

2004

C *CRITICAL*

S *SUCCESS*

F *FACTORS*

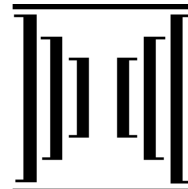
FOR THE

**NORTH CAROLINA
COMMUNITY COLLEGE
SYSTEM**

Fifteenth Annual Report

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

June 2004



2004 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Fifteenth Annual Report

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

Fifteenth 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 fifteenth annual report on the critical success factors is the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

Core Indicators of Success

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

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

System Strategic Plan

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

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

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

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

CRITICAL SUCCESS FACTORS AND MEASURES, 2002-2003

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

CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS

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

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

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

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

The Core Indicators of Student Success are:

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

**CORE INDICATORS OF
SUCCESS MEASURE A:**

Progress of Basic Skills Students

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

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

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

Results: For the year 2002-03, 51 of the 58 community colleges met the required standard. The average composite measure for the System was 79 percent. The range in the composite progress measure was from a low of 62 percent to a high of 93 percent. One (1) college that did not meet the standard last year showed a significant improvement in its performance this year even though it did not meet the standard.

SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS

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

Progress of Basic Skills Students, 2002-2003

COLLEGE	SYSTEM FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL	PROGRESSING SAME LEVEL	MOVED TO A HIGHER LEVEL	EXIT NON-COMPLETERS	COMPOSITE PROGRESS MEASURE
Alamance CC	3,267	2,878	9%	62%	19%	10%	90%
Asheville-Buncombe TCC	5,240	3,769	6%	57%	18%	19%	81%
Beaufort County CC	1,840	1,248	7%	59%	16%	18%	82%
Bladen CC	1,396	726	8%	50%	17%	24%	76%
Blue Ridge CC	2,340	1,660	10%	47%	21%	23%	77%
Brunswick CC	1,268	936	4%	79%	11%	7%	93%
Caldwell CC & TI	3,449	2,460	8%	52%	15%	25%	75%
Cape Fear CC	6,472	3,539	6%	52%	18%	24%	76%
Carteret CC	1,697	981	15%	46%	13%	25%	75%
Catawba Valley CC	4,192	3,204	8%	57%	13%	21%	79%
Central Carolina CC	5,020	5,071	12%	49%	19%	20%	80%
Central Piedmont CC	12,134	10,729	13%	52%	23%	12%	88%
Cleveland CC	2,597	618	21%	42%	23%	14%	86%
Coastal Carolina CC	4,027	5,849	6%	54%	16%	24%	76%
College of The Albemarle	2,260	2,883	11%	59%	7%	22%	78%
Craven CC	2,373	1,588	7%	51%	22%	20%	80%
Davidson County CC	2,994	3,586	7%	47%	31%	15%	85%
Durham TCC	4,314	4,146	8%	53%	19%	21%	79%
Edgecombe CC	2,329	1,545	5%	71%	10%	13%	87%
Fayetteville TCC	9,329	6,606	4%	47%	25%	24%	76%
Forsyth TCC	6,110	5,458	7%	47%	29%	18%	82%
Gaston College	4,253	2,804	9%	40%	28%	24%	77%
Guilford TCC	7,656	5,723	8%	52%	23%	16%	84%
Halifax CC	1,813	1,241	6%	56%	27%	10%	90%
Haywood CC	1,817	812	9%	49%	18%	24%	76%
Isothermal CC	2,074	1,742	8%	59%	18%	15%	85%
James Sprunt CC	1,472	976	8%	56%	22%	15%	85%
Johnston CC	3,446	1,753	9%	55%	12%	24%	76%
Lenoir CC	2,918	2,424	4%	55%	17%	24%	76%
Martin CC	1,063	793	8%	57%	22%	14%	86%
Mayland CC	1,483	1,054	16%	39%	26%	20%	80%
McDowell TCC	1,296	809	8%	46%	27%	19%	81%
Mitchell CC	2,068	2,339	12%	41%	22%	25%	75%
Montgomery CC	885	670	6%	45%	17%	31%	69%
Nash CC	2,267	1,698	8%	53%	17%	22%	78%
Pamlico CC	526	365	4%	45%	30%	22%	78%
Piedmont CC	2,089	1,303	10%	45%	15%	30%	70%
Pitt CC	4,951	2,632	5%	57%	13%	25%	75%
Randolph CC	2,326	2,244	7%	70%	13%	10%	90%
Richmond CC	2,032	1,734	5%	65%	19%	12%	88%
Roanoke-Chowan CC	1,008	689	6%	61%	6%	27%	73%
Robeson CC	3,417	2,981	7%	54%	21%	19%	81%
Rockingham CC	1,869	1,550	9%	41%	27%	23%	77%
Rowan-Cabarrus CC	4,105	3,115	9%	42%	23%	26%	74%
Sampson CC	1,827	1,195	13%	37%	21%	29%	71%
Sandhills CC	3,710	2,090	6%	51%	20%	23%	77%
South Piedmont CC	1,884	2,329	10%	45%	20%	25%	75%
Southeastern CC	2,458	1,733	9%	42%	23%	26%	74%
Southwestern CC	2,127	1,486	12%	39%	30%	19%	81%
Stanly CC	1,954	1,229	12%	50%	13%	25%	75%
Surry CC	3,480	1,820	8%	47%	20%	25%	75%
Tri-County CC	1,242	515	10%	61%	23%	7%	93%
Vance-Granville CC	4,096	2,779	17%	46%	15%	23%	77%
Wake TCC	9,757	8,211	5%	40%	16%	38%	62%
Wayne CC	3,493	2,981	21%	51%	17%	11%	89%
Western Piedmont CC	2,970	2,791	8%	55%	12%	24%	76%
Wilkes CC	3,048	1,955	4%	55%	17%	23%	77%
Wilson County TC	1,963	1,768	8%	52%	18%	22%	78%
System Totals	185,491	144,503	9%	51%	19%	21%	79%

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

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

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

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

Results: In 2002-2003, 48 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 24 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Twenty-three (23) community colleges met both standards and thus met the overall requirement for the measure “passing rates on licensure and certification examinations.” Three (3) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

*Data were not available for Insurance.

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

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	16	94
Airframe	15	100
Power Plant	14	100
Basic Law Enforcement Trng.	1,416	90
Cosmetic Arts		
Apprentice	475	97
Cosmetology	317	90
Cosmetology Teacher	14	79
Manicurist	201	95
Esthetics	157	94
Dental Hygiene	176	98
Emergency Medical Technician (EMT)		
EMT	3,019	83
EMT-D	498	96
EMT-I	786	70
EMT-P	457	89
EMD	80	85
Insurance		
Life and Health	Data not available	
Property and Liability	Data not available	
Medicaid/Medicare Supp.	Data not available	
Nursing		
RN	1,562	94
PN	793	96
Opticianry	*	*
Physical Therapist Assistant	59	83
Radiologic Technology		
Nuclear Medicine Technology	*	*
Radiation Therapy Technology	24	88
Radiography	278	91
Real Estate		
Sales	887	66
Veterinary Medical Technology	58	95

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

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%
2002-2003

COLLEGE	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	3,267	198	177	89%	0
Asheville-Buncombe TCC	5,240	317	297	94%	1
Beaufort County CC	1,840	133	102	76%	2
Bladen CC	1,396	62	59	95%	0
Blue Ridge CC	2,340	188	173	92%	0
Brunswick CC	1,268	224	171	76%	2
Caldwell CC & TI	3,449	255	212	83%	1
Cape Fear CC	6,472	403	355	88%	2
Carteret CC	1,697	146	105	72%	3
Catawba Valley CC	4,192	152	129	85%	1
Central Carolina CC	5,020	365	311	85%	3
Central Piedmont CC	12,134	515	474	92%	0
Cleveland CC	2,597	130	113	87%	0
Coastal Carolina CC	4,027	232	214	92%	0
College of The Albemarle	2,260	170	139	82%	1
Craven CC	2,373	142	123	87%	1
Davidson County CC	2,994	243	211	87%	2
Durham TCC	4,314	303	261	86%	1
Edgecombe CC	2,329	35	31	92%	0
Fayetteville TCC	9,329	284	258	91%	0
Forsyth TCC	6,110	362	312	86%	1
Gaston College	4,253	340	297	87%	2
Guilford TCC	7,656	430	379	88%	1
Halifax CC	1,813	55	37	67%	3
Haywood CC	1,817	94	89	95%	0
Isothermal CC	2,074	98	86	88%	1
James Sprunt CC	1,472	91	78	86%	1
Johnston CC	3,446	266	222	84%	2
Lenoir CC	2,918	184	153	83%	0
Martin CC	1,063	122	95	78%	0
Mayland CC	1,483	108	94	87%	2
McDowell TCC	1,296	88	81	92%	0
Mitchell CC	2,068	221	201	91%	0
Montgomery CC	885	75	71	95%	1
Nash CC	2,267	202	153	76%	2
Pamlico CC	526	11	4	37%	1
Piedmont CC	2,089	82	69	84%	0
Pitt CC	4,951	238	219	92%	1
Randolph CC	2,326	127	105	83%	1
Richmond CC	2,032	55	45	82%	2
Roanoke-Chowan CC	1,008	47	37	79%	1
Robeson CC	3,417	241	221	92%	0
Rockingham CC	1,869	88	79	90%	0
Rowan-Cabarrus CC	4,105	414	331	80%	0
Sampson CC	1,827	116	104	90%	0
Sandhills CC	3,710	252	223	89%	0
South Piedmont CC	1,884	173	136	79%	2
Southeastern CC	2,458	170	149	88%	0
Southwestern CC	2,127	144	119	83%	1
Stanly CC	1,954	189	158	84%	0
Surry CC	3,480	237	191	81%	2
Tri-County CC	1,242	182	142	78%	1
Vance-Granville CC	4,096	276	230	83%	2
Wake TCC	9,757	310	284	92%	0
Wayne CC	3,493	197	161	82%	2
Western Piedmont CC	2,970	194	171	88%	0
Wilkes CC	3,048	104	89	86%	1
Wilson County TC	1,963	51	42	82%	0
System Totals	185,491	11,131	9,572	86%	

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267						
Asheville-Buncombe TCC	5,240						
Beaufort County CC	1,840						
Bladen CC	1,396						
Blue Ridge CC	2,340						
Brunswick CC	1,268						
Caldwell CC & TI	3,449						
Cape Fear CC	6,472						
Carteret CC	1,697						
Catawba Valley CC	4,192						
Central Carolina CC	5,020						
Central Piedmont CC	12,134						
Cleveland CC	2,597						
Coastal Carolina CC	4,027						
College of The Albemarle	2,260						
Craven CC	2,373						
Davidson County CC	2,994						
Durham TCC	4,314						
Edgecombe CC	2,329						
Fayetteville TCC	9,329						
Forsyth TCC	6,110						
Gaston College	4,253						
Guilford TCC	7,656	11	91	10	100	10	100
Halifax CC	1,813						
Haywood CC	1,817						
Isothermal CC	2,074						
James Sprunt CC	1,472						
Johnston CC	3,446						
Lenoir CC	2,918						
Martin CC	1,063						
Mayland CC	1,483						
McDowell TCC	1,296						
Mitchell CC	2,068						
Montgomery CC	885						
Nash CC	2,267						
Pamlico CC	526						
Piedmont CC	2,089						
Pitt CC	4,951						
Randolph CC	2,326						
Richmond CC	2,032						
Roanoke-Chowan CC	1,008						
Robeson CC	3,417						
Rockingham CC	1,869						
Rowan-Cabarrus CC	4,105						
Sampson CC	1,827						
Sandhills CC	3,710						
South Piedmont	1,884						
Southeastern CC	2,458						
Southwestern CC	2,127						
Stanly CC	1,954						
Surry CC	3,480						
Tri-County CC	1,242						
Vance-Granville CC	4,096						
Wake TCC	9,757						
Wayne CC	3,493 *	*	*	*	*	*	*
Western Piedmont CC	2,970						
Wilkes CC	3,048						
Wilson TCC	1,963						
System Totals	185,491	16	94	15	100	14	100

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,267		
Asheville-Buncombe TCC	5,240	47	98
Beaufort County CC	1,840	18	83
Bladen CC	1,396	10	100
Blue Ridge CC	2,340	31	90
Brunswick CC	1,268	30	63
Caldwell CC & TI	3,449	28	82
Cape Fear CC	6,472	58	81
Carteret CC	1,697	34	71
Catawba Valley CC	4,192	27	96
Central Carolina CC	5,020	32	94
Central Piedmont CC	12,134	35	97
Cleveland CC	2,597*	*	
Coastal Carolina CC	4,027	24	100
College of The Albemarle	2,260	27	70
Craven CC	2,373	22	96
Davidson County CC	2,994	55	100
Durham TCC	4,314	32	97
Edgecombe CC	2,329		
Fayetteville TCC	9,329	30	100
Forsyth TCC	6,110	* *	
Gaston College	4,253	71	97
Guilford TCC	7,656	30	100
Halifax CC	1,813	14	29
Haywood CC	1,817	16	75
Isothermal CC	2,074	19	90
James Sprunt CC	1,472	*	*
Johnston CC	3,446	22	77
Lenoir CC	2,918	16	94
Martin CC	1,063	16	94
Mayland CC	1,483	25	100
McDowell TCC	1,296	18	89
Mitchell CC	2,068	29	100
Montgomery CC	885	18	78
Nash CC	2,267	16	94
Pamlico CC	526		
Piedmont CC	2,089		
Pitt CC	4,951	54	96
Randolph CC	2,326	28	93
Richmond CC	2,032		
Roanoke-Chowan CC	1,008		
Robeson CC	3,417	42	93
Rockingham CC	1,869	18	100
Rowan-Cabarrus CC	4,105	45	80
Sampson CC	1,827	19	100
Sandhills CC	3,710	29	100
South Piedmont	1,884	16	100
Southeastern CC	2,458	17	100
Southwestern CC	2,127	15	67
Stanly CC	1,954	38	82
Surry CC	3,480	42	98
Tri-County CC	1,242		
Vance-Granville CC	4,096	23	100
Wake TCC	9,757	41	90
Wayne CC	3,493	22	64
Western Piedmont CC	2,970	42	93
Wilkes CC	3,048	32	100
Wilson County TC	1,963	21	91
System Totals	185,491	1,416	90

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003
 --COSMETIC ARTS--
 FIRST-TIME TEST TAKERS

INSTITUTION	FTE	APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST		ESTHETICS	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267	38	100	*	*						
Asheville-Buncombe TCC	5,240										
Beaufort County CC	1,840			*	*						
Bladen CC	1,396	*	*								
Blue Ridge CC	2,340	35	97	*	*			*	*	14	93
Brunswick CC	1,268	*	*	13	92			*	*	*	*
Caldwell CC & TI	3,449	18	94	*	*			11	100		
Cape Fear CC	6,472	14	100	11	82			17	82	15	93
Carteret CC	1,697			*	*			*	*	*	*
Catawba Valley CC	4,192										
Central Carolina CC	5,020	66	97	*	*	*	*			45	98
Central Piedmont CC	12,134										
Cleveland CC	2,597	*	*	*	*						
Coastal Carolina CC	4,027	*	*	21	91			*	*		
College of The Albemarle	2,260	12	92					*	*		
Craven CC	2,373	14	100	*	*			*	*		
Davidson County CC	2,994	*	*	29	97			11	100	15	93
Durham TCC	4,314										
Edgecombe CC	2,329	*	*	*	*			*	*		
Fayetteville TCC	9,329										
Forsyth TCC	6,110										
Gaston College	4,253										
Guilford TCC	7,656	*	*	*	*			*	*	*	*
Halifax CC	1,813			*	*						
Haywood CC	1,817			13	100			10	100	*	*
Isothermal CC	2,074	*	*	*	*			*	*		
James Sprunt CC	1,472	*	*	*	*	*	*	*	*		
Johnston CC	3,446	37	100	*	*	*	*			21	95
Lenoir CC	2,918	10	100	10	90			28	89		
Martin CC	1,063	14	86	*	*					*	*
Mayland CC	1,483	*	*	*	*	*	*	*	*	*	*
McDowell TCC	1,296	*	*	11	91	*	*			11	100
Mitchell CC	2,068										
Montgomery CC	885										
Nash CC	2,267	10	90	*	*			*	*		
Pamlico CC	526										
Piedmont CC	2,089	10	90								
Pitt CC	4,951										
Randolph CC	2,326										
Richmond CC	2,032										
Roanoke-Chowan CC	1,008	*	*	*	*			*	*		
Robeson CC	3,417	28	100	*	*			*	*		
Rockingham CC	1,869	13	100								
Rowan-Cabarrus CC	4,105	17	100	18	94			10	90		
Sampson CC	1,827	*	*	*	*			*	*		
Sandhills CC	3,710	11	100	12	83	*	*	23	96		
South Piedmont	1,884										
Southeastern CC	2,458	13	85	*	*					*	*
Southwestern CC	2,127			13	100			*	*		
Stanly CC	1,954	11	100	14	93			*	*		
Surry CC	3,480			23	100			*	*		
Tri-County CC	1,242	*	*	10	100			*	*	*	*
Vance-Granville CC	4,096	34	91	26	50	*	*	*	*		
Wake TCC	9,757										
Wayne CC	3,493										
Western Piedmont CC	2,970										
Wilkes CC	3,048										
Wilson TCC	1,963										
System Totals	185,491	475	97	317	90	14	79	201	95	157	94

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267				
Asheville-Buncombe TCC	5,240	17	100		
Beaufort County CC	1,840				
Bladen CC	1,396				
Blue Ridge CC	2,340				
Brunswick CC	1,268				
Caldwell CC & TI	3,449			*	*
Cape Fear CC	6,472	13	100		
Carteret CC	1,697				
Catawba Valley CC	4,192	19	95		
Central Carolina CC	5,020				
Central Piedmont CC	12,134	26	100	10	90
Cleveland CC	2,597				
Coastal Carolina CC	4,027	20	100		
College of The Albemarle	2,260				
Craven CC	2,373				
Davidson County CC	2,994				
Durham TCC	4,314				
Edgecombe CC	2,329				
Fayetteville TCC	9,329	23	100	12	92
Forsyth TCC	6,110				
Gaston College	4,253				
Guilford TCC	7,656	35	100	*	*
Halifax CC	1,813				
Haywood CC	1,817				
Isothermal CC	2,074				
James Sprunt CC	1,472				
Johnston CC	3,446				
Lenoir CC	2,918				
Martin CC	1,063			*	*
Mayland CC	1,483				
McDowell TCC	1,296				
Mitchell CC	2,068				
Montgomery CC	885				
Nash CC	2,267			*	*
Pamlico CC	526				
Piedmont CC	2,089				
Pitt CC	4,951				
Randolph CC	2,326				
Richmond CC	2,032				
Roanoke-Chowan CC	1,008				
Robeson CC	3,417				
Rockingham CC	1,869				
Rowan-Cabarrus CC	4,105				
Sampson CC	1,827				
Sandhills CC	3,710				
South Piedmont	1,884				
Southeastern CC	2,458				
Southwestern CC	2,127			*	*
Stanly CC	1,954				
Surry CC	3,480				
Tri-County CC	1,242				
Vance-Granville CC	4,096				
Wake TCC	9,757				
Wayne CC	3,493	23	91		
Western Piedmont CC	2,970				
Wilkes CC	3,048				
Wilson County TC	1,963				
System Totals	185,491	176	98	59	83

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2003
 --EMERGENCY MEDICAL TECHNICIAN (EMT)--
 FIRST-TIME TEST TAKERS

INSTITUTION	EMT		EMT-D		EMT-I		EMT-P		EMD		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267	65	85	*	*	18	83	13	92		
Asheville-Buncombe TCC	5,240	68	96	20	95			12	100		
Beaufort County CC	1,840	43	61			15	53				
Bladen CC	1,396	*	*			*	*				
Blue Ridge CC	2,340	32	91	18	100			*	*		
Brunswick CC	1,268	43	72	*	*	19	74	*	*		
Caldwell CC & TI	3,449	72	81			26	58	*	*		
Cape Fear CC	6,472	122	91			34	65	14	86		
Carteret CC	1,697	18	67			12	58	*	*		
Catawba Valley CC	4,192	40	78			17	88	*	*		
Central Carolina CC	5,020	66	68	*	*	26	62	*	*	14	86
Central Piedmont CC	12,134	173	91	118	95			*	*		
Cleveland CC	2,597	57	83			14	93	14	86		
Coastal Carolina CC	4,027	88	94			24	75	*	*		
College of The Albemarle	2,260	33	85	16	94	15	73	*	*		
Craven CC	2,373	25	68			*	*	*	*		
Davidson County CC	2,994	31	97			28	43	*	*		
Durham TCC	4,314	163	88								
Edgecombe CC	2,329	*	*								
Fayetteville TCC	9,329	73	89	11	100	25	84	20	95		
Forsyth TCC	6,110	96	75	29	100	16	56	11	73		
Gaston College	4,253	81	88	38	95	22	68	*	*		
Guilford TCC	7,656	138	88	44	89	*	*	11	100		
Halifax CC	1,813	21	95			*	*				
Haywood CC	1,817	10	90			17	100	14	100		
Isothermal CC	2,074	22	82								
James Sprunt CC	1,472	13	85			15	60	*	*		
Johnston CC	3,446	39	74	10	90	25	64	18	100		
Lenoir CC	2,918	64	72			*	*				
Martin CC	1,063	53	74	15	93			*	*		
Mayland CC	1,483	22	59			14	50	*	*	*	*
McDowell TCC	1,296	16	88					*	*		
Mitchell CC	2,068	85	92	19	90	*	*				
Montgomery CC	885	17	41			*	*	*	*		
Nash CC	2,267	81	70	13	100	40	55	14	93		
Pamlico CC	526	11	36								
Piedmont CC	2,089	52	83					*	*		
Pitt CC	4,951	42	93			23	91	25	100		
Randolph CC	2,326	32	91	*	*	24	54	*	*		
Richmond CC	2,032	11	64							10	60
Roanoke-Chowan CC	1,008	15	47								
Robeson CC	3,417	31	90	29	97	45	84	10	100		
Rockingham CC	1,869	16	94			*	*	*	*		
Rowan-Cabarrus CC	4,105	153	84	*	*	30	73	40	93		
Sampson CC	1,827	20	80							*	*
Sandhills CC	3,710	86	79			*	*	*	*		
South Piedmont	1,884	74	85	20	100	29	59	*	*		
Southeastern CC	2,458	46	70	25	100	*	*	*	*		
Southwestern CC	2,127	38	84			12	100	*	*		
Stanly CC	1,954	33	76	*	*	*	*				
Surry CC	3,480	58	74			24	54	*	*		
Tri-County CC	1,242	72	78			*	*	32	97		
Vance-Granville CC	4,096	49	92			28	82	*	*		
Wake TCC	9,757	89	97	12	100	42	95	18	89		
Wayne CC	3,493	38	79	*	*	21	43	23	91		
Western Piedmont CC	2,970	32	78	22	96			15	87	48	90
Wilkes CC	3,048	13	85			14	86				
Wilson County TC	1,963	22	86			*	*	*	*		
System Totals	185,491	3,019	83	498	96	786	70	457	89	80	85

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

Insurance licensing/certification examination data are not available for 2003.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2003

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	PRACTICAL NURSING		REGISTERED NURSING		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267	*	*	33	94
Asheville-Buncombe TCC	5,240	33	100	62	97
Beaufort County CC	1,840	15	100	28	93
Bladen CC	1,396	30	97		
Blue Ridge CC	2,340			23	100
Brunswick CC	1,268	22	100		
Caldwell CC & TI	3,449	34	100	36	81
Cape Fear CC	6,472	18	100	72	97
Carteret CC	1,697	20	85		
Catawba Valley CC	4,192			35	91
Central Carolina CC	5,020	27	96	13	100
Central Piedmont CC	12,134			22	91
Cleveland CC	2,597	10	100		
Coastal Carolina CC	4,027	14	100	26	88
College of The Albemarle	2,260	15	80	25	96
Craven CC	2,373	20	85	45	91
Davidson County CC	2,994	*	*	37	92
Durham TCC	4,314	41	88	23	96
Edgecombe CC	2,329				
Fayetteville TCC	9,329	11	100	61	82
Forsyth TCC	6,110	43	100	88	95
Gaston College	4,253	27	93	35	100
Guilford TCC	7,656	10	100	57	86
Halifax CC	1,813				
Haywood CC	1,817			11	100
Isothermal CC	2,074	28	96		
James Sprunt CC	1,472	13	77	21	100
Johnston CC	3,446	21	100	23	91
Lenoir CC	2,918	12	100	18	83
Martin CC	1,063				
Mayland CC	1,483			17	94
McDowell TCC	1,296	21	95		
Mitchell CC	2,068			45	96
Montgomery CC	885	25	96		
Nash CC	2,267				
Pamlico CC	526				
Piedmont CC	2,089			11	100
Pitt CC	4,951	*	*	30	93
Randolph CC	2,326			28	86
Richmond CC	2,032			34	94
Roanoke-Chowan CC	1,008	14	100	11	91
Robeson CC	3,417	*	*	35	83
Rockingham CC	1,869	21	81	11	100
Rowan-Cabarrus CC	4,105	19	95	30	93
Sampson CC	1,827	25	100	28	96
Sandhills CC	3,710	19	100	41	85
South Piedmont	1,884	*	*		
Southeastern CC	2,458	*	*	39	100
Southwestern CC	2,127			13	92
Stanly CC	1,954	20	95	48	88
Surry CC	3,480	20	95	40	85
Tri-County CC	1,242			10	90
Vance-Granville CC	4,096	22	100	35	89
Wake TCC	9,757			59	92
Wayne CC	3,493	14	93	38	92
Western Piedmont CC	2,970			35	86
Wilkes CC	3,048			28	82
Wilson County TC	1,963				
Foothills Nursing Consortium				35	97
NEWH Nursing Consortium		72	97	67	94
Region A Nursing Consortium**				34	94
System Totals	185,491	793	96	1,562	94

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

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION	OPTICIANRY		VET. MED. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267				
Asheville-Buncombe TCC	5,240				
Beaufort County CC	1,840				
Bladen CC	1,396				
Blue Ridge CC	2,340				
Brunswick CC	1,268				
Caldwell CC & TI	3,449				
Cape Fear CC	6,472				
Carteret CC	1,697				
Catawba Valley CC	4,192				
Central Carolina CC	5,020			33	97
Central Piedmont CC	12,134				
Cleveland CC	2,597				
Coastal Carolina CC	4,027				
College of The Albemarle	2,260				
Craven CC	2,373				
Davidson County CC	2,994				
Durham TCC	4,314	*	*		
Edgecombe CC	2,329				
Fayetteville TCC	9,329				
Forsyth TCC	6,110				
Gaston College	4,253			25	92
Guilford TCC	7,656				
Halifax CC	1,813				
Haywood CC	1,817				
Isothermal CC	2,074				
James Sprunt CC	1,472				
Johnston CC	3,446				
Lenoir CC	2,918				
Martin CC	1,063				
Mayland CC	1,483				
McDowell TCC	1,296				
Mitchell CC	2,068				
Montgomery CC	885				
Nash CC	2,267				
Pamlico CC	526				
Piedmont CC	2,089				
Pitt CC	4,951				
Randolph CC	2,326				
Richmond CC	2,032				
Roanoke-Chowan CC	1,008				
Robeson CC	3,417				
Rockingham CC	1,869				
Rowan-Cabarrus CC	4,105				
Sampson CC	1,827				
Sandhills CC	3,710				
South Piedmont	1,884				
Southeastern CC	2,458				
Southwestern CC	2,127				
Stanly CC	1,954				
Surry CC	3,480				
Tri-County CC	1,242				
Vance-Granville CC	4,096				
Wake TCC	9,757				
Wayne CC	3,493				
Western Piedmont CC	2,970				
Wilkes CC	3,048				
Wilson County TC	1,963				
System Totals	185,491	*	*	58	95

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION	RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,267						
Asheville-Buncombe TCC	5,240	24	100				
Beaufort County CC	1,840						
Bladen CC	1,396						
Blue Ridge CC	2,340						
Brunswick CC	1,268						
Caldwell CC & TI	3,449	17	82	*	*		
Cape Fear CC	6,472	*	*				
Carteret CC	1,697	12	92				
Catawba Valley CC	4,192						
Central Carolina CC	5,020						
Central Piedmont CC	12,134						
Cleveland CC	2,597	*	*				
Coastal Carolina CC	4,027						
College of The Albemarle	2,260						
Craven CC	2,373						
Davidson County CC	2,994						
Durham TCC	4,314						
Edgecombe CC	2,329	16	88				
Fayetteville TCC	9,329	12	100				
Forsyth TCC	6,110	54	87			10	90
Gaston College	4,253						
Guilford TCC	7,656						
Halifax CC	1,813						
Haywood CC	1,817						
Isothermal CC	2,074						
James Sprunt CC	1,472						
Johnston CC	3,446	18	100				
Lenoir CC	2,918	14	93				
Martin CC	1,063						
Mayland CC	1,483						
McDowell TCC	1,296						
Mitchell CC	2,068						
Montgomery CC	885						
Nash CC	2,267						
Pamlico CC	526						
Piedmont CC	2,089						
Pitt CC	4,951	18	94	*	*	14	86
Randolph CC	2,326						
Richmond CC	2,032						
Roanoke-Chowan CC	1,008						
Robeson CC	3,417						
Rockingham CC	1,869						
Rowan-Cabarrus CC	4,105	11	100				
Sampson CC	1,827						
Sandhills CC	3,710	17	100				
South Piedmont	1,884						
Southeastern CC	2,458						
Southwestern CC	2,127	14	71				
Stanly CC	1,954						
Surry CC	3,480						
Tri-County CC	1,242						
Vance-Granville CC	4,096	26	85				
Wake TCC	9,757	13	100				
Wayne CC	3,493						
Western Piedmont CC	2,970						
Wilkes CC	3,048						
Wilson County TC	1,963						
System Totals	185,491	278	91	*	*	24	88

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

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002-2003

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		
	FTE	# TESTED	% PASSED
Alamance CC	3,267	20	75
Asheville-Buncombe TCC	5,240	34	62
Beaufort County CC	1,840	*	*
Bladen CC	1,396	*	*
Blue Ridge CC	2,340	14	71
Brunswick CC	1,268	62	61
Caldwell CC & TI	3,449	*	0
Cape Fear CC	6,472	11	64
Carteret CC	1,697	29	55
Catawba Valley CC	4,192	10	30
Central Carolina CC	5,020	27	59
Central Piedmont CC	12,134	129	88
Cleveland CC	2,597	*	*
Coastal Carolina CC	4,027		
College of The Albemarle	2,260	17	53
Craven CC	2,373	*	*
Davidson County CC	2,994	20	60
Durham TCC	4,314	42	67
Edgecombe CC	2,329		
Fayetteville TCC	9,329	*	*
Forsyth TCC	6,110	*	*
Gaston College	4,253	34	56
Guilford TCC	7,656	35	57
Halifax CC	1,813	*	*
Haywood CC	1,817		
Isothermal CC	2,074	11	64
James Sprunt CC	1,472	*	*
Johnston CC	3,446	27	41
Lenoir CC	2,918	*	*
Martin CC	1,063	*	*
Mayland CC	1,483	*	*
McDowell TCC	1,296		
Mitchell CC	2,068	40	78
Montgomery CC	885	*	*
Nash CC	2,267	10	60
Pamlico CC	526		
Piedmont CC	2,089		
Pitt CC	4,951	17	65
Randolph CC	2,326	*	*
Richmond CC	2,032		
Roanoke-Chowan CC	1,008		
Robeson CC	3,417		
Rockingham CC	1,869		
Rowan-Cabarrus CC	4,105	34	100
Sampson CC	1,827	*	*
Sandhills CC	3,710		
South Piedmont	1,884	24	54
Southeastern CC	2,458	*	*
Southwestern CC	2,127	19	74
Stanly CC	1,954	*	*
Surry CC	3,480	20	40
Tri-County CC	1,242	45	62
Vance-Granville CC	4,096	16	31
Wake TCC	9,757	36	72
Wayne CC	3,493	*	*
Western Piedmont CC	2,970		
Wilkes CC	3,048	17	65
Wilson County TC	1,963	*	*
System Totals	185,491	887	66

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

**CORE INDICATORS OF
SUCCESS MEASURE C:**

Goal Completion for Completers

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

Methodology and Data Source: The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent or a statistically significant sample size will be necessary for the data to be used for performance funding. A minimum of 15 respondents will be required to report the data at the institutional level.

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

Results: For 2002-2003, 58 community colleges met the performance standard. The system average was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2002-2003

College	Total FTE	Number of Responses	Percent Completed Goal
Alamance CC	3,267	184	99
Asheville-Buncombe TCC	5,240	502	100
Beaufort County CC	1,840	132	100
Bladen CC	1,396	110	100
Blue Ridge CC	2,340	145	97
Brunswick CC	1,268	109	99
Caldwell CC & TI	3,449	174	99
Cape Fear CC	6,472	784	98
Carteret CC	1,697	100	100
Catawba Valley CC	4,192	517	100
Central Carolina CC	5,020	339	100
Central Piedmont CC	12,134	284	100
Cleveland CC	2,597	192	98
Coastal Carolina CC	4,027	609	99
College of The Albemarle	2,260	263	99
Craven CC	2,373	95	98
Davidson County CC	2,994	206	98
Durham TCC	4,314	152	100
Edgecombe CC	2,329	137	99
Fayetteville TCC	9,329	651	99
Forsyth TCC	6,110	402	100
Gaston College	4,253	670	100
Guilford TCC	7,656	459	100
Halifax CC	1,813	134	99
Haywood CC	1,817	155	100
Isothermal CC	2,074	174	99
James Sprunt CC	1,472	128	100
Johnston CC	3,446	160	100
Lenoir CC	2,918	202	99
Martin CC	1,063	61	98
Mayland CC	1,483	158	99
McDowell TCC	1,296	166	100
Mitchell CC	2,068	144	100
Montgomery CC	885	97	100
Nash CC	2,267	103	100
Pamlico CC	526	43	100
Piedmont CC	2,089	119	100
Pitt CC	4,951	212	99
Randolph CC	2,326	190	99
Richmond CC	2,032	215	100
Roanoke-Chowan CC	1,008	134	100
Robeson CC	3,417	205	100
Rockingham CC	1,869	181	100
Rowan-Cabarrus CC	4,105	256	99
Sampson CC	1,827	145	99
Sandhills CC	3,710	351	100
South Piedmont	1,884	100	100
Southeastern CC	2,458	192	100
Southwestern CC	2,127	157	99
Stanly CC	1,954	158	98
Surry CC	3,480	351	97
Tri-County CC	1,242	118	100
Vance-Granville CC	4,096	229	100
Wake TCC	9,757	505	99
Wayne CC	3,493	364	100
Western Piedmont CC	2,970	272	99
Wilkes CC	3,048	266	100
Wilson County TC	1,963	164	100
System Totals	185,491	13,825	99

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

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

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

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

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

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

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

Results: Data on 20,449 graduates for the 2001-02 academic year were collected. The System average employment rate was 99.47 percent. All 58 community colleges met the adjusted standard for their school.

PERCENT OF 2001-02 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	Performance Standard Adjusted for Local Unemployment*	Number of Graduates (minus inmates and missing students)	Percent of 2001-02 Graduates Employed Within One Year of Graduating
Alamance CC	3,267	95.00%	152	99.34%
Asheville-Buncombe TCC	5,240	96.00%	517	99.81%
Beaufort County CC	1,840	93.00%	106	99.06%
Bladen CC	1,396	94.00%	58	98.28%
Blue Ridge CC	2,340	95.00%	175	98.86%
Brunswick CC	1,268	94.00%	181	100.00%
Caldwell CC & TI	3,449	96.00%	321	100.00%
Cape Fear CC	6,472	94.00%	785	98.85%
Carteret CC	1,697	95.00%	196	98.98%
Catawba Valley CC	4,192	96.00%	312	100.00%
Central Carolina CC	5,020	95.00%	463	98.49%
Central Piedmont CC	12,134	96.00%	577	98.79%
Cleveland CC	2,597	94.00%	277	99.64%
Coastal Carolina CC	4,027	95.00%	400	96.62%
College of The Albemarle	2,260	94.00%	267	99.25%
Craven CC	2,373	95.00%	182	99.45%
Davidson County CC	2,994	95.00%	453	99.78%
Durham TCC	4,314	96.00%	983	98.07%
Edgecombe CC	2,329	92.00%	189	100.00%
Fayetteville TCC	9,329	95.00%	962	96.67%
Forsyth TCC	6,110	96.00%	740	99.05%
Gaston College	4,253	95.00%	784	99.62%
Guilford TCC	7,656	95.00%	673	99.41%
Halifax CC	1,813	93.00%	130	100.00%
Haywood CC	1,817	94.00%	194	99.48%
Isothermal CC	2,074	94.00%	245	100.00%
James Sprunt CC	1,472	93.00%	297	97.98%
Johnston CC	3,446	96.00%	604	99.17%
Lenoir CC	2,918	94.00%	285	99.65%
Martin CC	1,063	93.00%	338	100.00%
Mayland CC	1,483	94.00%	149	99.33%
McDowell TCC	1,296	95.00%	143	100.00%
Mitchell CC	2,068	95.00%	222	99.55%
Montgomery CC	885	95.00%	103	100.00%
Nash CC	2,267	94.00%	144	97.10%
Pamlico CC	526	95.00%	25	96.00%
Piedmont CC	2,089	95.00%	329	100.00%
Pitt CC	4,951	94.00%	505	98.61%
Randolph CC	2,326	95.00%	652	99.69%
Richmond CC	2,032	93.00%	178	98.88%
Roanoke-Chowan CC	1,008	94.00%	141	100.00%
Robeson CC	3,417	93.00%	333	100.00%
Rockingham CC	1,869	94.00%	306	100.00%
Rowan-Cabarrus CC	4,105	96.00%	430	99.07%
Sampson CC	1,827	94.00%	121	99.17%
Sandhills CC	3,710	95.00%	284	98.34%
South Piedmont	1,884	95.00%	283	98.94%
Southeastern CC	2,458	93.00%	351	100.00%
Southwestern CC	2,127	92.00%	351	100.00%
Stanly CC	1,954	95.00%	231	100.00%
Surry CC	3,480	95.00%	767	99.09%
Tri-County CC	1,242	93.00%	270	98.89%
Vance-Granville CC	4,096	94.00%	252	98.41%
Wake TCC	9,757	96.00%	921	99.24%
Wayne CC	3,493	95.00%	265	99.62%
Western Piedmont CC	2,970	95.00%	295	100.00%
Wilkes CC	3,048	94.00%	338	100.00%
Wilson TCC	1,963	93.00%	214	100.00%
System Totals	185,491	95.00%	20,449	99.47%

*Colleges must meet or exceed this adjusted standard

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

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

Previous to this report, the University of North Carolina General Administration (UNC GA) analyzed performance data on students who transferred to a four-year public institution within two years of leaving a community college. However, recently the methodology was changed to measure the performance of community college transfer students with the native students within one year of leaving a community college. This change provides the community colleges with more timely feedback, and analysis showed that the majority of students transfer within the first year. Reflecting this change, two sets of data are reported this year: Percent of 2000-01 and 2001-02 college transfer students with a GPA greater than or equal to 2.0 after two semesters at a UNC institution and/or a private institution.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC GA in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

Performance Standard: Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 85.9 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

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

For students who completed an AA, AS or AFA degree in 2000-01 and transferred to a UNC institution within one year, 85.9 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 78.6 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. When the data for both groups are combined, 81.0 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution.

For the students who completed an AA, AS or AFA degree in 2001-02 and transferred to a UNC institution within one year, 88.5 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution 83.6 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution. When the data for both groups are combined, 85.1 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution.

Twenty-seven (27) community colleges met the 85.9 percent performance standard, with 11 additional colleges showing significant improvement over last year's performance. (**Note**: If a college did not meet the standard for 2001-02, but did meet the standard for 2000-01, they were counted as meeting the standard for purposes of this year's report since two separate years are being reported).

PERCENT OF 2000-01 COLLEGE TRANSFER STUDENTS WITH A
GPA OF >= 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	24 or More Semester Hours		Associate Degree Recipient		Total	
		Number	Percent >=2.0	Number	Percent >=2.0	Number	Percent >=2.0
Alamance CC	3,267	19	84.2%	12	75.0%	31	80.6%
Asheville-Buncombe TCC	5,240	69	79.7%	23	100.0%	92	84.8%
Beaufort County CC	1,840	21	85.7%	**	**	28	82.1%
Bladen CC	1,396	**	**	10	70.0%	15	73.3%
Blue Ridge CC	2,340	20	90.0%	11	100.0%	31	93.5%
Brunswick CC	1,268	**	**	24	83.3%	33	84.8%
Caldwell CC & TI	3,449	74	82.4%	31	83.9%	105	82.8%
Cape Fear CC	6,472	140	73.6%	120	82.5%	260	77.7%
Carteret CC	1,697	18	77.8%	**	**	26	84.6%
Catawba Valley CC	4,192	43	83.7%	16	81.3%	59	83.0%
Central Carolina CC	5,020	38	86.8%	20	80.0%	58	84.5%
Central Piedmont CC	12,134	185	75.1%	81	85.2%	266	78.2%
Cleveland CC	2,597	19	68.4%	11	90.9%	30	76.7%
Coastal Carolina CC	4,027	49	89.8%	35	88.6%	84	89.3%
College of The Albemarle	2,260	31	67.7%	21	100.0%	52	80.7%
Craven CC	2,373	43	81.4%	35	97.1%	78	88.4%
Davidson County CC	2,994	39	76.9%	19	89.5%	58	81.0%
Durham TCC	4,314	61	90.2%	29	86.2%	90	88.9%
Edgecombe CC*	2,329	11	54.5%	**	**	18	61.1%
Fayetteville TCC	9,329	59	81.4%	30	93.3%	89	85.4%
Forsyth TCC	6,110	83	69.9%	25	76.0%	108	71.3%
Gaston College	4,253	64	71.9%	29	75.9%	93	73.1%
Guilford TCC	7,656	43	81.4%	36	80.6%	79	81.0%
Halifax CC*	1,813	15	86.7%	**	**	20	85.0%
Haywood CC	1,817	19	89.5%	14	78.6%	33	84.9%
Isothermal CC	2,074	26	69.2%	15	80.0%	41	73.2%
James Sprunt CC	1,472	13	84.6%	**	**	18	77.8%
Johnston CC	3,446	34	67.7%	18	94.4%	52	76.9%
Lenoir CC	2,918	39	82.1%	31	87.1%	70	84.3%
Martin CC	1,063	**	**	**	**	**	**
Mayland CC	1,483	16	81.3%	**	**	23	82.6%
McDowell TCC	1,296	**	**	**	**	16	81.3%
Mitchell CC	2,068	29	75.9%	12	91.7%	41	80.5%
Montgomery CC	885	**	**	**	**	**	**
Nash CC*	2,267	36	77.8%	**	**	45	82.2%
Pamlico CC	526	**	**	**	**	**	**
Piedmont CC	2,089	*	**	**	**	18	83.4%
Pitt CC	4,951	66	65.2%	28	82.1%	94	70.2%
Randolph CC	2,326	22	90.9%	**	**	28	92.9%
Richmond CC	2,032	11	81.8%	**	**	11	81.8%
Roanoke-Chowan CC	1,008	**	**	**	**	**	**
Robeson CC	3,417	**	**	**	**	15	73.3%
Rockingham CC	1,869	40	67.5%	**	**	49	73.5%
Rowan-Cabarrus CC	4,105	45	82.2%	16	93.8%	61	85.2%
Sampson CC	1,827	26	65.4%	**	**	34	73.5%
Sandhills CC	3,710	60	83.3%	35	85.7%	95	84.2%
South Piedmont	1,884	**	**	**	**	**	**
Southeastern CC	2,458	67	83.6%	29	86.2%	96	84.4%
Southwestern CC	2,127	32	84.4%	16	87.5%	48	85.4%
Stanly CC	1,954	**	**	13	76.9%	21	71.4%
Surry CC	3,480	76	82.9%	23	95.7%	99	85.9%
Tri-County CC	1,242	12	83.3%	12	91.7%	24	87.5%
Vance-Granville CC	4,096	25	88.0%	19	89.5%	44	88.6%
Wake TCC	9,757	267	81.7%	62	83.9%	329	82.1%
Wayne CC	3,493	50	80.0%	35	91.4%	85	84.7%
Western Piedmont CC	2,970	40	75.0%	27	70.4%	67	73.1%
Wilkes CC	3,048	29	79.3%	32	87.5%	61	83.6%
Wilson TCC	1,963	15	73.3%	**	**	19	73.7%
System Totals	185,491	2,239	78.6%	1,055	85.9%	3,462	81.0%

*Includes data collected from private colleges and universities.

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

PERCENT OF 2001-02 COLLEGE TRANSFER STUDENTS WITH A
GPA OF >= 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	24 or More Semester Hours		Associate Degree Recipient		Total	
		Number	Percent >=2.0	Number	Percent >=2.0	Number	Percent >=2.0
Alamance CC	3,267	68	89.7%	**	**	71	90.1%
Asheville-Buncombe TCC	5,240	110	81.8%	81	86.4%	191	83.8%
Beaufort County CC	1,840	25	84.0%	**	**	29	86.2%
Bladen CC	1,396	10	100.0%	**	**	18	100.0%
Blue Ridge CC	2,340	35	88.6%	**	**	43	88.4%
Brunswick CC	1,268	31	74.2%	22	77.3%	53	75.5%
Caldwell CC & TI	3,449	69	85.5%	27	81.5%	96	84.4%
Cape Fear CC	6,472	299	83.6%	169	87.6%	468	85.0%
Carteret CC	1,697	21	81.0%	**	**	28	82.2%
Catawba Valley CC	4,192	62	80.7%	13	92.3%	75	82.7%
Central Carolina CC	5,020	50	86.0%	17	82.4%	67	85.1%
Central Piedmont CC	12,134	259	79.9%	68	85.3%	327	81.0%
Cleveland CC	2,597	40	85.0%	14	85.7%	54	85.2%
Coastal Carolina CC	4,027	95	88.4%	49	91.8%	144	89.6%
College of The Albemarle	2,260	51	90.2%	26	88.5%	77	89.6%
Craven CC	2,373	51	76.5%	15	86.7%	66	78.8%
Davidson County CC*	2,994	64	85.9%	27	100.0%	91	90.1%
Durham TCC	4,314	81	92.6%	43	93.0%	124	92.7%
Edgecombe CC	2,329	12	83.3%	**	**	15	73.3%
Fayetteville TCC	9,329	103	86.4%	43	93.0%	146	88.3%
Forsyth TCC*	6,110	100	79.0%	32	90.6%	132	81.8%
Gaston College*	4,253	93	82.0%	73	93.0%	166	86.8%
Guilford TCC	7,656	15	73.3%	40	95.0%	55	89.1%
Halifax CC*	1,813	**	**	**	**	14	92.9%
Haywood CC	1,817	23	87.0%	12	83.3%	35	85.7%
Isothermal CC	2,074	29	75.9%	13	84.6%	42	78.6%
James Sprunt CC	1,472	18	72.2%	**	**	25	76.0%
Johnston CC	3,446	45	84.4%	13	84.6%	58	84.4%
Lenoir CC	2,918	56	80.4%	23	91.3%	79	83.6%
Martin CC	1,063	**	**	**	**	**	**
Mayland CC	1,483	22	86.4%	**	**	31	90.3%
McDowell TCC	1,296	12	91.7%	**	**	17	82.4%
Mitchell CC	2,068	39	76.9%	22	86.4%	61	80.3%
Montgomery CC	885						
Nash CC*	2,267	52	88.5%	**	**	52	88.5%
Pamlico CC	526	**	**			**	**
Piedmont CC	2,089	12	83.3%	13	84.6%	25	84.0%
Pitt CC*	4,951	120	82.5%	28	92.9%	148	84.5%
Randolph CC	2,326	33	81.8%	17	82.4%	50	82.0%
Richmond CC	2,032	22	90.9%	**	**	28	92.9%
Roanoke-Chowan CC	1,008	**	**	**	**	**	**
Robeson CC	3,417	18	83.3%	10	80.0%	28	82.1%
Rockingham CC	1,869	55	92.7%	35	91.4%	90	92.2%
Rowan-Cabarrus CC	4,105	86	82.6%	20	90.0%	106	84.0%
Sampson CC	1,827	12	66.7%	**	**	20	70.0%
Sandhills CC*	3,710	37	89.2%	**	**	42	90.5%
South Piedmont	1,884	**	**	**	**	**	**
Southeastern CC	2,458	66	77.3%	15	80.0%	81	77.8%
Southwestern CC	2,127	43	88.4%	17	100.0%	60	91.7%
Stanly CC*	1,954	18	88.9%	15	86.7%	33	87.9%
Surry CC*	3,480	80	80.0%	68	94.1%	148	86.5%
Tri-County CC	1,242	23	69.6%	11	54.6%	34	64.7%
Vance-Granville CC	4,096	33	81.8%	10	80.0%	43	81.4%
Wake TCC	9,757	293	87.7%	144	89.6%	437	88.3%
Wayne CC	3,493	80	88.8%	27	96.3%	107	90.7%
Western Piedmont CC*	2,970	44	77.3%	15	100.0%	59	83.1%
Wilkes CC	3,048	46	76.1%	27	88.9%	73	80.8%
Wilson TCC	1,963	10	90.0%			10	90.0%
System Totals	185,491	3,171	83.6%	1,314	88.5%	4,577	85.1%

*Includes data collected from private colleges and universities.

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

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

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

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

Results: Eighty percent (80%) of the students who completed a developmental course(s) had a grade of "C" or better. Fifty (50) colleges met the performance standard. One (1) college made a significant improvement over last year's performance although it didn't meet the standard this year. (Note: Data were not available on six (6) colleges due to software issues with the Student module of CIS).

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2002-2003

INSTITUTION	FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,267	647	93	1,036	86			1,683	89
Asheville-Buncombe TCC	5,240	456	94	1,039	87	223	97	1,718	90
Beaufort County CC	1,840	178	82	393	79	236	67	807	76
Bladen CC	1,396	230	87	373	89	71	97	674	89
Blue Ridge CC	2,340	342	87	703	82	135	79	1,180	83
Brunswick CC	1,268	178	44	459	70	1,274	63	1,911	63
Caldwell CC & TI	3,449	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cape Fear CC	6,472	1,253	72	2,093	69	6,692	70	10,038	70
Carteret CC	1,697	242	79	581	83	214	84	1,037	82
Catawba Valley CC	4,192	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Central Carolina CC	5,020	329	83	736	91	393	66	1,458	82
Central Piedmont CC	12,134	2,682	89	3,821	77	1,644	85	8,147	83
Cleveland CC	2,597	176	92	836	84	218	90	1,230	86
Coastal Carolina CC	4,027	465	93	1,436	71	326	82	2,227	77
College of The Albemarle	2,260	227	90	790	91	198	85	1,215	90
Craven CC	2,373	399	83	1,000	80	126	84	1,525	81
Davidson County CC	2,994	259	78	798	76	272	81	1,329	77
Durham TCC	4,314	1,118	89	1,978	74	1,036	72	4,132	78
Edgecombe CC	2,329	728	85	821	73	3,098	78	4,647	78
Fayetteville TCC	9,329	1,070	81	3,712	75	558	81	5,340	77
Forsyth TCC	6,110	557	98	1,295	85	567	92	2,419	90
Gaston College	4,253	492	76	1,638	79	391	86	2,521	80
Guilford TCC	7,656	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Halifax CC	1,813	316	87	588	74	73	85	977	79
Haywood CC	1,817	135	81	483	72	125	93	743	77
Isothermal CC	2,074	205	83	834	63	125	82	1,164	69
James Sprunt CC	1,472	263	88	450	81	196	93	909	86
Johnston CC	3,446	257	95	633	93	264	86	1,154	92
Lenoir CC	2,918	393	95	832	88	356	94	1,581	91
Martin CC	1,063	128	78	159	77	91	80	378	78
Mayland CC	1,483	124	88	248	74	102	72	474	77
McDowell TCC	1,296	180	98	379	91	107	100	666	94
Mitchell CC	2,068	401	71	695	81	330	77	1,426	77
Montgomery CC	885	173	84	314	75	79	73	566	77
Nash CC	2,267	556	84	788	65	242	86	1,586	75
Pamlico CC	526	52	58	78	94	260	79	390	79
Piedmont CC	2,089	300	85	359	83	165	92	824	86
Pitt CC	4,951	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Randolph CC	2,326	160	71	524	87	52	83	736	83
Richmond CC	2,032	361	75	479	58	411	94	1,251	75
Roanoke-Chowan CC	1,008	326	80	520	79	268	78	1,114	79
Robeson CC	3,417	616	87	1,045	79	545	87	2,206	83
Rockingham CC	1,869	270	76	604	87	150	77	1,024	83
Rowan-Cabarrus CC	4,105	587	78	1,458	83	269	85	2,314	82
Sampson CC	1,827	341	92	628	78	285	87	1,254	84
Sandhills CC	3,710	1,023	88	1,201	81	455	95	2,679	86
South Piedmont	1,884	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Southeastern CC	2,458	303	69	805	76	381	79	1,489	75
Southwestern CC	2,127	193	82	497	88	126	91	816	87
Stanly CC	1,954	208	89	270	91	956	90	1,434	90
Surry CC	3,480	251	84	912	83	190	86	1,353	84
Tri-County CC	1,242	124	95	300	98	5	80	429	97
Vance-Granville CC	4,096	999	74	1,271	71	519	72	2,789	72
Wake TCC	9,757	1,116	89	2,251	87	725	96	4,092	89
Wayne CC	3,493	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Western Piedmont CC	2,970	465	98	910	83	5	80	1,380	88
Wilkes CC	3,048	335	86	588	77	149	90	1,072	82
Wilson County TC	1,963	444	86	587	79	292	84	1,323	82
System Totals	185,491	23,633	83	47,228	79	25,970	80	96,831	80

**CORE INDICATORS OF
SUCCESS MEASURE G:**

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

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

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

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

Performance Standard: The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Results: Eighty-six percent (86%) of the students who completed a developmental course(s) had a grade of “C” or better in subsequent college-level courses and 88 percent of the non-developmental students performed at the same level. A statistical analysis revealed that 43 colleges met the standard: no significant difference between the developmental students and non-developmental students in the performance of subsequent college-level courses. (Note: Data were not available on seven (7) colleges due to software issues with the Student module of CIS).

Performance of Developmental Students in Subsequent College-Level Courses, 2002-2003

INSTITUTION	DEVELOPMENTAL		NON-DEVELOPMENTAL		
	FTE	# TOOK	% PASSED	# TOOK	% PASSED
Alamance CC	3,267	324	92%	876	94%
Asheville-Buncombe TCC	5,240	346	89%	1446	85%
Beaufort County CC	1,840	102	86%	501	89%
Bladen CC	1,396	54	87%	430	84%
Blue Ridge CC	2,340	243	95%	491	95%
Brunswick CC	1,268	111	93%	322	87%
Caldwell CC & TI	3,449	n/a	n/a	n/a	n/a
Cape Fear CC	6,472	606	85%	2439	80%
Carteret CC	1,697	161	92%	511	91%
Catawba Valley CC	4,192	n/a	n/a	n/a	n/a
Central Carolina CC	5,020	231	94%	1118	95%
Central Piedmont CC	12,134	1650	80%	4906	82%
Cleveland CC	2,597	263	93%	835	90%
Coastal Carolina CC	4,027	365	95%	1433	94%
College of The Albemarle	2,260	230	96%	780	96%
Craven CC	2,373	276	95%	842	96%
Davidson County CC	2,994	274	85%	890	91%
Durham TCC	4,314	409	86%	1016	86%
Edgecombe CC	2,329	497	84%	498	87%
Fayetteville TCC	9,329	595	85%	2955	83%
Forsyth TCC	6,110	411	89%	2591	94%
Gaston College	4,253	561	85%	1442	85%
Guilford TCC	7,656	n/a	n/a	n/a	n/a
Halifax CC	1,813	234	86%	437	94%
Haywood CC	1,817	194	94%	547	92%
Isothermal CC	2,074	228	91%	428	90%
James Sprunt CC	1,472	111	92%	579	93%
Johnston CC	3,446	201	81%	1205	87%
Lenoir CC	2,918	281	92%	683	96%
Martin CC	1,063	45	78%	160	80%
Mayland CC	1,483	n/a	n/a	n/a	n/a
McDowell TCC	1,296	60	100%	406	96%
Mitchell CC	2,068	267	78%	671	81%
Montgomery CC	885	85	98%	220	85%
Nash CC	2,267	313	82%	476	83%
Pamlico CC	526	22	73%	93	77%
Piedmont CC	2,089	167	80%	464	88%
Pitt CC	4,951	n/a	n/a	n/a	n/a
Randolph CC	2,326	137	85%	954	89%
Richmond CC	2,032	243	88%	591	92%
Roanoke-Chowan CC	1,008	150	87%	219	81%
Robeson CC	3,417	521	78%	436	82%
Rockingham CC	1,869	194	85%	400	86%
Rowan-Cabarrus CC	4,105	408	89%	1473	93%
Sampson CC	1,827	222	93%	345	97%
Sandhills CC	3,710	434	88%	912	85%
South Piedmont	1,884	n/a	n/a	n/a	n/a
Southeastern CC	2,458	271	92%	370	87%
Southwestern CC	2,127	223	80%	634	79%
Stanly CC	1,954	156	97%	585	98%
Surry CC	3,480	386	92%	1381	92%
Tri-County CC	1,242	210	97%	336	92%
Vance-Granville CC	4,096	265	57%	961	74%
Wake TCC	9,757	668	80%	2926	86%
Wayne CC	3,493	n/a	n/a	n/a	n/a
Western Piedmont CC	2,970	394	97%	737	99%
Wilkes CC	3,048	267	93%	748	91%
Wilson County TC	1,963	195	82%	368	85%
System Totals	185,491	15261	86%	47067	88%

**CORE INDICATORS OF
SUCCESS MEASURE H:**

Satisfaction of Program Completers and Non-Completers

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

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

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

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

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2002-2003

College	Total FTE	NonCompleters		Completers		Total	
		Number	Percent Satisfied	Number	Percent Satisfied	Number	Percent Satisfied
Alamance CC	3,267	216	98	172	99	388	98
Asheville-Buncombe TCC	5,240	104	93	507	98	611	97
Beaufort County CC	1,840	57	96	127	97	184	97
Bladen CC	1,396	204	96	103	96	307	96
Blue Ridge CC	2,340	88	93	140	96	228	95
Brunswick CC	1,268	164	97	112	99	276	98
Caldwell CC & TI	3,449	59	90	171	99	230	97
Cape Fear CC	6,472	108	95	770	98	878	98
Carteret CC	1,697	93	98	98	99	191	99
Catawba Valley CC	4,192	38	86	517	98	555	97
Central Carolina CC	5,020	119	99	339	99	458	99
Central Piedmont CC	12,134	376	98	292	97	668	98
Cleveland CC	2,597	41	100	192	98	233	98
Coastal Carolina CC	4,027	440	96	542	96	982	96
College of The Albemarle	2,260	33	97	266	97	299	97
Craven CC	2,373	125	97	58	93	183	94
Davidson County CC	2,994	36	94	206	96	242	96
Durham TCC	4,314	46	98	153	98	199	98
Edgecombe CC	2,329	66	98	132	99	198	99
Fayetteville TCC	9,329	160	90	651	98	811	96
Forsyth TCC	6,110	38	92	317	93	355	93
Gaston College	4,253	123	91	679	98	802	97
Guilford TCC	7,656	69	94	459	97	528	97
Halifax CC	1,813	58	97	140	96	198	96
Haywood CC	1,817	66	94	155	97	221	96
Isothermal CC	2,074	129	98	186	99	315	99
James Sprunt CC	1,472	37	100	127	98	164	98
Johnston CC	3,446	39	89	156	99	195	97
Lenoir CC	2,918	126	96	215	99	341	98
Martin CC	1,063	100	89	61	100	161	93
Mayland CC	1,483	12	92	157	99	169	99
McDowell TCC	1,296	30	97	170	96	200	96
Mitchell CC	2,068	55	96	142	94	197	95
Montgomery CC	885	66	98	97	100	163	99
Nash CC	2,267	283	98	101	100	384	99
Pamlico CC	526	33	91	43	98	76	95
Piedmont CC	2,089	37	100	119	98	156	98
Pitt CC	4,951	243	98	214	95	457	97
Randolph CC	2,326	213	97	190	97	403	97
Richmond CC	2,032	74	97	213	98	287	98
Roanoke-Chowan CC	1,008	21	86	134	86	155	86
Robeson CC	3,417	53	92	93	96	146	95
Rockingham CC	1,869	42	100	181	99	223	99
Rowan-Cabarrus CC	4,105	193	95	246	98	439	97
Sampson CC	1,827	154	97	142	99	296	98
Sandhills CC	3,710	109	95	348	98	457	97
South Piedmont	1,884	89	91	100	98	189	95
Southeastern CC	2,458	22	91	193	99	215	98
Southwestern CC	2,127	43	91	156	97	199	96
Stanly CC	1,954	44	93	158	99	202	98
Surry CC	3,480	211	98	348	99	559	99
Tri-County CC	1,242	34	94	118	98	152	97
Vance-Granville CC	4,096	128	93	204	99	332	97
Wake TCC	9,757	386	91	519	98	905	95
Wayne CC	3,493	132	98	347	99	479	98
Western Piedmont CC	2,970	73	90	272	99	345	97
Wilkes CC	3,048	30	100	261	98	291	98
Wilson County TC	1,963	71	90	165	99	236	96
System Totals	185,491	6,239	95	13,474	98	19,713	97

Description/Definition: This composite indicator consists of:

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

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

Methodology and Data Source: Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). The cohort was tracked from fall to fall using software developed by the Information Services section of the North Carolina Community College System Office to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

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

Results: Sixty-four percent (64%) of the fall 2002 cohort had either graduated or completed by fall 2003. Fifty-one (51) community colleges met the performance standard. One (1) college made significant improvement over last year's performance although they didn't meet the standard.

CURRICULUM STUDENT RETENTION AND GRADUATION, 2002-2003

College	FTE	Total Cohort	Percent Graduate	Percent Return	Percent Graduate or Return
Alamance CC	3,267	3273	13%	51%	64%
Asheville-Buncombe TCC	5,240	3711	18%	47%	64%
Beaufort County CC	1,840	1243	14%	52%	65%
Bladen CC	1,396	1090	13%	54%	66%
Blue Ridge CC	2,340	1616	12%	52%	64%
Brunswick CC	1,268	898	19%	45%	63%
Caldwell CC & TI	3,449	2898	13%	44%	57%
Cape Fear CC	6,472	6092	14%	56%	70%
Carteret CC	1,697	1441	15%	47%	63%
Catawba Valley CC	4,192	3589	7%	49%	56%
Central Carolina CC	5,020	3438	19%	46%	66%
Central Piedmont CC	12,134	9567	10%	46%	56%
Cleveland CC	2,597	1750	14%	48%	62%
Coastal Carolina CC	4,027	3651	16%	49%	65%
College of The Albemarle	2,260	1797	16%	47%	63%
Craven CC	2,373	2390	12%	51%	63%
Davidson County CC	2,994	2427	20%	49%	68%
Durham TCC	4,314	3766	12%	54%	66%
Edgecombe CC	2,329	1830	11%	50%	61%
Fayetteville TCC	9,329	6496	15%	51%	66%
Forsyth TCC	6,110	5839	14%	57%	71%
Gaston College	4,253	4061	15%	49%	64%
Guilford TCC	7,656	7448	10%	46%	56%
Halifax CC	1,813	1484	12%	55%	67%
Haywood CC	1,817	1381	17%	62%	79%
Isothermal CC	2,074	1690	17%	54%	71%
James Sprunt CC	1,472	1078	22%	50%	72%
Johnston CC	3,446	2513	21%	46%	67%
Lenoir CC	2,918	1892	17%	55%	72%
Martin CC	1,063	662	15%	52%	68%
Mayland CC	1,483	982	23%	40%	63%
McDowell TCC	1,296	993	20%	54%	74%
Mitchell CC	2,068	1823	15%	51%	66%
Montgomery CC	885	625	22%	49%	71%
Nash CC	2,267	2034	9%	51%	60%
Pamlico CC	526	249	19%	45%	64%
Piedmont CC	2,089	1360	15%	55%	70%
Pitt CC	4,951	4409	11%	48%	59%
Randolph CC	2,326	1719	15%	54%	69%
Richmond CC	2,032	1529	15%	53%	69%
Roanoke-Chowan CC	1,008	823	13%	52%	65%
Robeson CC	3,417	1990	15%	54%	69%
Rockingham CC	1,869	1664	15%	59%	74%
Rowan-Cabarrus CC	4,105	4048	10%	49%	59%
Sampson CC	1,827	1336	15%	54%	69%
Sandhills CC	3,710	2993	13%	52%	65%
South Piedmont	1,884	1287	15%	40%	55%
Southeastern CC	2,458	1525	18%	51%	69%
Southwestern CC	2,127	1533	16%	49%	65%
Stanly CC	1,954	1320	22%	45%	67%
Surry CC	3,480	2800	18%	54%	72%
Tri-County CC	1,242	1066	16%	52%	68%
Vance-Granville CC	4,096	3300	12%	54%	66%
Wake TCC	9,757	11052	10%	67%	77%
Wayne CC	3,493	3258	13%	48%	61%
Western Piedmont CC	2,970	2213	15%	54%	69%
Wilkes CC	3,048	2163	19%	55%	74%
Wilson County TC	1,963	1528	15%	48%	64%
System Totals	185,491	152,633	13%	51%	64%

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

Methodology and Data Source: A survey will be conducted each year to determine employer satisfaction. Employers will be divided into three categories based on the number of program graduates and Standard Industrial Classification (SIC) code. Each category of employers will be surveyed every three years on an alternating basis.

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

Results: During 2002-03, 4,040 employers of 2001-02 community college graduates were surveyed. A total of 1,454 surveys were completed and returned by employers, for a 36 percent response rate. Overall, 94 percent of those employers who returned a survey indicated that they were satisfied with the job preparation of community college graduates. All 58 colleges met the performance standard on this measure.

Percent of Employers Satisfied with the Quality of Program Completers

(Performance Standard: Percent Satisfied = 85%)

INSTITUTION	Total FTE	Number of Employers Surveyed	Response Rate	Percent Satisfied
Alamance CC	3,267	53	37%	94%
Asheville-Buncombe TCC	5,240	94	35%	96%
Beaufort County CC	1,840	42	41%	94%
Bladen CC	1,396	24	60%	93%
Blue Ridge CC	2,340	35	44%	92%
Brunswick CC	1,268	33	41%	91%
Caldwell CC & TI	3,449	94	33%	94%
Cape Fear CC	6,472	134	39%	93%
Carteret CC	1,697	43	42%	92%
Catawba Valley CC	4,192	77	29%	93%
Central Carolina CC	5,020	160	31%	93%
Central Piedmont CC	12,134	127	26%	96%
Cleveland CC	2,597	71	41%	96%
Coastal Carolina CC	4,027	114	38%	94%
College of The Albemarle	2,260	74	35%	96%
Craven CC	2,373	79	42%	96%
Davidson County CC	2,994	78	36%	96%
Durham TCC	4,314	73	27%	94%
Edgecombe CC	2,329	26	48%	94%
Fayetteville TCC	9,329	186	29%	95%
Forsyth TCC	6,110	125	21%	94%
Gaston College	4,253	96	23%	94%
Guilford TCC	7,656	123	31%	94%
Halifax CC	1,813	54	45%	93%
Haywood CC	1,817	43	38%	94%
Isothermal CC	2,074	46	42%	93%
James Sprunt CC	1,472	63	36%	94%
Johnston CC	3,446	185	37%	94%
Lenoir CC	2,918	57	42%	95%
Martin CC	1,063	26	63%	91%
Mayland CC	1,483	42	65%	96%
McDowell TCC	1,296	31	68%	94%
Mitchell CC	2,068	47	37%	95%
Montgomery CC	885	27	62%	90%
Nash CC	2,267	44	47%	95%
Pamlico CC	526	13	59%	92%
Piedmont CC	2,089	83	37%	93%
Pitt CC	4,951	97	41%	96%
Randolph CC	2,326	56	32%	94%
Richmond CC	2,032	50	29%	94%
Roanoke-Chowan CC	1,008	29	47%	92%
Robeson CC	3,417	72	37%	93%
Rockingham CC	1,869	43	43%	95%
Rowan-Cabarrus CC	4,105	72	42%	92%
Sampson CC	1,827	37	39%	93%
Sandhills CC	3,710	58	36%	95%
South Piedmont	1,884	40	42%	95%
Southeastern CC	2,458	50	37%	91%
Southwestern CC	2,127	45	48%	96%
Stanly CC	1,954	62	41%	96%
Surry CC	3,480	91	36%	93%
Tri-County CC	1,242	24	68%	92%
Vance-Granville CC	4,096	86	27%	94%
Wake TCC	9,757	185	26%	95%
Wayne CC	3,493	60	33%	93%
Western Piedmont CC	2,970	53	39%	96%
Wilkes CC	3,048	57	42%	94%
Wilson TCC	1,963	52	37%	92%
System Totals	185,491	4,040	36%	94%

**CORE INDICATORS OF
SUCCESS MEASURE K:**

Client Satisfaction With Customized Training

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

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

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

Results: Total number of survey respondents was 30,165. 100 percent (100%) responded that they were satisfied with the customized training provided by community colleges. Fifty-eight (58) colleges met the performance standard.

Client Satisfaction with Customized Training , 2002-2003

College	Total FTE	Number of Survey Respondents	Percent Satisfied
Alamance CC	3,267	371	100
Asheville-Buncombe TCC	5,240	553	100
Beaufort County CC	1,840	307	100
Bladen CC	1,396	230	100
Blue Ridge CC	2,340	633	100
Brunswick CC	1,268	134	100
Caldwell CC & TI	3,449	759	100
Cape Fear CC	6,472	160	100
Carteret CC	1,697	696	100
Catawba Valley CC	4,192	680	100
Central Carolina CC	5,020	392	100
Central Piedmont CC	12,134	1,042	100
Cleveland CC	2,597	452	100
Coastal Carolina CC	4,027	409	100
College of The Albemarle	2,260	1,133	100
Craven CC	2,373	100	100
Davidson County CC	2,994	309	100
Durham TCC	4,314	612	100
Edgecombe CC	2,329	387	100
Fayetteville TCC	9,329	699	100
Forsyth TCC	6,110	491	100
Gaston College	4,253	365	99
Guilford TCC	7,656	950	100
Halifax CC	1,813	558	100
Haywood CC	1,817	413	100
Isothermal CC	2,074	695	100
James Sprunt CC	1,472	162	100
Johnston CC	3,446	998	100
Lenoir CC	2,918	1,333	100
Martin CC	1,063	248	100
Mayland CC	1,483	151	100
McDowell TCC	1,296	296	100
Mitchell CC	2,068	250	100
Montgomery CC	885	303	100
Nash CC	2,267	652	100
Pamlico CC	526	185	100
Piedmont CC	2,089	377	100
Pitt CC	4,951	344	100
Randolph CC	2,326	661	100
Richmond CC	2,032	202	100
Roanoke-Chowan CC	1,008	173	100
Robeson CC	3,417	517	100
Rockingham CC	1,869	1,052	100
Rowan-Cabarrus CC	4,105	583	100
Sampson CC	1,827	257	100
Sandhills CC	3,710	752	100
South Piedmont	1,884	324	100
Southeastern CC	2,458	857	100
Southwestern CC	2,127	267	100
Stanly CC	1,954	365	100
Surry CC	3,480	560	100
Tri-County CC	1,242	127	100
Vance-Granville CC	4,096	384	100
Wake TCC	9,757	1,792	99
Wayne CC	3,493	704	100
Western Piedmont CC	2,970	263	99
Wilkes CC	3,048	292	100
Wilson County TC	1,963	1,204	100
System Totals	185,491	30,165	100

**CORE INDICATORS OF
SUCCESS MEASURE L:**

Program Unduplicated Headcount Enrollment

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

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

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

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

Results: In the 2002-2003 academic year, 31 colleges met the performance standard of a minimum three-year average annual headcount of 10 students. One (1) college made significant improvement over last year's performance, although it didn't meet the standard this year.

Number of Programs with a Three-Year Average Annual Enrollment of Less than 10, 2000-01, 2001-02, 2002-2003
(Performance Standard: Average Annual Enrollment = 10 minimum)

College	Total FTE	Number of Programs
Alamance CC	3,267	1
Asheville-Buncombe TCC	5,240	0
Beaufort County CC	1,840	0
Bladen CC	1,396	3
Blue Ridge CC	2,340	0
Brunswick CC	1,268	2
Caldwell CC & TI	3,449	3
Cape Fear CC	6,472	1
Carteret CC	1,697	0
Catawba Valley CC	4,192	0
Central Carolina CC	5,020	0
Central Piedmont CC	12,134	0
Cleveland CC	2,597	0
Coastal Carolina CC	4,027	0
College of The Albemarle	2,260	2
Craven CC	2,373	1
Davidson County CC	2,994	0
Durham TCC	4,314	0
Edgecombe CC	2,329	2
Fayetteville TCC	9,329	0
Forsyth TCC	6,110	1
Gaston College	4,253	0
Guilford TCC	7,656	0
Halifax CC	1,813	1
Haywood CC	1,817	3
Isothermal CC	2,074	2
James Sprunt CC	1,472	3
Johnston CC	3,446	1
Lenoir CC	2,918	3
Martin CC	1,063	0
Mayland CC	1,483	1
McDowell TCC	1,296	0
Mitchell CC	2,068	1
Montgomery CC	885	0
Nash CC	2,267	0
Pamlico CC	526	1
Piedmont CC	2,089	1
Pitt CC	4,951	0
Randolph CC	2,326	0
Richmond CC	2,032	0
Roanoke-Chowan CC	1,008	2
Robeson CC	3,417	0
Rockingham CC	1,869	0
Rowan-Cabarrus CC	4,105	0
Sampson CC	1,827	0
Sandhills CC	3,710	0
South Piedmont	1,884	3
Southeastern CC	2,458	1
Southwestern CC	2,127	4
Stanly CC	1,954	2
Surry CC	3,480	1
Tri-County CC	1,242	0
Vance-Granville CC	4,096	0
Wake TCC	9,757	0
Wayne CC	3,493	0
Western Piedmont CC	2,970	2
Wilkes CC	3,048	0
Wilson County TC	1,963	1
System Totals	185,491	

SUMMARY OF CORE INDICATORS OF SUCCESS

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

**SUMMARY REPORT ON PERFORMANCE MEASURES, 2002-2003
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	79%	51	1
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80% Exams = 70%	86%	48* 24 23	3
Goal Completion of Completers	95%	99%	58	
Employment of Graduates	95% (adjusted)	99.5%	58	
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (85.9%)	85.1%	27	11
Passing Rates in Developmental Courses	70%	80%	50**	1
Success Rate of Developmental Students in Subsequent College- Level Courses	No Statistically Significant Difference Between Developmental and Non-Developmental Students	Dev: 86% Nondev.: 88%	43***	NA
Student Satisfaction of Completers and Non-Completers	90%	97%	57	
Curriculum Student Retention & Graduation	60%	64%	51	1
Employer Satisfaction With Graduates	85%	94%	58	
Business/Industry Satisfaction With Services Provided	90%	100%	58	
Program Enrollment	Three-Year Average Annual Enrollment of Less Than 10	NA	31	1

* 48 colleges met the 80% standard; 24 colleges had no exam with a passing rate < 70%; 23 colleges met both standards.

** Data not available on six (6) colleges

*** Data not available on seven (7) colleges

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2002-2003
(M = Met Standard; SI=Significant Improvement)

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

^{6th}: Selected sixth performance measure.

s: Superior performance funding.

n/a*: Data not available due to CIS issue; table will be revised when data become available.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2002-2003
(M = Met Standard; SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Johnston CC	M		M	M	SI	M		M	M	M ^{6th}	M		9	5
Lenoir CC	M	M	M	M		M	M	M ^{6th}	M	M	M		10	5s
Martin CC	M		M	M		M	M	M ^{6th}	M	M	M	M	10	4
Mayland CC	M		M	M	M	M	n/a*	M ^{6th}	M	M	M		9	5s
McDowell TCC	M	M	M	M	SI	M	M	M	M	M	M ^{6th}	M	12	6s
Mitchell CC	M	M	M	M		M	M	M	M	M	M ^{6th}		10	5s
Montgomery CC			M	M		M	M	M ^{6th}	M	M	M	M	9	3
Nash CC	M		M	M	M	M	M ^{6th}	M	M	M	M	M	11	5s
Pamlico CC	M		M	M		M	M	M	M	M	M ^{6th}		9	4
Piedmont CC		M	M	M	SI	M ^{6th}		M	M	M	M	SI	10	5
Pitt CC	M		M	M	SI	n/a*	n/a*	M		M ^{6th}	M	M	8	5
Randolph CC	M	SI	M	M	M	M	M	M	M ^{6th}	M	M	M	12	6s
Richmond CC	M		M	M	M	M	M	M	M	M	M ^{6th}	M	11	5s
Roanoke-Chowan CC			M	M		M ^{6th}	M	M	M	M	M		7	3
Robeson CC	M	M	M	M		M	M	M	M	M	M ^{6th}	M	11	5s
Rockingham CC	M	M	M	M	M	M ^{6th}	M	M	M	M	M	M	12	6s
Rowan-Cabarrus CC	SI	M	M	M		M		M	SI	M ^{6th}	M	M	10	5
Sampson CC		M	M	M		M	M	M ^{6th}	M	M	M	M	10	4
Sandhills CC	M	M	M	M	M	M	M	M ^{6th}	M	M	M	M	12	6s
South Piedmont	M		M	M		n/a*	n/a*	M ^{6th}		M	M		6	4
Southeastern CC		M	M	M		M	M	M	M	M ^{6th}	M		9	4
Southwestern CC	M		M	M	M	M	M	M ^{6th}	M	M	M		10	5s
Stanly CC	M	M	M	M	M	M	M	M	M	M ^{6th}	M		11	6s
Surry CC	M		M	M	M	M	M	M ^{6th}	M	M	M		10	5s
Tri-County CC	M		M	M	M	M	M	M ^{6th}	M	M	M	M	11	5s
Vance-Granville CC	M		M	M	M	M		M	M	M	M ^{6th}	M	10	5s
Wake TCC		M	M	M	M	M		M	M	M ^{6th}	M	M	10	5s
Wayne CC	M		M	M	M	n/a*	n/a*	M ^{6th}	M	M	M	M	9	5s
Western Piedmont CC	M	M	M	M	SI	M	M	M ^{6th}	M	M	M		11	6s
Wilkes CC	M	SI	M	M		M	M	M	M	M	M ^{6th}	M	11	5
Wilson TCC	M	M	M	M	M	M	M	M	M	M ^{6th}	M		11	6s

^{6th}: Selected sixth performance measure.

s: Superior performance funding.

n/a*: Data not available due to CIS issue; table will be revised when data become available.

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STRATEGIC PLAN, 2001-2003**

EVALUATION OF PROGRESS

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

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

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT

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

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

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

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

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

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

**WORKFORCE DEVELOPMENT
MEASURE A:**

***Percentage of High Demand Occupations
Encompassed by Training Programs***

Description/Definition: The percentage of occupations identified as high demand or emerging at the local, regional, and state levels for which the North Carolina Community College System provides training, either through occupational extension or curriculum programs.

Methodology and Data Source: High demand occupations are identified through various sources. On the state level, data from the Employment Security Commission on projected demand for employees by occupational categories will be analyzed. On the local and regional level, a statewide survey of business and industry administered by the North Carolina Community College System Office will collect information on future needs. Once the high demand occupations have been identified, data on the number of training programs offered by community colleges and number of students enrolled will be analyzed.

Performance Target: By 2001, training programs will be developed that address 90 percent of the occupations identified as high demand or emerging at the local, regional and state levels.

Results: Efforts are being made to identify the high demand and emerging occupations in North Carolina, but no data are available at this point.

**WORKFORCE DEVELOPMENT
MEASURE B:**

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

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

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

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

Results: See the Core Indicators of Student Success Measure K: Client Satisfaction with Customized Training. As indicated in Factor 1, 100 percent of the survey respondents of 30,165 were satisfied with the training programs and services provided by North Carolina Community Colleges, and thus the performance target was achieved.

**WORKFORCE DEVELOPMENT
MEASURE C:**

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

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

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

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

Results: In 2002-2003, 14.18 percent of the 2002 high school graduates who enrolled in a community college had successfully completed the requirement of the College Tech Prep course of study, which was a 2.65 percent decrease. 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 2002 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 2002-2003

COLLEGE	TOTAL FTE	2002 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,267	520	91	17.50%
Asheville-Buncombe TCC	5,240	606	137	22.61%
Beaufort County CC	1,840	163	29	17.79%
Bladen CC	1,396	111	17	15.32%
Blue Ridge CC	2,340	285	52	18.25%
Brunswick CC	1,268	146	30	20.55%
Caldwell CC & TI	3,449	449	1	0.22%
Cape Fear CC	6,472	622	24	3.86%
Carteret CC	1,697	258	43	16.67%
Catawba Valley CC	4,192	663	0	0.00%
Central Carolina CC	5,020	437	60	13.73%
Central Piedmont CC	12,134	1,860	90	4.84%
Cleveland CC	2,597	259	42	16.22%
Coastal Carolina CC	4,027	585	92	15.73%
College of the Albemarle	2,260	247	34	13.77%
Craven CC	2,373	285	23	8.07%
Davidson County CC	2,994	328	76	23.17%
Durham TCC	4,314	400	23	5.75%
Edgecombe CC	2,329	164	58	35.37%
Fayetteville TCC	9,329	887	72	8.12%
Forsyth TCC	6,110	806	129	16.00%
Gaston College	4,253	581	123	21.17%
Guilford TCC	7,656	472	0	0.00%
Halifax CC	1,813	176	26	14.77%
Haywood CC	1,817	240	51	21.25%
Isothermal CC	2,074	251	61	24.30%
James Sprunt CC	1,472	111	47	42.34%
Johnston CC	3,446	366	46	12.57%
Lenoir CC	2,918	299	98	32.78%
Martin CC	1,063	77	19	24.68%
Mayland CC	1,483	115	0	0.00%
McDowell TCC	1,296	123	19	15.45%
Mitchell CC	2,068	310	57	18.39%
Montgomery CC	885	73	15	20.55%
Nash CC	2,267	346	103	29.77%
Pamlico CC	526	20	9	45.00%
Piedmont CC	2,089	178	75	42.13%
Pitt CC	4,951	1,296	0	0.00%
Randolph CC	2,326	275	19	6.91%
Richmond CC	2,032	180	74	41.11%
Roanoke-Chowan CC	1,008	128	0	0.00%
Robeson CC	3,417	136	18	13.24%
Rockingham CC	1,869	311	97	31.19%
Rowan Cabarrus CC	4,105	640	71	11.09%
Sampson CC	1,827	177	66	37.29%
Sandhills CC	3,710	500	178	35.60%
South Piedmont CC	1,884	144	0	0.00%
Southeastern CC	2,458	267	5	1.87%
Southwestern CC	2,127	249	54	21.69%
Stanly CC	1,954	210	42	20.00%
Surry CC	3,480	549	171	31.15%
Tri-County CC	1,242	134	59	44.03%
Vance-Granville CC	4,096	376	89	23.67%
Wake TCC	9,757	1,163	116	9.97%
Wayne CC	3,493	531	0	0.00%
Western Piedmont CC	2,970	327	52	15.90%
Wilkes CC	3,048	397	109	27.46%
Wilson TCC	1,963	197	28	14.21%
System Totals	185,491	22,006	3,120	14.18%

**WORKFORCE DEVELOPMENT
MEASURE D:**

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

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

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

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

Results: The number of industries in FIT increased 11 percent over last year's figure. However, the referral in Small Business Clients decreased by 57 percent. Overall numbers served decreased in most measures, which might be influenced by the shortage of funding availability.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1998-99	19,960	193
1999-00	20,256	197
2000-01	24,068	203
2001-02	14,771	155
2002-03	10,610	131

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1998-99	14,256	666
1999-00	12,186	705
2000-01	13,404	630
2001-02	10,488	754
2002-03	8,438	834

*Includes the apprenticeship program.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1998-99	58	47,256	4,310	10,092	19,599
1999-00	59	43,191	5,139	4,060	19,839
2000-01	59	47,507	5,462	7,130	16,228
2001-02	58	47,317	9,117	7,248	15,215
2002-03	58	48,791	6,848	3,113	17,602

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

**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 2002-2003, community colleges enrolled 17,227 high school dropouts who dropped out of school during 2002-03, which is a 14 percent decrease in enrollment for the academic year 2002-03. This "safety net" feature continues to be an important role played by community colleges.

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

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

*Revised data based on new information.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2002-2003

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,267	296
Asheville-Buncombe TCC	5,240	555
Beaufort County CC	1,840	144
Bladen CC	1,396	98
Blue Ridge CC	2,340	383
Brunswick CC	1,268	193
Caldwell CC & TI	3,449	317
Cape Fear CC	6,472	601
Carteret CC	1,697	175
Catawba Valley CC	4,192	236
Central Carolina CC	5,020	675
Central Piedmont CC	12,134	41
Cleveland CC	2,597	105
Coastal Carolina CC	4,027	1,231
College of The Albemarle	2,260	525
Craven CC	2,373	281
Davidson County CC	2,994	442
Durham TCC	4,314	351
Edgecombe CC	2,329	203
Fayetteville TCC	9,329	854
Forsyth TCC	6,110	729
Gaston College	4,253	360
Guilford TCC	7,656	485
Halifax CC	1,813	181
Haywood CC	1,817	135
Isothermal CC	2,074	265
James Sprunt CC	1,472	128
Johnston CC	3,446	219
Lenoir CC	2,918	297
Martin CC	1,063	184
Mayland CC	1,483	106
McDowell TCC	1,296	68
Mitchell CC	2,068	272
Montgomery CC	885	57
Nash CC	2,267	274
Pamlico CC	526	24
Piedmont CC	2,089	142
Pitt CC	4,951	517
Randolph CC	2,326	292
Richmond CC	2,032	242
Roanoke-Chowan CC	1,008	111
Robeson CC	3,417	473
Rockingham CC	1,869	155
Rowan-Cabarrus CC	4,105	148
Sampson CC	1,827	297
Sandhills CC	3,710	287
South Piedmont	1,884	357
Southeastern CC	2,458	158
Southwestern CC	2,127	425
Stanly CC	1,954	228
Surry CC	3,480	79
Tri-County CC	1,242	59
Vance-Granville CC	4,096	562
Wake TCC	9,757	2
Wayne CC	3,493	338
Western Piedmont CC	2,970	350
Wilkes CC	3,048	234
Wilson County TC	1,963	281
System Totals	185,491	17,227

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE B:**

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

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

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

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

Results: The number of GEDs and AHSDs awarded in 2002-03 is 13,208, which is a 30.8 percent decrease from the previous year.

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

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1998-99	24,356*	17,697	6,659
1999-00	23,597	17,455	6,142
2000-01	21,368	19,312	2,056
2001-02	21,046	19,080	1,966
2002-03	18,964	13,208	5,756

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

NUMBER OF GEDs/AHSDs AWARDED, 2002-2003

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	3,267	26	284
Asheville-Buncombe TCC	5,240	15	317
Beaufort County CC	1,840	*	123
Bladen CC	1,396	35	47
Blue Ridge CC	2,340	18	182
Brunswick CC	1,268	25	61
Caldwell CC & TI	3,449	46	162
Cape Fear CC	6,472	158	238
Carteret CC	1,697	23	152
Catawba Valley CC	4,192	*	249
Central Carolina CC	5,020	184	317
Central Piedmont CC	12,134	239	532
Cleveland CC	2,597	60	19
Coastal Carolina CC	4,027	34	278
College of the Albemarle	2,260	64	248
Craven CC	2,373	38	125
Davidson County CC	2,994	65	169
Durham TCC	4,314	76	183
Edgecombe CC	2,329	9	182
Fayetteville TCC	9,329	100	99
Forsyth TCC	6,110	68	376
Gaston College	4,253	85	284
Guilford TCC	7,656	64	240
Halifax CC	1,813	*	112
Haywood CC	1,817	17	41
Isothermal CC	2,074	53	163
James Sprunt CC	1,472	12	70
Johnston CC	3,446	30	124
Lenoir CC	2,918	37	84
Martin CC	1,063	14	52
Mayland CC	1,483	*	210
McDowell TCC	1,296	*	75
Mitchell CC	2,068	*	338
Montgomery CC	885	5	25
Nash CC	2,267	43	124
Pamlico CC	526	*	43
Piedmont CC	2,089	*	105
Pitt CC	4,951	57	105
Randolph CC	2,326	45	203
Richmond CC	2,032	11	90
Roanoke-Chowan CC	1,008	*	91
Robeson CC	3,417	168	55
Rockingham CC	1,869	*	112
Rowan Cabarrus CC	4,105	0	439
Sampson CC	1,827	*	234
Sandhills CC	3,710	18	287
South Piedmont	1,884	72	222
Southeastern CC	2,458	36	103
Southwestern CC	2,127	19	296
Stanly CC	1,954	49	66
Surry CC	3,480	*	177
Tri-County CC	1,242	*	88
Vance-Granville CC	4,096	97	436
Wake TCC	9,757	52	455
Wayne CC	3,493	90	227
Western Piedmont CC	2,970	50	318
Wilkes CC	3,048	118	137
Wilson County TC	1,963	73	62
State Office			140
System Total	185,491	2,432	10,776

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE C:**

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

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

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

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

Results: The number of basic skills students enrolling in curriculum or occupational extension courses decreased by 11.5 percent, from 12,513 in 2001-02 to 11,078 in 2002-03. The enrollment of the 2002-03 high school graduates in community colleges (22,300) represented a 15.8 percent increase from the previous year's enrollment.

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

YEAR ENROLLED	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
2000-01	14,229	1.1%	16,118	-4.6%
2001-02	12,513	- 12.0%	19,265	19.5%
2002-03	11,078	-11.5%	22,300	15.8%

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE D:**

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

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

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

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

Results: The total number of students served by this program declined by 5.4 percent from 2001-02 to 2002-03.

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

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
1998-99	30,469	27.7
1999-00	35,696	17.2
2000-01	40,378	13.1
2001-02	39,580	-2.0
2002-03	37,448	-5.4

ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2002-2003 (Unduplicated)

COLLEGE	SYSTEM FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED HIGH	
Alamance CC	3,267	545	233	67	102	87	6	1,040
Asheville-Buncombe TCC	5,240	424	302	122	95	88	21	1,052
Beaufort County CC	1,840	60	114	59	22	19	3	277
Bladen CC	1,396	1	49	28	8	6	0	92
Blue Ridge CC	2,340	45	339	69	59	49	7	568
Brunswick CC	1,268	0	105	6	1	6	2	120
Caldwell CC & TI	3,449	51	126	77	52	43	3	352
Cape Fear CC	6,472	141	695	149	32	101	12	1,130
Carteret CC	1,697	18	103	11	10	10	0	152
Catawba Valley CC	4,192	136	461	294	180	191	54	1,316
Central Carolina CC	5,020	161	1,118	463	199	171	44	2,156
Central Piedmont CC	12,134	426	1,540	971	584	470	51	4,042
Cleveland CC	2,597	8	15	8	6	5	3	45
Coastal Carolina CC	4,027	53	105	19	21	11	7	216
College of The Albemarle	2,260	343	93	77	21	22	5	561
Craven CC	2,373	191	43	10	6	13	3	266
Davidson County CC	2,994	16	147	177	78	65	10	493
Durham TCC	4,314	112	915	360	297	538	2	2,224
Edgecombe CC	2,329	3	80	31	2	3	3	122
Fayetteville TCC	9,329	52	280	201	176	188	16	913
Forsyth TCC	6,110	666	521	497	185	332	57	2,258
Gaston College	4,253	216	151	104	56	45	5	577
Guilford TCC	7,656	681	569	466	344	430	113	2,603
Halifax CC	1,813	9	4	1	2	0	0	16
Haywood CC	1,817	2	37	22	12	6	0	79
Isothermal CC	2,074	46	107	37	30	37	8	265
James Sprunt CC	1,472	76	158	30	18	1	0	283
Johnston CC	3,446	8	383	56	32	21	2	502
Lenoir CC	2,918	116	206	49	31	16	3	421
Martin CC	1,063	5	5	6	1	1	2	20
Mayland CC	1,483	32	92	42	20	26	3	215
McDowell TCC	1,296	18	81	47	15	16	3	180
Mitchell CC	2,068	182	207	89	97	96	42	713
Montgomery CC	885	26	113	25	19	7	0	190
Nash CC	2,267	6	192	3	3	2	0	206
Pamlico CC	526	38	7	3	7	2	0	57
Piedmont CC	2,089	10	68	23	22	14	5	142
Pitt CC	4,951	188	115	72	63	64	3	505
Randolph CC	2,326	66	380	172	69	57	0	744
Richmond CC	2,032	8	64	49	35	31	6	193
Roanoke-Chowan CC	1,008	54	1	0	0	0	0	55
Robeson CC	3,417	34	120	88	19	10	3	274
Rockingham CC	1,869	13	138	21	7	4	0	183
Rowan-Cabarrus CC	4,105	214	555	277	136	80	5	1,267
Sampson CC	1,827	35	91	70	27	17	0	240
Sandhills CC	3,710	30	148	93	70	42	7	390
South Piedmont CC	1,884	103	289	147	54	32	5	630
Southeastern CC	2,458	28	79	38	14	6	2	167
Southwestern CC	2,127	16	88	57	13	24	9	207
Stanly CC	1,954	20	67	67	19	20	7	200
Surry CC	3,480	219	186	40	26	13	18	502
Tri-County CC	1,242	20	40	13	4	5	3	85
Vance-Granville CC	4,096	97	120	30	28	9	4	288
Wake TCC	9,757	1,154	1,436	527	523	349	179	4,168
Wayne CC	3,493	55	120	72	53	45	16	361
Western Piedmont CC	2,970	210	112	43	21	1	12	399
Wilkes CC	3,048	134	124	26	31	16	18	349
Wilson TCC	1,963	42	226	50	36	20	3	377
System Total	185,491	7,663	14,263	6,651	4,093	3,983	795	37,448

**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. Once categories of "under-represented" students are defined, data on enrollment trends for the categories can be developed.

Methodology and Data Source: The source of the data for this measure is the curriculum and extension registration files maintained by the System Office. For 2002-03, enrollment of each ethnicity group per category was analyzed based on the Census 2000 data (U.S. Census Bureau) and projections based on the data from NC State Data Center.

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

Results: Among other ethnic groups, Hispanics were the most under-represented in all of the Curriculum programs (Associate, Certificate, Diploma, and Transitional). In Continuing Education programs, Hispanics were under-represented in Occupational Extension. Even though the overall enrollment in these areas for Hispanics were slightly increased compared to last year's figures, they are still under-represented. A noticeable point is that the percentage of representation in the Basic Skills program for Hispanics and Asians were over-represented, which is consistent with last year's results. With Hispanics in particular, the percentage of students in Basic Skills (24.49%) was almost five times their ethnic representation of North Carolina's adult population (4.84%). For the Basic Skills program, Blacks were over-represented (32.31%). They were also over-represented in the HRD program (41.95%), which was almost 5% increase from last year's figure.

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	OTHER	WHITE
% of Adult Population***	1.44%	22.29%	4.84%	1.23%	2.37%	72.44%
Curriculum						
Associate	1.96	27.19	2.38*	1.72	1.71	65.04
Certificate	1.35	29.80	2.21*	1.35	1.65	63.52
Diploma	1.56	29.51	1.55*	1.56	1.23	65.03
Transitional	0.94	20.68	2.86*	0.94	2.28	70.98
Continuing Ed						
Basic Skills	3.63**	32.31**	24.49**	1.82	1.16	36.59
Occupational Extension	0.90	18.06	2.07*	1.47	1.00*	76.49
HRD	1.09	41.95**	2.97	2.37	0.76*	50.85

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

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

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

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE F:**

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

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: The data were based upon the Statistical Abstract of Higher Education in North Carolina, which UNC General Administration produced. Beginning 2002-03, data are collected by the System Office and stored in Data Warehouse. Thus the number of curriculum students receiving financial aid and the average amount of received are based on the information from the Data Warehouse.

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

Results: Number of students receiving financial aid in 2002-03 increased a lot by 29,146 (26.5% increase). However, the average amount of aid received decreased by \$360.

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

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

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

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

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

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE G:**

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

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

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

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

Results: The percentage of adult population served slightly decreased from 13.4 percent in 2001-02 to 12.64 percent in 2002-03. Enrollment in 2002-03 decreased by 44,387 (5.2%) over the 2001-02 enrollment figures.

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

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1998-99	10.0
1999-00	12.9
2000-01	12.6
2001-02	13.4
2002-03	12.6

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2002-2003

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,267	15,068	103,329	14.58%
Asheville-Buncombe TC	5,240	25,298	182,042	13.90%
Beaufort County CC	1,840	6,511	53,594	12.15%
Bladen CC	1,396	4,691	24,920	18.82%
Blue Ridge CC	2,340	15,248	98,794	15.43%
Brunswick CC	1,268	6,673	65,038	10.26%
Caldwell CC & TI	3,449	13,385	95,926	13.95%
Cape Fear CC	6,472	24,834	167,769	14.80%
Carteret CC	1,697	7,262	49,122	14.78%
Catawba Valley CC	4,192	18,492	136,762	13.52%
Central Carolina CC	5,020	18,555	150,348	12.34%
Central Piedmont CC	12,134	57,217	555,430	10.30%
Cleveland CC	2,597	10,022	73,153	13.70%
Coastal Carolina CC	4,027	21,894	116,912	18.73%
College of the Albemarle	2,260	11,336	104,304	10.87%
Craven CC	2,373	11,865	70,574	16.81%
Davidson County CC	2,994	14,917	143,906	10.37%
Durham TCC	4,314	21,744	275,157	7.90%
Edgecombe CC	2,329	8,583	40,053	21.43%
Fayetteville TCC	9,329	37,189	223,268	16.66%
Forsyth TCC	6,110	28,447	274,475	10.36%
Gaston College	4,253	21,583	195,935	11.02%
Guilford TCC	7,656	27,680	326,396	8.48%
Halifax CC	1,813	7,556	59,768	12.64%
Haywood CC	1,817	6,588	44,614	14.77%
Isothermal CC	2,074	11,627	63,821	18.22%
James Sprunt CC	1,472	7,610	37,583	20.25%
Johnston CC	3,446	14,088	100,260	14.05%
Lenoir CC	2,918	13,164	67,456	19.51%
Martin CC	1,063	4,271	44,221	9.54%
Mayland CC	1,483	5,377	41,696	12.90%
McDowell TCC	1,296	8,623	33,311	25.89%
Mitchell CC	2,068	12,128	99,237	12.22%
Montgomery CC	885	3,571	20,690	17.26%
Nash CC	2,267	11,125	67,261	16.54%
Pamlico CC	526	1,813	10,499	17.27%
Piedmont CC	2,089	8,297	46,746	17.75%
Pitt CC	4,951	16,068	106,162	15.14%
Randolph CC	2,326	11,655	101,503	11.48%
Richmond CC	2,032	6,257	60,829	10.29%
Roanoke-Chowan CC	1,008	3,417	50,241	6.80%
Robeson CC	3,417	13,335	89,910	14.83%
Rockingham CC	1,869	10,037	71,298	14.08%
Rowan Cabarrus CC	4,105	17,789	206,206	8.63%
Sampson CC	1,827	8,258	46,154	17.89%
Sandhills CC	3,710	12,705	87,716	14.48%
South Piedmont CC	1,884	9,014	122,791	7.34%
Southeastern CC	2,458	9,437	41,139	22.94%
Southwestern CC	2,127	7,986	64,054	12.47%
Stanly CC	1,954	7,104	44,497	15.97%
Surry CC	3,480	13,262	83,179	15.94%
Tri-County CC	1,242	5,032	34,553	14.56%
Vance-Granville CC	4,096	16,116	126,383	12.75%
Wake TCC	9,757	47,474	518,113	9.16%
Wayne CC	3,493	13,789	84,568	16.31%
Western Piedmont CC	2,970	13,769	67,782	20.31%
Wilkes CC	3,048	12,679	80,985	15.66%
Wilson County TC	1,963	10,449	56,645	18.45%
System Totals	185,491	809,964	6,409,078	12.64%

CRITICAL SUCCESS FACTOR IV: RESOURCES

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

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

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

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

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

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

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

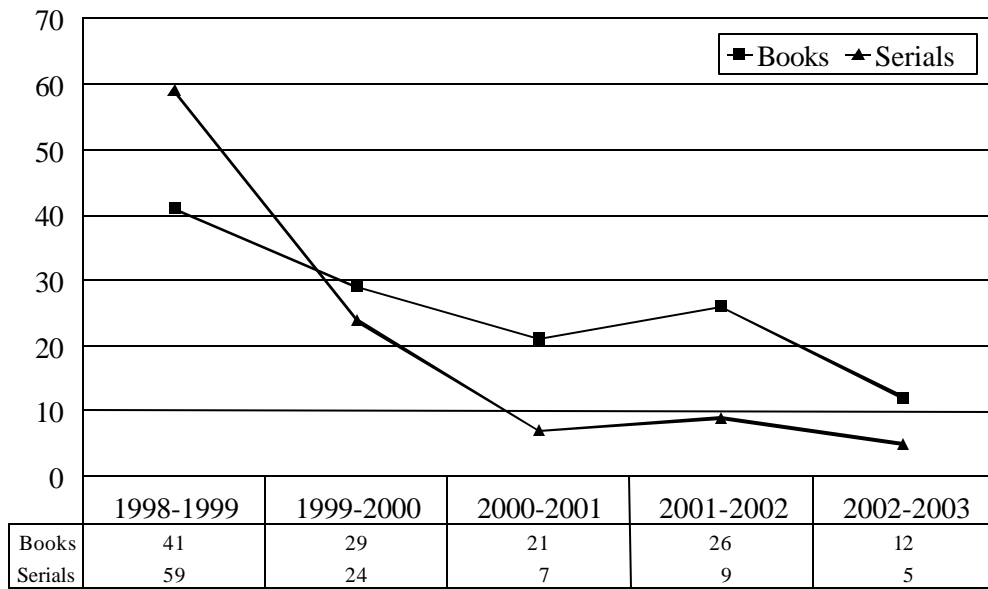
Performance Target: No performance target level has been set for this measure.

Results: Data reveal that less than half the colleges meet the ALA minimum standards, and they raise concern about conditions of the community college libraries in North Carolina. It should be noted, however, that the standards related to books, serials and square footage may not be as relevant with the expansion of online resources.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2002-03

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	51	88	5	9	2	3
Serial Subscriptions	55	95	3	5	0	0
Expenditure Minus Salaries per FTE	57	98	1	2	0	0
Library Staff	57	98	1	2	0	0
Square Footage	58	100	0	0	0	0

Percentage of LRCs Meeting Standard



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

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

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

Performance Target: No performance target was set for this measure.

Results: In 2002-2003, a total of \$2,746,241 were transferred between program areas by community colleges. This represents 0.69 percent of the total initial allocation.

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

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

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

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

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

Results: Data show that progress has been made in closing the gap between North Carolina average nine-month salaries for full-time curriculum faculty and the SREB average nine-month salary. In 2002-03, the average nine-month salary of full-time curriculum faculty was 85.1 percent of the SREB average.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA
TO THE SREB AVERAGE, 1998-99 TO 2002-2003**

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

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

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

***Delaware recently became the 16th state to join SREB.

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

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

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

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

Results: The rate of retention of faculty increased from 89.5 percent in 2001-2002 to 90.8 percent in 2002-2003. Although the performance target was not achieved, the retention rate for full-time faculty with less than five years of experience improved.

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

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

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

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

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

Performance Target: By 2001, increase by 10 percent the participation of faculty and staff in professional development programs.

Results: In 2002-2003, 2,770 faculty and staff participated in TIER A sponsored professional development activities, which was a 6.7 percent decrease over last year's figure.

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT, 2002-2003

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,267	192
Asheville-Buncombe TCC	5,240	20
Beaufort County CC	1,840	7
Bladen CC	1,396	10
Blue Ridge CC	2,340	17
Brunswick CC	1,268	20
Caldwell CC & TI	3,449	13
Cape Fear CC	6,472	22
Carteret CC	1,697	22
Catawba Valley CC	4,192	28
Central Carolina CC	5,020	31
Central Piedmont CC	12,134	22
Cleveland CC	2,597	16
Coastal Carolina CC	4,027	14
College of the Albemarle	2,260	11
Craven CC	2,373	33
Davidson County CC	2,994	43
Durham TCC	4,314	0
Edgecombe CC	2,329	15
Fayetteville TCC	9,329	88
Forsyth TCC	6,110	25
Gaston College	4,253	14
Guilford TCC	7,656	45
Halifax CC	1,813	6
Haywood CC	1,817	12
Isothermal CC	2,074	16
James Sprunt CC	1,472	25
Johnston CC	3,446	10
Lenoir CC	2,918	19
Martin CC	1,063	28
Mayland CC	1,483	23
McDowell TCC	1,296	258
Mitchell CC	2,068	489
Montgomery CC	885	10
Nash CC	2,267	66
Pamlico CC	526	8
Piedmont CC	2,089	18
Pitt CC	4,951	23
Randolph CC	2,326	269
Richmond CC	2,032	13
Roanoke-Chowan CC	1,008	13
Robeson CC	3,417	21
Rockingham CC	1,869	49
Rowan Cabarrus CC	4,105	194
Sampson CC	1,827	8
Sandhills CC	3,710	16
South Piedmont CC	1,884	18
Southeastern CC	2,458	17
Southwestern CC	2,127	258
Stanly CC	1,954	9
Surry CC	3,480	15
Tri-County CC	1,242	16
Vance-Granville CC	4,096	32
Wake TCC	9,757	1
Wayne CC	3,493	54
Western Piedmont CC	2,970	24
Wilkes CC	3,048	8
Wilson County TC	1,963	16
System Totals	185,491	2,770

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

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

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

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

Results: In 2002-2003, 89.7 percent of statewide facilities met the "satisfactory" building conditions, which was 0.1 percent increase over last year's figure.

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

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

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

Performance Target: By 2000, increase the funding level of occupational extension offerings to that of curriculum programs.

Results: In 2002-2003, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.18 (1:1.18), meaning that for every dollar generated by an occupational extension FTE, \$1.18 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. Number of Colleges Participating in the NC Virtual Learning Community
- B. Number of Colleges Connected to the North Carolina Information Highway
- C. Number of Colleges Possessing the FCC License for Wireless Cable Systems
- D. Number of Courses and Programs Offered via Telecourse, wireless Cable Systems, the Internet, Two-Way Video, etc.
- E. Number of Courses Offered Through the NC Virtual Learning Community
- F. Enrollment in Courses Offered Through the NC Virtual Learning Community

TECHNOLOGY MEASURE A: ***Number of Colleges Participating in the NC
Virtual Learning Community***

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

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

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

Results: All 58 community colleges joined the virtual learning community in 1998. The performance target was achieved by offering 155 courses through NC Virtual Learning Community in 2002-2003.

TECHNOLOGY MEASURE B:

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

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

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

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

Results: In 2002-2003, 39 colleges plus the System Office were connected to the North Carolina Information Highway. A total of 44 different sites were connected with some colleges supporting multiple sites. These data were unchanged from last year.

TECHNOLOGY MEASURE C:

Number of Colleges Possessing the FCC License for Wireless Cable Systems

Description/Definition: Community colleges have applied to the FCC for wireless cable or ITFS licenses. This measure is a count of the number of colleges that have been granted a license for wireless cable 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: The Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

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

Results: In 2002-2003, there were no changes in the number of colleges possessing the licenses from previous year. 22 colleges had been granted licenses for wireless cable systems. Their applications are in the process of being amended to the digital, broadband connectivity to the Internet. And 14 colleges had their applications pending; they are also amending their applications to show the new utilization. Ten (10) colleges, including two that do not have their own licenses or applications, are members of consortia with other colleges, public schools or university campuses, to share the use of licenses.

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

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

Methodology and Data Source: Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities. The data available for 1998-99 were gathered through a survey of community colleges by the Distance Learning Section of the System Office.

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

Results: In 2002-2003, 1,449 curriculum and continuing education courses were offered through these alternate delivery systems. Enrollment in the courses totaled 114,634 students, which was a 34.9 percent increase from last year. The table below gives the enrollment figure by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 2002-2003
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses	13,808	672
Internet Courses	72,065	14,093
Two-Way Video Courses (NC Information Highway)	8,642	86
Tele-Web Courses (Telecourse + Internet)	742	507
Other Courses	3,289	730
Total	98,546	16,088

TECHNOLOGY MEASURE E:

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

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

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

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

Results: In 2002-2003, 155 courses were available through the NC Virtual Learning Community. Another 45 courses will be ready by mid-July, 2004.

TECHNOLOGY MEASURE F:

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

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

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

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

Results: The enrollment data for NC Virtual Learning Community are not available for the academic year 2002-2003.

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