calculated.

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

Results—Eighty percent (80%) of the students who completed a developmental course(s) had a grade of "C" or better in 2008-09. Forty-seven (47) colleges met the performance standard.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2008-2009

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	4,297	939	89%	1,566	79%			2,505	83%
Asheville-Buncombe TCC	6,483	636	93%	990	88%	443	95%	2,069	91%
Beaufort County CC	1,905	156	94%	341	78%	174	93%	671	86%
Bladen CC	1,537	289	90%	478	83%	172	92%	939	87%
Blue Ridge CC	2,275	270	88%	629	70%	195	83%	1,094	77%
Brunswick CC	1,752	286	72%	567	79%	13	85%	866	77%
Caldwell CC & TI	4,212	352	90%	942	83%	358	87%	1,652	85%
Cape Fear CC	7,862	1,311	78%	1,772	82%			3,083	80%
Carteret CC	1,835	162	67%	436	90%			598	84%
Catawba Valley CC	4,751	690	83%	1,643	71%	547	80%	2,880	76%
Central Carolina CC	5,340	270	86%	728	74%	471	93%	1,469	82%
Central Piedmont CC	15,324	3,112	77%	5,898	64%	2,398	77%	11,408	70%
Cleveland CC	3,203	312	87%	799	83%	249	79%	1,360	83%
Coastal Carolina CC	4,595	376	87%	1,690	80%	302	87%	2,368	82%
College of The Albemarle	2,448	271	94%	852	81%	199	90%	1,322	85%
Craven CC	2,891	407	73%	990	71%	6	83%	1,403	72%
Davidson County CC	4,067	416	79%	1,054	73%	244	77%	1,714	75%
Durham TCC	4,860	889	81%	1,687	69%	773	78%	3,349	74%
Edgecombe CC	2,439	891	78%	876	71%	522	71%	2,289	74%
Fayetteville TCC	11,018	1,645	73%	3,517	66%	1,498	77%	6,660	70%
Forsyth TCC	7,466	957	82%	1,875	84%	1,074	83%	3,906	83%
Gaston College	5,240	648	83%	1,882	81%	587	82%	3,117	82%
Guilford TCC	10,908	1,861	77%	3,704	78%	1,868	75%	7,433	77%
Halifax CC	1,650	293	87%	512	59%			805	69%
Haywood CC	1,947	157	80%	275	82%	128	98%	560	85%
Isothermal CC	2,386	374	91%	707	79%	189	90%	1,270	84%
James Sprunt CC	1,399	262	82%	403	81%	185	92%	850	84%
Johnston CC	4,391	530	72%	733	68%	407	86%	1,670	74%
Lenoir CC	3,655	574	82%	904	80%	402	83%	1,880	81%
Martin CC	893	65	68%	126	80%	77	99%	268	83%
Mayland CC	1,942	110	81%	195	71%	58	59%	363	72%
McDowell TCC	1,481	265	95%	426	90%	49	80%	740	91%
Mitchell CC	2,696	585	83%	875	81%			1,460	82%
Montgomery CC	1,002	124	81%	211	78%	62	68%	397	77%
Nash CC	2,652	349	80%	824	70%	204	81%	1,377	74%
Pamlico CC	633	33	82%	51	67%			84	73%
Piedmont CC	2,762	323	75%	586	75%	192	83%	1,101	76%
Pitt CC	6,459	1,480	91%	2,767	69%			4,247	77%
Randolph CC	2,581	282	90%	596	95%	135	93%	1,013	93%
Richmond CC	2,171	240	83%	527	90%	380	88%	1,147	88%
Roanoke-Chowan CC	946	178	72%	263	81%	112	85%	553	79%
Robeson CC	3,742	647	90%	1,093	68%	515	84%	2,255	78%
Rockingham CC	2,158	224	91%	836	83%	207	78%	1,267	84%
Rowan-Cabarrus CC	5,760	809	74%	2,375	74%	596	79%	3,780	75%
Sampson CC	1,927	268	92%	508	73%	157	80%	933	80%
Sandhills CC	3,928	782	79%	903	77%			1,685	78%
South Piedmont CC	2,528	368	71%	711	83%	403	80%	1,482	79%
Southeastern CC	2,575	328	85%	736	81%	486	93%	1,550	86%
Southwestern CC	2,462	194	79%	505	85%	178	82%	877	83%
Stanly CC	2,683	239	87%	428	88%			667	88%
Surry CC	3,495	365	70%	641	91%	257	95%	1,263	86%
Tri-County CC	1,158	142	85%	192	94%			334	90%
Vance-Granville CC	4,543	544	83%	1,036	85%	325	85%	1,905	84%
Wake TCC	13,650	2,007	72%	3,922	71%	995	84%	6,924	73%
Wayne CC	3,615	574	95%	918	83%	335	92%	1,827	88%
Western Piedmont CC	3,334	442	92%	985	78%	332	91%	1,759	84%
Wilkes CC	3,042	341	89%	872	77%	164	84%	1,377	81%
Wilson CC	2,144	312	79%	733	70%	243	83%	1,288	75%
System Total	221,096	31,956	83%	63,291	77%	19,866	83%	115,113	80%

**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 were loaded into the System data warehouse and were the official data of record for state level reporting. In the CRPFA data file, identify students who took developmental level English, Reading, and Math courses. Then their records were matched with subsequent performance in college-level English and Math courses.

Performance Standard— Eighty percent (80%) of students who completed a developmental course in 2007-08 and completed subsequent college level course in 2008-09 will have a passing grade for the college level course.

Results— In 2008-09, eighty-seven percent (87%) 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-eight (58) colleges met the standard in 2008-09.

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2008-2009

INSTITUTION	FTE	ENGLISH		MATH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	4,297	233	97%	263	96%	496	96%
Asheville-Buncombe TCC	6,483	217	72%	224	88%	441	80%
Beaufort County CC	1,905	66	85%	49	90%	115	87%
Bladen CC	1,537	107	93%	121	98%	228	96%
Blue Ridge CC	2,275	100	86%	108	87%	208	87%
Brunswick CC	1,752	57	77%	101	85%	158	82%
Caldwell CC & TI	4,212	214	92%	208	92%	422	92%
Cape Fear CC	7,862	525	79%	366	83%	891	81%
Carteret CC	1,835	46	87%	75	92%	121	90%
Catawba Valley CC	4,751	307	88%	386	89%	693	89%
Central Carolina CC	5,340	143	90%	90	92%	233	91%
Central Piedmont CC	15,324	1,394	89%	1,042	86%	2,436	88%
Cleveland CC	3,203	145	83%	191	97%	336	91%
Coastal Carolina CC	4,595	189	92%	391	88%	580	89%
College of The Albemarle	2,448	127	93%	139	99%	266	96%
Craven CC	2,891	94	85%	211	93%	305	91%
Davidson County CC	4,067	140	83%	196	85%	336	84%
Durham TCC	4,860	213	95%	201	94%	414	95%
Edgecombe CC	2,439	133	83%	91	81%	224	82%
Fayetteville TCC	11,018	639	79%	414	88%	1,053	83%
Forsyth TCC	7,466	428	86%	355	80%	783	83%
Gaston College	5,240	371	83%	402	89%	773	86%
Guilford TCC	10,908	688	83%	732	81%	1,420	82%
Halifax CC	1,650	65	88%	31	84%	96	87%
Haywood CC	1,947	36	86%	36	83%	72	85%
Isothermal CC	2,386	130	82%	157	92%	287	87%
James Sprunt CC	1,399	74	89%	69	93%	143	91%
Johnston CC	4,391	229	92%	147	79%	376	87%
Lenoir CC	3,655	150	87%	113	87%	263	87%
Martin CC	893	43	80%	22	91%	65	84%
Mayland CC	1,942	39	87%	32	91%	71	89%
McDowell TCC	1,481	57	96%	75	93%	132	94%
Mitchell CC	2,696	221	81%	131	86%	352	83%
Montgomery CC	1,002	66	88%	60	95%	126	91%
Nash CC	2,652	134	87%	215	92%	349	90%
Pamlico CC	633	*	*	*	*	14	86%
Piedmont CC	2,762	142	86%	200	86%	342	86%
Pitt CC	6,459	331	93%	394	89%	725	91%
Randolph CC	2,581	156	86%	189	93%	345	90%
Richmond CC	2,171	146	92%	107	91%	253	92%
Roanoke-Chowan CC	946	55	75%	34	91%	89	81%
Robeson CC	3,742	237	95%	149	92%	386	94%
Rockingham CC	2,158	79	86%	192	97%	271	94%
Rowan-Cabarrus CC	5,760	388	83%	300	91%	688	86%
Sampson CC	1,927	106	94%	92	96%	198	95%
Sandhills CC	3,928	292	87%	169	76%	461	83%
South Piedmont CC	2,528	169	83%	111	86%	280	84%
Southeastern CC	2,575	179	90%	71	94%	250	91%
Southwestern CC	2,462	145	83%	105	79%	250	81%
Stanly CC	2,683	101	96%	91	97%	192	96%
Surry CC	3,495	177	90%	208	93%	385	92%
Tri-County CC	1,158	64	86%	46	87%	110	86%
Vance-Granville CC	4,543	188	86%	139	94%	327	89%
Wake TCC	13,650	512	78%	658	89%	1,170	84%
Wayne CC	3,615	283	89%	216	86%	499	88%
Western Piedmont CC	3,334	235	87%	163	93%	398	89%
Wilkes CC	3,042	166	89%	165	96%	331	92%
Wilson CC	2,144	121	84%	177	90%	298	88%
System Total	221,096	12,098	86%	11,428	88%	23,526	87%

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 were collected by survey, with each college using a standard set of questions. For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For the colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.

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

Results—Ninety-seven percent (97%) of program completers responded that they were satisfied with the academic programs of community colleges, while ninety-four percent (94%) 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-eight (58) community colleges met the performance standard in 2008-09, with three (3) colleges having the response rate for non-completer survey to be too low (statistically invalid sample size).

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2008-2009

INSTITUTION	TOTAL FTE	COMPLETERS		NON-COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	4,297	213	100%	110	93%	323	98%
Asheville-Buncombe TCC	6,483	349	97%	207	95%	556	96%
Beaufort County CC	1,905	152	100%	28	93%	180	99%
Bladen CC	1,537	73	97%	63	95%	136	96%
Blue Ridge CC	2,275	103	99%	28	89%	131	97%
Brunswick CC	1,752	83	94%	51	85%	134	91%
Caldwell CC & TI	4,212	280	97%	84	95%	364	97%
Cape Fear CC	7,862	850	99%	219	96%	1,069	98%
Carteret CC	1,835	140	100%	56	96%	196	99%
Catawba Valley CC	4,751	641	97%	75	94%	716	97%
Central Carolina CC	5,340	387	97%	128	98%	515	97%
Central Piedmont CC	15,324	453	98%	353	96%	806	97%
Cleveland CC	3,203	71	96%	77	96%	148	96%
Coastal Carolina CC	4,595	600	98%	262	97%	862	98%
College of The Albemarle	2,448	218	96%	63	95%	281	96%
Craven CC*	2,891	46	93%	136	91%	182	92%
Davidson County CC	4,067	270	98%	86	90%	356	96%
Durham TCC	4,860	218	97%	269	88%	487	92%
Edgecombe CC	2,439	200	97%	73	97%	273	97%
Fayetteville TCC	11,018	626	99%	182	92%	808	97%
Forsyth TCC	7,466	360	95%	240	95%	600	95%
Gaston College*	5,240	618	97%	154	95%	772	97%
Guilford TCC	10,908	992	96%	254	93%	1,246	95%
Halifax CC	1,650	135	97%	81	100%	216	98%
Haywood CC	1,947	225	96%	53	96%	278	96%
Isothermal CC	2,386	150	99%	52	98%	202	99%
James Sprunt CC	1,399	66	95%	42	95%	108	95%
Johnston CC	4,391	338	99%	80	91%	418	97%
Lenoir CC	3,655	199	96%	144	100%	343	98%
Martin CC	893	45	98%	30	78%	75	90%
Mayland CC	1,942	267	97%	29	100%	296	97%
McDowell TCC	1,481	194	97%	39	100%	233	98%
Mitchell CC	2,696	157	98%	85	91%	242	96%
Montgomery CC	1,002	61	100%	25	92%	86	98%
Nash CC	2,652	180	97%	137	96%	317	97%
Pamlico CC*	633	48	96%	11	90%	59	95%
Piedmont CC	2,762	167	98%	58	100%	225	99%
Pitt CC	6,459	655	98%	262	98%	917	98%
Randolph CC	2,581	139	98%	70	84%	209	93%
Richmond CC	2,171	220	96%	62	90%	282	95%
Roanoke-Chowan CC	946	110	96%	37	100%	147	97%
Robeson CC	3,742	209	95%	77	95%	286	95%
Rockingham CC	2,158	208	100%	56	90%	264	98%
Rowan-Cabarrus CC	5,760	216	97%	97	92%	313	95%
Sampson CC	1,927	141	99%	52	100%	193	99%
Sandhills CC	3,928	310	99%	112	94%	422	98%
South Piedmont	2,528	186	93%	50	86%	236	92%
Southeastern CC	2,575	197	96%	49	94%	246	96%
Southwestern CC	2,462	144	99%	76	97%	220	98%
Stanly CC	2,683	187	98%	94	96%	281	97%
Surry CC	3,495	197	97%	126	98%	323	97%
Tri-County CC	1,158	107	99%	34	88%	141	96%
Vance-Granville CC	4,543	234	100%	102	92%	336	98%
Wake TCC	13,650	535	94%	343	93%	878	94%
Wayne CC	3,615	408	100%	98	100%	506	100%
Western Piedmont CC	3,334	293	97%	47	91%	340	96%
Wilkes CC	3,042	188	98%	63	92%	251	96%
Wilson CC	2,144	157	98%	50	98%	207	98%
System Totals	221,096	15,216	97%	6,021	94%	21,237	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 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 would be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submitted a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file to the North Carolina Community College System Office. These student unit record files were loaded into the System data warehouse and were the official data of record for state level reporting. Each college has a minimum of two trained Skilled Knowledge Workers (SKW) with complete access to their data in the data warehouse. Each SKW has the ability to verify the accuracy of the data once loaded into the data warehouse. The cohort was tracked from fall to fall using data from the data warehouse to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported. Transfer rates were calculated using the National Student Clearinghouse data.

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

Results—Seventy-two percent (72%) of the fall 2008 cohort had graduated, returned to enroll, or transferred by fall 2009. All fifty-eight (58) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION, GRADUATION AND TRANSFER, 2008-2009

College	FTE	Total Cohort	PERCENT GRADUATE	PERCENT RETURN	PERCENT TRANSFER	PERCENT GRADUATE, RETURN OR TRANSFER
Alamance CC	4,297	3,744	15%	53%	6%	74%
Asheville-Buncombe TCC	6,483	4,196	17%	50%	5%	72%
Beaufort County CC	1,905	1,400	16%	54%	5%	75%
Bladen CC	1,537	1,275	11%	57%	6%	74%
Blue Ridge CC	2,275	1,600	12%	51%	6%	69%
Brunswick CC	1,752	1,088	15%	48%	8%	71%
Caldwell CC & TI	4,212	3,292	14%	54%	8%	76%
Cape Fear CC	7,862	6,914	15%	52%	8%	75%
Carteret CC	1,835	1,421	14%	49%	5%	68%
Catawba Valley CC	4,751	3,987	15%	52%	5%	72%
Central Carolina CC	5,340	3,551	21%	44%	5%	70%
Central Piedmont CC	15,324	15,801	8%	49%	10%	67%
Cleveland CC	3,203	2,494	16%	46%	6%	68%
Coastal Carolina CC	4,595	4,233	16%	46%	9%	71%
College of The Albemarle	2,448	2,014	15%	48%	7%	70%
Craven CC	2,891	2,653	12%	48%	8%	68%
Davidson County CC	4,067	2,819	16%	52%	5%	73%
Durham TCC	4,860	4,002	9%	49%	10%	68%
Edgecombe CC	2,439	1,906	13%	57%	4%	74%
Fayetteville TCC	11,018	8,465	11%	52%	8%	71%
Forsyth TCC	7,466	6,810	14%	51%	7%	72%
Gaston College	5,240	4,663	13%	52%	5%	70%
Guilford TCC	10,908	10,413	11%	52%	9%	72%
Halifax CC	1,650	1,218	20%	47%	5%	72%
Haywood CC	1,947	1,463	17%	48%	5%	70%
Isothermal CC	2,386	1,625	14%	50%	7%	71%
James Sprunt CC	1,399	945	24%	47%	4%	75%
Johnston CC	4,391	3,007	16%	52%	7%	75%
Lenoir CC	3,655	2,219	14%	53%	7%	74%
Martin CC	893	521	16%	51%	6%	73%
Mayland CC	1,942	995	27%	41%	4%	72%
McDowell TCC	1,481	981	19%	44%	4%	67%
Mitchell CC	2,696	2,320	13%	53%	5%	71%
Montgomery CC	1,002	794	25%	44%	3%	72%
Nash CC	2,652	2,171	12%	53%	7%	72%
Pamlico CC	633	364	32%	38%	5%	75%
Piedmont CC	2,762	1,804	23%	43%	5%	71%
Pitt CC	6,459	5,750	14%	53%	8%	75%
Randolph CC	2,581	1,896	13%	54%	5%	72%
Richmond CC	2,171	1,534	12%	54%	6%	72%
Roanoke-Chowan CC	946	647	20%	47%	7%	74%
Robeson CC	3,742	2,146	16%	51%	6%	73%
Rockingham CC	2,158	1,859	14%	53%	5%	72%
Rowan-Cabarrus CC	5,760	5,201	13%	51%	6%	70%
Sampson CC	1,927	1,144	21%	52%	4%	77%
Sandhills CC	3,928	3,094	15%	50%	7%	72%
South Piedmont CC	2,528	1,920	16%	51%	7%	74%
Southeastern CC	2,575	1,629	14%	52%	8%	74%
Southwestern CC	2,462	1,736	17%	49%	5%	71%
Stanly CC	2,683	2,235	17%	47%	4%	68%
Surry CC	3,495	2,400	15%	53%	6%	74%
Tri-County CC	1,158	825	17%	46%	8%	71%
Vance-Granville CC	4,543	3,758	15%	47%	5%	67%
Wake TCC	13,650	13,277	8%	52%	10%	70%
Wayne CC	3,615	2,886	15%	50%	7%	72%
Western Piedmont CC	3,334	2,370	16%	56%	5%	77%
Wilkes CC	3,042	2,037	15%	54%	6%	75%
Wilson CC	2,144	1,519	16%	49%	6%	71%
System Total	221,096	179,031	14%	51%	7%	72%

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

Methodology and Data Source—A survey for businesses/industries receiving services from the Small Business Centers was administered by colleges to determine level of satisfaction with their customized training. The data were 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 44,116 in 2008-09. Ninety-four percent (94%) responded that the customized training provided by community colleges was excellent, or very good. Fifty-six (56) colleges met the performance standard.

CLIENT SATISFIED WITH CUSTOMIZED TRAINING, 2008-2009

Institution	FTE	Number of Survey Respondents	% Excellent & Very Good
Alamance CC	4,297	647	94%
Asheville-Buncombe TCC	6,483	856	93%
Beaufort County CC	1,905	379	96%
Bladen CC	1,537	144	99%
Blue Ridge CC	2,275	1,755	93%
Brunswick CC	1,752	436	95%
Caldwell CC & TI	4,212	744	92%
Cape Fear CC	7,862	1,648	93%
Carteret CC	1,835	971	87%
Catawba Valley CC	4,751	675	92%
Central Carolina CC	5,340	1,047	96%
Central Piedmont CC	15,324	839	93%
Cleveland CC	3,203	457	94%
Coastal Carolina CC	4,595	817	94%
College of The Albemarle	2,448	1,138	92%
Craven CC	2,891	1,091	96%
Davidson County CC	4,067	234	93%
Durham TCC	4,860	539	93%
Edgecombe CC	2,439	2,619	95%
Fayetteville TCC	11,018	1,153	93%
Forsyth TCC	7,466	1,073	96%
Gaston College	5,240	713	93%
Guilford TCC	10,908	1,047	95%
Halifax CC	1,650	1,148	94%
Haywood CC	1,947	320	95%
Isothermal CC	2,386	251	96%
James Sprunt CC	1,399	1,211	100%
Johnston CC	4,391	1,102	95%
Lenoir CC	3,655	1,187	94%
Martin CC	893	564	95%
Mayland CC	1,942	477	96%
McDowell TCC	1,481	123	100%
Mitchell CC	2,696	468	93%
Montgomery CC	1,002	475	93%
Nash CC	2,652	932	92%
Pamlico CC	633	62	92%
Piedmont CC	2,762	527	92%
Pitt CC	6,459	1,063	90%
Randolph CC	2,581	1,047	94%
Richmond CC	2,171	394	96%
Roanoke-Chowan CC	946	284	95%
Robeson CC	3,742	1,015	95%
Rockingham CC	2,158	357	91%
Rowan-Cabarrus CC	5,760	238	90%
Sampson CC	1,927	535	83%
Sandhills CC	3,928	860	96%
South Piedmont CC	2,528	512	93%
Southeastern CC	2,575	2,167	91%
Southwestern CC	2,462	150	100%
Stanly CC	2,683	623	92%
Surry CC	3,495	371	98%
Tri-County CC	1,158	60	98%
Vance-Granville CC	4,543	657	93%
Wake TCC	13,650	2,183	97%
Wayne CC	3,615	454	95%
Western Piedmont CC	3,334	321	97%
Wilkes CC	3,042	310	96%
Wilson CC	2,144	646	95%
System Total	221,096	44,116	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, 2008-2009
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD
Progress of Basic Skills Students	75%	84%	55
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80%	86%	47*
Performance of College Transfer Students	83%	85%	37**
Passing Rates in Developmental Courses	75%	80%	47
Success Rate of Developmental Students in Subsequent College- Level Courses	80%	87%	58
Student Satisfaction of Completers and Non-Completers	90%	96%	58***
Curriculum Student Retention, Graduation & Transfer	65%	72%	58
Client Satisfaction with Customized Training	90%	94%	56

* 47 colleges met the 80% standard; 36 colleges had no exam for which they controlled who took the exam with a passing rate < 70%.

** 37 colleges met the 83% standard; 28 colleges met or exceeded the performance of native UNC sophomores and juniors (86%).

*** 3 colleges have statistically invalid sample size for the non-completer survey.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2008-2009
(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	7	
Asheville-Buncombe TCC	M	M	M	M	M	M	M	M	8	Yes
Beaufort County CC	M	M	M	M	M	M	M	M	8	
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	M	8	
Cape Fear CC	M	M	M	M	M	M	M	M	8	
Carteret CC	M		M	M	M	M	M		6	
Catawba Valley CC	M		M	M	M	M	M	M	7	
Central Carolina CC	M	M	M	M	M	M	M	M	8	
Central Piedmont CC	M	M	M		M	M	M	M	7	
Cleveland CC	M			M	M	M	M	M	6	
Coastal Carolina CC	M	M	M	M	M	M	M	M	8	Yes
College of The Albemarle		M	M	M	M	M	M	M	7	
Craven CC	M	M	M		M	M**	M	M	7	
Davidson County CC	M	M	M	M	M	M	M	M	8	
Durham TCC	M	M	M		M	M	M	M	7	
Edgecombe CC	M	M			M	M	M	M	6	
Fayetteville TCC	M	M			M	M	M	M	6	
Forsyth TCC	M	M	M	M	M	M	M	M	8	Yes
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	M	6	
Haywood CC	M	M		M	M	M	M	M	7	
Isothermal CC	M		M	M	M	M	M	M	7	
James Sprunt CC	M	M	M	M	M	M	M	M	8	
Johnston CC	M	M			M	M	M	M	6	
Lenoir CC	M	M	M	M	M	M	M	M	8	
Martin CC	M	M		M	M	M	M	M	7	
Mayland CC	M	M			M	M	M	M	6	
McDowell TCC	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 a low response rate (statistically invalid sample size).

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2008-2009
(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	7	
Montgomery CC		M		M	M	M	M	M	6	
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	Yes
Pitt CC	M	M	M	M	M	M	M	M	8	
Randolph CC	M	M	M	M	M	M	M	M	8	Yes
Richmond CC	M	M	M	M	M	M	M	M	8	
Roanoke-Chowan CC	M	M		M	M	M	M	M	7	
Robeson CC	M			M	M	M	M	M	6	
Rockingham CC	M	M	M	M	M	M	M	M	8	Yes
Rowan-Cabarrus CC	M	M	M	M	M	M	M	M	8	
Sampson CC	M	M		M	M	M	M		6	
Sandhills CC	M	M		M	M	M	M	M	7	
South Piedmont CC	M		M	M	M	M	M	M	7	
Southeastern CC	M		M	M	M	M	M	M	7	
Southwestern CC	M	M	M	M	M	M	M	M	8	Yes
Stanly CC				M	M	M	M	M	5	
Surry CC	M	M	M	M	M	M	M	M	8	Yes
Tri-County CC	M		M	M	M	M	M	M	7	
Vance-Granville CC	M	M	M	M	M	M	M	M	8	
Wake TCC	M	M	M		M	M	M	M	7	
Wayne CC	M	M	M	M	M	M	M	M	8	Yes
Western Piedmont CC	M	M	M	M	M	M	M	M	8	Yes
Wilkes CC	M	M	M	M	M	M	M	M	8	
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 a low response rate (statistically invalid sample size).

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STRATEGIC PLAN, 2009-2011**

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 in recent years. 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 Customized Training for Job Growth (formerly NEIT), Customized Training for Technology Investment (formerly CIT), Small Business Center Network, and Customized Training for Productivity Enhancement (FIT)
- 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 was administered by the colleges to determine the degree to which the customized training meet their needs. The data were 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 2008-2009, 671 companies and 19,861 trainees were served by the Customized Training Program. Average ratings of company's expectation met, training impact, and training effectiveness were 4.58, 4.56, and 4.54 respectively, when 5 being excellent, no improvement necessary and 1 being unacceptable, needs generally not satisfied.

An analysis for the total response of 42,204 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 "Good, Very Good," or "Excellent."

Customized Training Program
Number of Companies and Trainees Served, 2008-09

INSTITUTION	TOTAL FTE	Customized Training Projects		Business & Industry Support Funds		System Totals	
		Number of Companies Served	Number of Trainees Served	Number of Companies Served	Number of Trainees Served	Total Number of Companies Served	Total Number of Trainees Served
Alamance CC	4,297	1	9	14	148	15	157
Asheville-Buncombe TCC	6,483	7	369	18	384	25	753
Beaufort County CC	1,905	1	52	7	54	8	106
Bladen CC	1,537	3	59	4	37	7	96
Blue Ridge CC	2,275	4	137	7	256	11	393
Brunswick CC	1,752	1	258	6	34	7	292
Caldwell CC & TI	4,212	1	9	7	62	8	71
Cape Fear CC	7,862	4	141	5	174	9	315
Carteret CC	1,835	0	0	18	47	18	47
Catawba Valley CC	4,751	10	813	17	211	27	1,024
Central Carolina CC	5,340	8	240	10	264	18	504
Central Piedmont CC	15,324	5	256	18	88	23	344
Cleveland CC	3,203	4	211	7	44	11	255
Coastal Carolina CC	4,595	1	5	3	19	4	24
College of The Albemarle	2,448	3	76	6	63	9	139
Craven CC	2,891	2	0	5	170	7	170
Davidson County CC	4,067	3	20	16	240	19	260
Durham TCC	4,860	8	1,149	11	218	19	1,367
Edgecombe CC	2,439	5	120	6	147	11	267
Fayetteville TCC	11,018	1	46	14	141	15	187
Forsyth TCC	7,466	3	368	9	792	12	1,160
Gaston College	5,240	6	258	13	166	19	424
Guilford TCC	10,908	10	1,318	3	135	13	1,453
Halifax CC	1,650	1	7	6	26	7	33
Haywood CC	1,947	0	0	6	65	6	65
Isothermal CC	2,386	7	268	9	36	16	304
James Sprunt CC	1,399	0	0	7	127	7	127
Johnston CC	4,391	5	349	6	127	11	476
Lenoir CC	3,655	3	65	8	56	11	121
Martin CC	893	1	95	1	6	2	101
Mayland CC	1,942	1	34	0	0	1	34
McDowell TCC	1,481	3	66	11	398	14	464
Mitchell CC	2,696	3	533	11	210	14	743
Montgomery CC	1,002	3	58	5	31	8	89
Nash CC	2,652	4	213	3	104	7	317
Pamlico CC*	633	0	0	0	0	0	0
Piedmont CC	2,762	3	30	3	159	6	189
Pitt CC	6,459	2	45	9	180	11	225
Randolph CC	2,581	3	272	36	206	39	478
Richmond CC	2,171	3	160	11	136	14	296
Roanoke-Chowan CC	946	0	0	1	56	1	56
Robeson CC	3,742	0	0	11	82	11	82
Rockingham CC	2,158	3	97	5	56	8	153
Rowan-Cabarrus CC	5,760	5	792	9	196	14	988
Sampson CC	1,927	0	0	6	125	6	125
Sandhills CC	3,928	6	123	6	33	12	156
South Piedmont	2,528	2	169	15	74	17	243
Southeastern CC	2,575	1	17	2	6	3	23
Southwestern CC	2,462	1	22	3	125	4	147
Stanly CC	2,683	1	19	5	28	6	47
Surry CC	3,495	4	209	12	340	16	549
Tri-County CC	1,158	4	227	2	38	6	265
Vance-Granville CC	4,543	1	98	11	313	12	411
Wake TCC	13,650	13	1,456	8	99	21	1,555
Wayne CC	3,615	2	137	7	84	9	221
Western Piedmont CC	3,334	1	69	10	211	11	280
Wilkes CC	3,042	4	69	6	50	10	119
Wilson CC	2,144	5	245	10	326	15	571
System Totals	221,096	186	11,858	485	8,003	671	19,861

*Consortium with Craven CC

Customized Training Program
Client Satisfaction Evaluation, 2008-09

INSTITUTION	Total FTE	Company's Expectation Met (Average Rating)	Training Impact (Average Rating)	Training Effectiveness (Average Rating)
Alamance CC	4,297	N/A	N/A	N/A
Asheville-Buncombe TCC	6,483	5	5	5
Beaufort County CC	1,905	5	5	5
Bladen CC	1,537	5	5	5
Blue Ridge CC	2,275	4	4	4
Brunswick CC	1,752	5	5	5
Caldwell CC & TI	4,212	N/A	N/A	N/A
Cape Fear CC	7,862	5	5	5
Carteret CC	1,835	N/A	N/A	N/A
Catawba Valley CC	4,751	5	5	5
Central Carolina CC	5,340	5	5	5
Central Piedmont CC	15,324	4	4	4
Cleveland CC	3,203	5	5	5
Coastal Carolina CC	4,595	5	5	5
College of The Albemarle	2,448	5	5	5
Craven CC	2,891	4	4	3
Davidson County CC	4,067	4	4	4
Durham TCC	4,860	5	5	5
Edgecombe CC	2,439	4	4	4
Fayetteville TCC	11,018	5	4	4
Forsyth TCC	7,466	5	5	5
Gaston College	5,240	5	5	5
Guilford TCC	10,908	4	5	5
Halifax CC	1,650	3	2	2
Haywood CC	1,947	N/A	N/A	N/A
Isothermal CC	2,386	4	4	4
James Sprunt CC	1,399	N/A	N/A	N/A
Johnston CC	4,391	4	4	4
Lenoir CC	3,655	5	5	5
Martin CC	893	5	5	5
Mayland CC	1,942	5	4	5
McDowell TCC	1,481	5	5	5
Mitchell CC	2,696	4	4	4
Montgomery CC	1,002	5	5	5
Nash CC	2,652	5	5	5
Pamlico CC	633	N/A	N/A	N/A
Piedmont CC	2,762	4	4	4
Pitt CC	6,459	N/A	N/A	N/A
Randolph CC	2,581	5	5	5
Richmond CC	2,171	5	5	5
Roanoke-Chowan CC	946	N/A	N/A	N/A
Robeson CC	3,742	N/A	N/A	N/A
Rockingham CC	2,158	5	5	5
Rowan-Cabarrus CC	5,760	5	5	5
Sampson CC	1,927	N/A	N/A	N/A
Sandhills CC	3,928	5	4	4
South Piedmont CC	2,528	4	5	4
Southeastern CC	2,575	4	4	4
Southwestern CC	2,462	N/A	N/A	N/A
Stanly CC	2,683	5	5	4
Surry CC	3,495	5	5	5
Tri-County CC	1,158	5	5	5
Vance-Granville CC	4,543	5	5	5
Wake TCC	13,650	5	5	5
Wayne CC	3,615	5	5	5
Western Piedmont CC	3,334	5	5	5
Wilkes CC	3,042	5	5	5
Wilson CC	2,144	4	4	4
System Average	221,096	4.58	4.56	4.54

Small Business Center Network (SBCN) - Client Satisfaction Evaluations, 2008-2009

INSTITUTION	Overall Rating					% excellent, very good and good	Total Responses
	Excellent	Very Good	Good	Fair	Poor		
Alamance CC	432	173	36	4	2	99%	647
Asheville-Buncombe TCC	564	232	54	6	0	99%	856
Beaufort County CC	263	100	15	1	0	100%	379
Bladen CC	110	33	1	0	0	100%	144
Blue Ridge CC	1055	585	103	11	1	99%	1,755
Brunswick CC	285	129	21	1	0	100%	436
Caldwell CC & TI	484	200	51	9	0	99%	744
Cape Fear CC	1062	477	100	9	0	99%	1,648
Carteret CC	526	323	100	21	1	98%	971
Catawba Valley CC	429	195	39	6	6	98%	675
Central Carolina CC	847	163	34	3	0	100%	1,047
Central Piedmont CC	514	269	31	7	18	97%	839
Cleveland CC	315	113	25	3	1	99%	457
Coastal Carolina CC	567	203	38	8	1	99%	817
College of The Albemarle	730	319	82	7	0	99%	1,138
Craven CC	872	176	43	0	0	100%	1,091
Davidson County CC	164	54	13	3	0	99%	234
Durham TCC	354	146	37	1	1	100%	539
Edgecombe CC	1825	656	131	7	0	100%	2,619
Fayetteville TCC	828	243	66	13	3	99%	1,153
Forsyth TCC	829	203	40	1	0	100%	1,073
Gaston College	346	357	0	98	0	88%	801
Guilford TCC	911	79	53	3	1	100%	1,047
Halifax CC	804	277	56	9	2	99%	1,148
Haywood CC	194	110	13	2	1	99%	320
Isothermal CC	182	60	9	0	0	100%	251
James Sprunt CC	1139	72	0	0	0	100%	1,211
Johnston CC	816	226	53	6	1	99%	1,102
Lenoir CC	812	307	63	4	1	100%	1,187
Martin CC	364	172	22	6	0	99%	564
Mayland CC	345	111	17	4	0	99%	477
McDowell TCC	96	27	0	0	0	100%	123
Mitchell CC	320	114	30	4	0	99%	468
Montgomery CC	337	103	29	5	1	99%	475
Nash CC	612	244	66	8	2	99%	932
Pamlico CC	47	10	4	1	0	98%	62
Piedmont CC	341	143	38	5	0	99%	527
Pitt CC	645	316	82	18	2	98%	1,063
Randolph CC	705	280	56	6	0	99%	1,047
Richmond CC	294	86	12	1	1	99%	394
Roanoke-Chowan CC	189	82	12	1	0	100%	284
Robeson CC	766	199	49	1	0	100%	1,015
Rockingham CC	256	70	27	4	0	99%	357
Rowan-Cabarrus CC	150	65	20	3	0	99%	238
Sampson CC	77	369	88	0	1	100%	535
Sandhills CC	623	202	27	8	0	99%	860
South Piedmont CC	346	132	32	2	0	100%	512
Southeastern CC	1478	502	158	23	6	99%	2,167
Southwestern CC	125	25	0	0	0	100%	150
Stanly CC	427	149	38	6	3	99%	623
Surry CC	265	99	7	0	0	100%	371
Tri-County CC	46	13	1	0	0	100%	60
Vance-Granville CC	491	123	33	8	2	98%	657
Wake TCC	1597	518	52	13	3	99%	2,183
Wayne CC	308	124	19	3	0	99%	454
Western Piedmont CC	233	77	10	1	0	100%	321
Wilkes CC	218	81	8	3	0	99%	310
Wilson CC	428	188	29	1	0	100%	646
System Total	30,388	11,104	2,273	378	61	99%	44,204

**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 will be gathered from the North Carolina Department of Public Instruction. The number and percentage of those students who enroll in a community college the year following graduation is determined from the curriculum registration files submitted by the colleges to the System Office.

Performance Target—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 2008-2009, 30 percent of the 2008 high school graduates who enrolled in a community college had successfully completed the requirements of the College Tech Prep course of study, which was the same as 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 2008 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 2008-2009

INSTITUTION	TOTAL FTE	2008 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	4,297	703	210	30%
Asheville-Buncombe TCC	6,483	916	238	26%
Beaufort County CC	1,905	229	89	39%
Bladen CC	1,537	168	27	16%
Blue Ridge CC	2,275	394	191	48%
Brunswick CC	1,752	276	120	43%
Caldwell CC & TI	4,212	484	181	37%
Cape Fear CC	7,862	1,304	276	21%
Carteret CC	1,835	238	74	31%
Catawba Valley CC	4,751	832	386	46%
Central Carolina CC	5,340	488	142	29%
Central Piedmont CC	15,324	2,774	453	16%
Cleveland CC	3,203	367	105	29%
Coastal Carolina CC	4,595	705	275	39%
College of the Albemarle	2,448	374	158	42%
Craven CC	2,891	459	140	31%
Davidson County CC	4,067	607	204	34%
Durham TCC	4,860	483	9	2%
Edgecombe CC	2,439	277	84	30%
Fayetteville TCC	11,018	1,193	461	39%
Forsyth TCC	7,466	1,230	316	26%
Gaston College	5,240	886	323	36%
Guilford TCC	10,908	1,893	681	36%
Halifax CC	1,650	250	96	38%
Haywood CC	1,947	273	59	22%
Isothermal CC	2,386	437	114	26%
James Sprunt CC	1,399	111	53	48%
Johnston CC	4,391	595	165	28%
Lenoir CC	3,655	458	202	44%
Martin CC	893	83	38	46%
Mayland CC	1,942	153	58	38%
McDowell TCC	1,481	179	51	28%
Mitchell CC	2,696	548	275	50%
Montgomery CC	1,002	113	44	39%
Nash CC	2,652	414	109	26%
Pamlico CC	633	17	16	94%
Piedmont CC	2,762	272	98	36%
Pitt CC	6,459	1,624	439	27%
Randolph CC	2,581	412	34	8%
Richmond CC	2,171	253	128	51%
Roanoke-Chowan CC	946	95	46	48%
Robeson CC	3,742	337	128	38%
Rockingham CC	2,158	351	160	46%
Rowan Cabarrus CC	5,760	922	281	30%
Sampson CC	1,927	196	78	40%
Sandhills CC	3,928	693	295	43%
South Piedmont CC	2,528	337	86	26%
Southeastern CC	2,575	340	116	34%
Southwestern CC	2,462	297	101	34%
Stanly CC	2,683	382	81	21%
Surry CC	3,495	543	139	26%
Tri-County CC	1,158	171	61	36%
Vance-Granville CC	4,543	621	162	26%
Wake TCC	13,650	2,487	407	16%
Wayne CC	3,615	559	211	38%
Western Piedmont CC	3,334	473	196	41%
Wilkes CC	3,042	466	219	47%
Wilson CC	2,144	230	58	25%
System Total	221,096	32,972	9,947	30%

**WORKFORCE DEVELOPMENT
MEASURE C:**

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

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 2008-09, Customized Training for Job Growth (formerly NEIT), Customized Training for Technology Investment (formerly CIT), and Customized Training for Productivity Enhancement (formerly FIT) were consolidated to Customized Training Program. The number of trainees served by the program increased by 16.2%, and number of companies served by the program was 671 thanks to the consolidation.

For Small Business Center Network, number of seminar participants slightly increased by 1.4 percent, and number of counsels increased by 26.3 percent in 2008-09. However, the number of continuing education and curriculum course participants decreased by 7.4 percent during the same period of time.

CUSTOMIZED TRAINING (*Consolidated in 2008-09)

YEAR	TRAINEES	COMPANIES
2004-05	12,398	164
2005-06	23,799	197
2006-07	19,380	208
2007-08	17,087	187
2008-09*	19,861*	671*

SMALL BUSINESS CENTER NETWORK

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
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
2008-09	58	55,929	5,990	N/A*	10,548

* Information not available.

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 Standard— The standard is 95 percent of completers are to be employed.

Results—Data on 17,046 graduates of the 2007-08 academic year were collected. System average employment rate was 99.22 percent. All 58 community colleges met the standard.

PERCENT OF 2007-08 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	Number of Graduates (minus inmates and missing students)	Percent of 2007-08 Graduates Employed Within One Year of Graduating
Alamance CC	4,297	423	99.05%
Asheville-Buncombe TCC	6,483	558	99.10%
Beaufort County CC	1,905	146	99.32%
Bladen CC	1,537	103	98.06%
Blue Ridge CC	2,275	122	100.00%
Brunswick CC	1,752	126	100.00%
Caldwell CC & TI	4,212	274	98.91%
Cape Fear CC	7,862	767	98.70%
Carteret CC	1,835	143	99.30%
Catawba Valley CC	4,751	423	98.82%
Central Carolina CC	5,340	432	99.77%
Central Piedmont CC	15,324	932	99.25%
Cleveland CC	3,203	242	98.35%
Coastal Carolina CC	4,595	398	98.74%
College of The Albemarle	2,448	206	99.50%
Craven CC	2,891	187	98.93%
Davidson County CC	4,067	485	100.00%
Durham TCC	4,860	244	99.59%
Edgecombe CC	2,439	201	100.00%
Fayetteville TCC	11,018	538	98.88%
Forsyth TCC	7,466	734	98.90%
Gaston College	5,240	379	99.47%
Guilford TCC	10,908	783	98.60%
Halifax CC	1,650	148	100.00%
Haywood CC	1,947	176	98.86%
Isothermal CC	2,386	187	98.93%
James Sprunt CC	1,399	193	98.45%
Johnston CC	4,391	333	99.70%
Lenoir CC	3,655	251	99.20%
Martin CC	893	48	100.00%
Mayland CC	1,942	166	99.40%
McDowell TCC	1,481	127	100.00%
Mitchell CC	2,696	149	100.00%
Montgomery CC	1,002	123	100.00%
Nash CC	2,652	222	99.10%
Pamlico CC	633	42	100.00%
Piedmont CC	2,762	278	99.64%
Pitt CC	6,459	641	99.53%
Randolph CC	2,581	180	98.33%
Richmond CC	2,171	154	98.70%
Roanoke-Chowan CC	946	67	100.00%
Robeson CC	3,742	230	98.70%
Rockingham CC	2,158	206	100.00%
Rowan-Cabarrus CC	5,760	384	98.96%
Sampson CC	1,927	174	98.85%
Sandhills CC	3,928	237	99.16%
South Piedmont CC	2,528	229	98.25%
Southeastern CC	2,575	105	99.05%
Southwestern CC	2,462	234	98.72%
Stanly CC	2,683	286	99.65%
Surry CC	3,495	297	99.66%
Tri-County CC	1,158	61	95.08%
Vance-Granville CC	4,543	282	99.65%
Wake TCC	13,650	901	99.56%
Wayne CC	3,615	328	99.70%
Western Piedmont CC	3,334	285	100.00%
Wilkes CC	3,042	256	99.22%
Wilson CC	2,144	220	100.00%
System Total	221,096	17,046	99.22%

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 were collected by a survey developed by System Office, Research and Performance Management section (President’s Office), with each college using a standard set of questions.

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

Results— In 2008-2009, 10,707 employers of community college graduates were surveyed. A total of 2,667 surveys were completed and returned by employers, for a 25 percent response rate. Overall, 97 percent of those employers who responded to the survey indicated that they were satisfied with the job preparation of community college graduates. All fifty-eight (58) colleges met the performance standard for this measure.

PERCENT OF EMPLOYERS SATISFIED WITH THE QUALITY OF PROGRAM COMPLETERS, 2008-09

INSTITUTION	FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	4,297	99	36%	97%
Asheville-Buncombe TCC	6,483	81	63%	100%
Beaufort County CC	1,905	241	55%	97%
Bladen CC	1,537	26	50%	100%
Blue Ridge CC	2,275	101	23%	91%
Brunswick CC	1,752	196	15%	100%
Caldwell CC & TI	4,212	1,206	7%	98%
Cape Fear CC	7,862	235	8%	100%
Carteret CC	1,835	96	21%	95%
Catawba Valley CC	4,751	75	51%	97%
Central Carolina CC	5,340	144	29%	98%
Central Piedmont CC	15,324	457	39%	100%
Cleveland CC	3,203	227	16%	86%
Coastal Carolina CC	4,595	181	61%	98%
College of The Albemarle	2,448	60	73%	100%
Craven CC	2,891	120	13%	100%
Davidson County CC	4,067	65	60%	100%
Durham TCC	4,860	74	42%	100%
Edgecombe CC	2,439	101	75%	96%
Fayetteville TCC	11,018	472	32%	97%
Forsyth TCC	7,466	743	5%	97%
Gaston College	5,240	1,935	9%	98%
Guilford TCC	10,908	354	22%	94%
Halifax CC	1,650	70	84%	100%
Haywood CC	1,947	35	71%	100%
Isothermal CC	2,386	54	15%	100%
James Sprunt CC	1,399	104	21%	95%
Johnston CC	4,391	49	71%	100%
Lenoir CC	3,655	63	57%	100%
Martin CC	893	21	43%	89%
Mayland CC	1,942	64	59%	91%
McDowell TCC	1,481	66	30%	100%
Mitchell CC	2,696	44	23%	100%
Montgomery CC	1,002	20	20%	100%
Nash CC	2,652	35	100%	100%
Pamlico CC	633	10	100%	100%
Piedmont CC	2,762	60	23%	100%
Pitt CC	6,459	287	54%	96%
Randolph CC	2,581	40	43%	94%
Richmond CC	2,171	119	24%	96%
Roanoke-Chowan CC	946	15	60%	100%
Robeson CC	3,742	100	26%	92%
Rockingham CC	2,158	37	95%	100%
Rowan-Cabarrus CC	5,760	210	26%	100%
Sampson CC	1,927	49	71%	90%
Sandhills CC	3,928	89	90%	95%
South Piedmont CC	2,528	261	14%	97%
Southeastern CC	2,575	146	8%	90%
Southwestern CC	2,462	114	50%	91%
Stanly CC	2,683	173	56%	97%
Surry CC	3,495	122	17%	95%
Tri-County CC	1,158	30	90%	96%
Vance-Granville CC	4,543	180	37%	100%
Wake TCC	13,650	125	24%	100%
Wayne CC	3,615	341	24%	97%
Western Piedmont CC	3,334	129	27%	100%
Wilkes CC	3,042	125	8%	88%
Wilson CC	2,144	31	42%	92%
System Totals	221,096	10,707	25%	97%

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 2008-2009, community colleges enrolled 16,403 high school dropouts who dropped out of school during 2008-2009, which was a 4.8 percent increase in enrollment for the academic year 2008-2009. 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
1/1/04-6/30/05	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
1/1/08-6/30/09	2008-09	16,403

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2008-2009

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	4,297	267
Asheville-Buncombe TCC	6,483	417
Beaufort County CC	1,905	100
Bladen CC	1,537	106
Blue Ridge CC	2,275	236
Brunswick CC	1,752	146
Caldwell CC & TI	4,212	373
Cape Fear CC	7,862	597
Carteret CC	1,835	140
Catawba Valley CC	4,751	247
Central Carolina CC	5,340	415
Central Piedmont CC	15,324	1,608
Cleveland CC	3,203	123
Coastal Carolina CC	4,595	805
College of The Albemarle	2,448	313
Craven CC	2,891	198
Davidson County CC	4,067	452
Durham TCC	4,860	136
Edgecombe CC	2,439	192
Fayetteville TCC	11,018	425
Forsyth TCC	7,466	1,028
Gaston College	5,240	303
Guilford TCC	10,908	512
Halifax CC	1,650	194
Haywood CC	1,947	142
Isothermal CC	2,386	271
James Sprunt CC	1,399	84
Johnston CC	4,391	160
Lenoir CC	3,655	272
Martin CC	893	103
Mayland CC	1,942	81
McDowell TCC	1,481	69
Mitchell CC	2,696	229
Montgomery CC	1,002	27
Nash CC	2,652	186
Pamlico CC	633	20
Piedmont CC	2,762	169
Pitt CC	6,459	371
Randolph CC	2,581	303
Richmond CC	2,171	225
Roanoke-Chowan CC	946	25
Robeson CC	3,742	224
Rockingham CC	2,158	174
Rowan-Cabarrus CC	5,760	332
Sampson CC	1,927	310
Sandhills CC	3,928	234
South Piedmont CC	2,528	221
Southeastern CC	2,575	95
Southwestern CC	2,462	369
Stanly CC	2,683	283
Surry CC	3,495	185
Tri-County CC	1,158	49
Vance-Granville CC	4,543	415
Wake TCC	13,650	578
Wayne CC	3,615	322
Western Piedmont CC	3,334	206
Wilkes CC	3,042	149
Wilson CC	2,144	187
System Total	221,096	16,403

**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 2008-09 were 16,705 which was a 9.1 percent increase from the previous year. Number of students added in the dropout pool decreased by 65.2% (4,648) in 2008-09.

**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
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
2008-09	19,184	16,705	2,479

NUMBER OF GEDs/AHSDs AWARDED, 2008-2009

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	4,297	33	307
Asheville-Buncombe TCC	6,483		499
Beaufort County CC	1,905		151
Bladen CC	1,537	14	42
Blue Ridge CC	2,275		225
Brunswick CC	1,752	23	78
Caldwell CC & TI	4,212	111	192
Cape Fear CC	7,862	142	223
Carteret CC	1,835	24	186
Catawba Valley CC	4,751		374
Central Carolina CC	5,340	103	452
Central Piedmont CC	15,324	249	728
Cleveland CC	3,203	79	61
Coastal Carolina CC	4,595	29	243
College of the Albemarle	2,448	71	301
Craven CC	2,891	22	122
Davidson County CC	4,067	92	343
Durham TCC	4,860	37	267
Edgecombe CC	2,439	8	271
Fayetteville TCC	11,018	53	180
Forsyth TCC	7,466	142	516
Gaston College	5,240	156	439
Guilford TCC	10,908	35	313
Halifax CC	1,650		140
Haywood CC	1,947	14	52
Isothermal CC	2,386	48	229
James Sprunt CC	1,399	7	81
Johnston CC	4,391	27	146
Lenoir CC	3,655	15	241
Martin CC	893	5	89
Mayland CC	1,942		237
McDowell TCC	1,481		221
Mitchell CC	2,696		309
Montgomery CC	1,002	6	53
Nash CC	2,652	19	148
Pamlico CC	633		31
Piedmont CC	2,762		172
Pitt CC	6,459	57	157
Randolph CC	2,581	37	379
Richmond CC	2,171	15	328
Roanoke-Chowan CC	946		112
Robeson CC	3,742	73	62
Rockingham CC	2,158		211
Rowan Cabarrus CC	5,760		557
Sampson CC	1,927		233
Sandhills CC	3,928	18	285
South Piedmont CC	2,528	28	359
Southeastern CC	2,575		96
Southwestern CC	2,462	4	325
Stanly CC	2,683	120	90
Surry CC	3,495		207
Tri-County CC	1,158		116
Vance-Granville CC	4,543	104	555
Wake TCC	13,650	87	747
Wayne CC	3,615	85	228
Western Piedmont CC	3,334	92	407
Wilkes CC	3,042	45	164
Wilson CC	2,144	12	84
System Total	221,096	2,341	14,364

**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 increased by 6.3 percent, from 11,260 in 2007-08 to 11,969 in 2008-09. The enrollment of the 2007-08 high school graduates in community colleges in the academic year of 2008-09 (32,423) represented a 9.5 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
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%
2008-09	11,969	6.3%	32,423	9.5%

**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 35,191, which increased by 0.1 percent from 2007-08 to 2008-09.

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

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
2004-05	36,883	0.4%
2005-06	35,258	-4.4%
2006-07	37,272	5.7%
2007-08	35,154	-5.7%
2008-09	35,191	0.1%

UNDUPLICATED ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2008-2009

INSTITUTION	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	LOW BEGINNING	HIGH BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED	
Alamance CC	4,297	81	160	112	94	157	118	722
Asheville-Buncombe TCC	6,483	66	111	135	180	174	153	819
Beaufort County CC	1,905	2	19	35	42	37	24	159
Bladen CC	1,537	3	3	9	22	6	10	53
Blue Ridge CC	2,275	41	167	116	100	98	122	644
Brunswick CC	1,752	10	18	34	54	15	27	158
Caldwell CC & TI	4,212	19	41	34	78	48	92	312
Cape Fear CC	7,862	62	55	167	198	131	150	763
Carteret CC	1,835	4	43	25	17	21	7	117
Catawba Valley CC	4,751	57	97	148	233	146	200	881
Central Carolina CC	5,340	113	226	461	455	270	295	1,820
Central Piedmont CC	15,324	199	313	898	1,295	1,023	1,057	4,785
Cleveland CC	3,203	7	10	25	29	34	44	149
Coastal Carolina CC	4,595	11	60	42	24	41	42	220
College of The Albemarle	2,448	28	55	64	66	23	34	270
Craven CC	2,891	26	43	56	87	49	67	328
Davidson County CC	4,067	8	34	46	71	75	126	360
Durham TCC	4,860	80	564	419	326	471	675	2,535
Edgecombe CC	2,439	5	6	16	17	10	8	62
Fayetteville TCC	11,018	28	71	133	159	165	231	787
Forsyth TCC	7,466	151	163	319	582	273	527	2,015
Gaston College	5,240	39	35	95	117	120	182	588
Guilford TCC	10,908	461	228	473	502	388	769	2,821
Halifax CC	1,650	5	5	4	5	2	2	23
Haywood CC	1,947	7	19	29	15	11	9	90
Isothermal CC	2,386	9	13	42	67	44	60	235
James Sprunt CC	1,399	16	20	37	64	7	12	156
Johnston CC	4,391	29	59	75	91	66	77	397
Lenoir CC	3,655	45	46	77	116	43	45	372
Martin CC	893	5	10	14	28	7	5	69
Mayland CC	1,942	10	26	35	27	18	46	162
McDowell TCC	1,481	2	9	26	34	18	38	127
Mitchell CC	2,696	38	92	132	129	114	177	682
Montgomery CC	1,002	3	16	29	36	29	38	151
Nash CC	2,652	14	21	23	42	37	67	204
Pamlico CC	633	1		1	4	10	7	23
Piedmont CC	2,762	9	13	31	37	19	5	114
Pitt CC	6,459	43	45	84	91	66	52	381
Randolph CC	2,581	8	31	46	97	99	132	413
Richmond CC	2,171	9	19	72	107	43	78	328
Roanoke-Chowan CC	946	16	5	5	5	3	3	37
Robeson CC	3,742	32	36	111	151	29	16	375
Rockingham CC	2,158	3	13	23	51	10	10	110
Rowan-Cabarrus CC	5,760	105	132	173	178	112	68	768
Sampson CC	1,927	5	9	48	34	25	29	150
Sandhills CC	3,928	11	24	79	69	56	77	316
South Piedmont CC	2,528	32	83	191	306	223	188	1,023
Southeastern CC	2,575	7	9	17	12	1	14	60
Southwestern CC	2,462	28	49	112	145	60	42	436
Stanly CC	2,683	8	11	53	64	18	10	164
Surry CC	3,495	25	54	78	111	50	63	381
Tri-County CC	1,158	2		10	9	3	15	39
Vance-Granville CC	4,543	23	52	33	39	29	15	191
Wake TCC	13,650	1,609	596	555	566	620	481	4,427
Wayne CC	3,615	33	29	77	140	48	95	422
Western Piedmont CC	3,334	55	70	65	64	30	32	316
Wilkes CC	3,042	18	34	51	56	44	49	252
Wilson TCC	2,144	22	83	101	115	60	48	429
System Totals	221,096	3,788	4,255	6,401	7,853	5,829	7,065	35,191

**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 2008-09, percentage of each ethnicity group in the total North Carolina population was analyzed based on American Community Survey (Table, B02001), American Fact Finder (U.S. Census Bureau) and 2006-2008 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 2008-2009, Hispanic/Latino ethnicity group was consistently under-represented in the Curriculum programs as well as Occupational Extension programs, except in the Basic Skills programs, where Hispanics were disproportionately over-represented (23.1%). 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%	21.6%	7.4%	1.3%	3.9%	70.3%
Curriculum						
Associate	2.2%	27.0%	3.8%*	1.6%	4.5%	61.0%
Certificate	1.6%	26.8%	3.6%*	1.3%	3.7%	62.9%
Diploma	1.5%	27.7%	2.9%*	1.6%	3.1%	63.3%
Transitional	2.0%	18.2%	4.4%	1.2%	4.1%	70.1%
Continuing Ed						
Basic Skills	3.9%**	32.6%**	23.1%**	1.8%	2.3%*	36.4%*
Occupational Extension	1.1%	19.2%	3.1%*	1.5%	2.0%*	73.1%
HRD	0.9%	41.6%**	4.6%	1.8%	2.0%*	49.1%*

*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 2008-09 increased by 15,527 (15.4%) over last year's figure. The average amount of aid received also increased by \$335.

**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
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
2008-09	116,210	47.4%	\$3,290

* 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 12.14 percent in 2007-08 to 12.19 percent in 2008-09. The enrollment figure in 2008-09 increased by 30,273 (3.65 %) over 2007-08.

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

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVERAGE)
2004-05	12.34%
2005-06	12.18%
2006-07	12.05%
2007-08	12.14%
2008-09	12.19%

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2008-2009

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	4,297	16,394	111,791	14.66%
Asheville-Buncombe TCC	6,483	27,080	195,998	13.82%
Beaufort County CC	1,905	7,490	53,839	13.91%
Bladen CC	1,537	4,892	24,334	20.10%
Blue Ridge CC	2,275	15,386	107,160	14.36%
Brunswick CC	1,752	7,970	81,716	9.75%
Caldwell CC & TI	4,212	15,733	100,647	15.63%
Cape Fear CC	7,862	27,909	192,429	14.50%
Carteret CC	1,835	8,288	51,587	16.07%
Catawba Valley CC	4,751	21,087	146,690	14.38%
Central Carolina CC	5,340	20,578	171,447	12.00%
Central Piedmont CC	15,324	62,522	648,801	9.64%
Cleveland CC	3,203	11,708	74,768	15.66%
Coastal Carolina CC	4,595	24,046	125,691	19.13%
College of the Albemarle	2,448	10,669	116,143	9.19%
Craven CC	2,891	16,733	71,804	23.30%
Davidson County CC	4,067	17,179	154,314	11.13%
Durham TCC	4,860	25,810	299,534	8.62%
Edgecombe CC	2,439	10,095	38,583	26.16%
Fayetteville TCC	11,018	38,468	226,270	17.00%
Forsyth TCC	7,466	33,805	296,462	11.40%
Gaston College	5,240	23,718	213,090	11.13%
Guilford TCC	10,908	41,524	358,083	11.60%
Halifax CC	1,650	7,766	58,669	13.24%
Haywood CC	1,947	7,564	45,975	16.45%
Isothermal CC	2,386	10,923	64,405	16.96%
James Sprunt CC	1,399	8,759	39,568	22.14%
Johnston CC	4,391	17,616	120,530	14.62%
Lenoir CC	3,655	14,737	68,033	21.66%
Martin CC	893	4,258	43,637	9.76%
Mayland CC	1,942	6,698	42,894	15.62%
McDowell TCC	1,481	7,911	34,847	22.70%
Mitchell CC	2,696	13,217	116,776	11.32%
Montgomery CC	1,002	4,832	20,830	23.20%
Nash CC	2,652	11,488	71,252	16.12%
Pamlico CC	633	1,843	10,626	17.34%
Piedmont CC	2,762	9,142	47,680	19.17%
Pitt CC	6,459	20,222	118,764	17.03%
Randolph CC	2,581	12,320	107,548	11.46%
Richmond CC	2,171	7,868	62,627	12.56%
Roanoke-Chowan CC	946	3,742	50,412	7.42%
Robeson CC	3,742	13,492	93,649	14.41%
Rockingham CC	2,158	10,027	71,240	14.07%
Rowan Cabarrus CC	5,760	22,914	233,570	9.81%
Sampson CC	1,927	7,944	48,848	16.26%
Sandhills CC	3,928	12,916	98,451	13.12%
South Piedmont CC	2,528	12,338	160,557	7.68%
Southeastern CC	2,575	10,177	41,363	24.60%
Southwestern CC	2,462	9,051	68,183	13.27%
Stanly CC	2,683	9,705	46,025	21.09%
Surry CC	3,495	12,632	85,830	14.72%
Tri-County CC	1,158	4,677	36,785	12.71%
Vance-Granville CC	4,543	16,598	135,833	12.22%
Wake TCC	13,650	61,276	647,729	9.46%
Wayne CC	3,615	13,790	86,106	16.02%
Western Piedmont CC	3,334	13,638	69,489	19.63%
Wilkes CC	3,042	12,502	82,648	15.13%
Wilson CC	2,144	10,874	59,383	18.31%
System Total	221,096	859,419	7,051,943	12.19%

DIVERSE POPULATIONS Goal Completion for Completers
LEARNING NEEDS
MEASURE H:

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

Methodology and Data Source—Data are collected by a survey, with each college using a standard set of questions. A response rate of 50% is suggested, and a minimum of 15 respondents will be required to report the data at the institutional level.

Performance Standard—Performance standard for percent of completers who achieve their goal is 95 percent.

Results—In 2008-2009, 56 community colleges met the performance standard. The system average of percent achieving their goal was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2008-2009

INSTITUTION	TOTAL FTE	NUMBER OF RESPONSES	PERCENT ACHIEVED GOAL
Alamance CC	4,297	209	100%
Asheville-Buncombe TCC	6,483	347	100%
Beaufort County CC	1,905	157	100%
Bladen CC	1,537	73	100%
Blue Ridge CC	2,275	105	100%
Brunswick CC	1,752	81	99%
Caldwell CC & TI	4,212	278	98%
Cape Fear CC	7,862	969	99%
Carteret CC	1,835	144	100%
Catawba Valley CC	4,751	642	100%
Central Carolina CC	5,340	375	99%
Central Piedmont CC	15,324	448	100%
Cleveland CC	3,203	70	100%
Coastal Carolina CC	4,595	597	100%
College of The Albemarle	2,448	223	97%
Craven CC	2,891	49	100%
Davidson County CC	4,067	270	100%
Durham TCC	4,860	222	100%
Edgecombe CC	2,439	321	99%
Fayetteville TCC	11,018	626	100%
Forsyth TCC	7,466	361	99%
Gaston College	5,240	608	100%
Guilford TCC	10,908	980	100%
Halifax CC	1,650	136	99%
Haywood CC	1,947	225	100%
Isothermal CC	2,386	150	100%
James Sprunt CC	1,399	73	93%
Johnston CC	4,391	345	99%
Lenoir CC	3,655	199	95%
Martin CC	893	45	98%
Mayland CC	1,942	261	100%
McDowell TCC	1,481	192	100%
Mitchell CC	2,696	159	100%
Montgomery CC	1,002	61	100%
Nash CC	2,652	172	100%
Pamlico CC	633	49	100%
Piedmont CC	2,762	179	99%
Pitt CC	6,459	650	99%
Randolph CC	2,581	139	99%
Richmond CC	2,171	220	99%
Roanoke-Chowan CC	946	109	98%
Robeson CC	3,742	218	100%
Rockingham CC	2,158	208	100%
Rowan-Cabarrus CC	5,760	221	99%
Sampson CC	1,927	143	100%
Sandhills CC	3,928	313	100%
South Piedmont CC	2,528	181	99%
Southeastern CC	2,575	193	100%
Southwestern CC	2,462	144	100%
Stanly CC	2,683	73	92%
Surry CC	3,495	197	100%
Tri-County CC	1,158	115	100%
Vance-Granville CC	4,543	236	100%
Wake TCC	13,650	535	100%
Wayne CC	3,615	419	100%
Western Piedmont CC	3,334	292	100%
Wilkes CC	3,042	189	100%
Wilson CC	2,144	157	100%
System Total	221,096	15,353	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 were published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication were 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 2008-09 were not available at the time of 2010 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 2008-09, a total of \$3,122,911 were transferred into instructional funds. This transfer figure reflects an amount equal to 0.5 percent of the total curriculum and continuing education instructional salaries and fringe benefits that transferred from other programs.

YEAR	TOTAL DOLLAR AMOUNT OF TRANSFER BETWEEN PROGRAM AREAS
2004-05	\$3,590,801
2005-06	\$11,028
2006-07	\$9,813
2007-08	\$1,754,355
2008-09	\$3,122,911

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 was the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty was selected from the college data files. A nine-month salary for each full-time faculty was then calculated by multiplying the total monthly salary by 9. An average nine-month salary was then calculated for the college and the System. The SREB nine-month average salary was obtained from an annual publication titled SREB (Southern Regional Education Board) Data Exchange. The average nine-month faculty salary was presented by state and an overall SREB average was 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 2008-09, the average nine-month salary of full-time curriculum faculty was \$47,594 as compared to the SREB average of \$51,452. It was 92.5 percent of the SREB average. The performance target of 83.3 percent of SREB average was achieved, and the SREB rank improved to be 11th in 2008-09.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA
TO THE SREB AVERAGE, FROM 2004-05 TO 2008-2009**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK	% of SREB AVERAGE
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%
2008-09	\$47,594	\$51,452	11*	92.5%

* 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 was the fall staff data file submitted annually by each college. A subset of the data file was created which contained data on all full-time faculty members with less than five years of experience. This data file was 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 were retained.

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

Results—The retention rate of faculty with less than five years of experience increased by 1.1% from 90.6% in 2007-2008 to 91.7% in 2008-2009.

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
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%
2008-2009	1,773	1,626	91.7%

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 were collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data were 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 2008-2009, 1,902 faculty and staff participated in TIER A sponsored professional development activities, which was an 14.7 percent increase from last year’s figure.

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

YEAR	# OF FACULTY & STAFF PARTICIPATING	% INCREASE
2004-05	2,383	- 2.6 %
2005-06	2,692	13 %
2006-07	2,568	-4.6%
2007-08	1,658	-35.4%
2008-09	1,902	14.7%

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 2008-2009

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	4,297	260
Asheville-Buncombe TCC	6,483	
Beaufort County CC	1,905	
Bladen CC	1,537	
Blue Ridge CC	2,275	
Brunswick CC	1,752	6
Caldwell CC & TI	4,212	7
Cape Fear CC	7,862	
Carteret CC	1,835	12
Catawba Valley CC	4,751	16
Central Carolina CC	5,340	
Central Piedmont CC	15,324	20
Cleveland CC	3,203	5
Coastal Carolina CC	4,595	6
College of the Albemarle	2,448	6
Craven CC	2,891	207
Davidson County CC	4,067	12
Durham TCC	4,860	6
Edgecombe CC	2,439	12
Fayetteville TCC	11,018	455
Forsyth TCC	7,466	26
Gaston College	5,240	4
Guilford TCC	10,908	64
Halifax CC	1,650	7
Haywood CC	1,947	10
Isothermal CC	2,386	6
James Sprunt CC	1,399	6
Johnston CC	4,391	96
Lenoir CC	3,655	50
Martin CC	893	
Mayland CC	1,942	21
McDowell TCC	1,481	74
Mitchell CC	2,696	27
Montgomery CC	1,002	19
Nash CC	2,652	12
Pamlico CC	633	16
Piedmont CC	2,762	19
Pitt CC	6,459	1
Randolph CC	2,581	15
Richmond CC	2,171	4
Roanoke-Chowan CC	946	103
Robeson CC	3,742	1
Rockingham CC	2,158	36
Rowan Cabarrus CC	5,760	24
Sampson CC	1,927	14
Sandhills CC	3,928	21
South Piedmont CC	2,528	38
Southeastern CC	2,575	24
Southwestern CC	2,462	5
Stanly CC	2,683	12
Surry CC	3,495	12
Tri-County CC	1,158	22
Vance-Granville CC	4,543	9
Wake TCC	13,650	0
Wayne CC	3,615	47
Western Piedmont CC	3,334	2
Wilkes CC	3,042	21
Wilson CC	2,144	4
System Total	221,096	1,902

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 were collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" was done by the individual colleges. The measure was 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 2008-09, 88.1 percent of statewide facilities met the "satisfactory" building conditions, which was 0.8 percent decrease from last year's figure.

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

YEAR	% MEETING "SATISFACTORY"	% INCREASE
2004-05	89.0 %	0.3 %
2005-06	89.5 %	0.5 %
2006-07	88.1%	-1.4%
2007-08	88.9%	0.8%
2008-09	88.1%	-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 was the Business and Finance Division of the North Carolina Community College System Office. The measure was 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 2008-2009, the ratio of the occupational extension FTE dollar allotment (total requirement) to the curriculum FTE dollar allotment was 1 to 1.147 (1:1.147), meaning that for every dollar generated by an occupational extension FTE, \$1.15 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 were maintained by the Data Warehouse at the System Office utilizing curriculum student registration files submitted by colleges each year. The analysis was 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 2008-09, 43,811 students enrolled in one or more distance learning courses, which represented 24% increase over 2007-08 figure. The same trend was shown in the courses of a combination of distance and traditional education; 120,538 students enrolled in a combination of the two types of courses, which was a 24% increase over last year. Enrollment in the traditional courses only has decreased by 4.6% in 2008-09: 143,227.

CURRICULUM UNDUPLICATED HEADCOUNT BY COURSE METHOD OF INSTRUCTION, FROM 2004-05 TO 2008-09

Academic Year	Distance Learning Only	Distance and Traditional	Traditional Only	Unknown
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
2008-09	43,811	120,538	143,227	3,413

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 were 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 2008-09, all community colleges now have an access to video conference services and/or participate in North Carolina Information Highway (NCIH) – either as full video service sites, per event subscribers, or via a local NCREN site: A total of 115 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 maintained 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 2008-2009, 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 were 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 2008-2009, enrollment in the curriculum and con-ed distance education courses totaled 356,046 students, which was a 16.6 percent decrease from last year. The table below gives the enrollment figure by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 2008-2009
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses & Teleweb courses	4,691	361
Internet Courses	131,688	57,254
Two-Way Video Courses (NC Information Highway)	7,472	1
Hybrid Courses (Blendid online and face-to-face)	59,061	12,511
Web Supported or Web-Assisted	71,706	5,683
Digital Media	370	19
Other Courses	236	4,993
Total	275,224	80,822

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 maintained 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 2008-2009, 248 curriculum and 38 continuing education courses had been offered through the NC Virtual Learning Community.

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