

**WAYNE  
COMMUNITY COLLEGE**

**LONG RANGE PLAN  
2007-2013**

---

3000 WAYNE MEMORIAL DRIVE  
BOX 8002  
GOLDSBORO, NC, 27533-8002

# WAYNE COMMUNITY COLLEGE

*LONG RANGE  
PLAN 2007-2013*



3000 Wayne Memorial Drive • PO Box 8002, Goldsboro, NC 27533 • 919-735-5151

ADVANCED PLANNING FUNDS PROJECT

**Compliance Review of Long Range Plan**

**College:** Wayne Community College

**LRP Prepared by:** Wayne CC Planning Council

**Comments:** All LRP Checklist components are included in the document, a thorough and comprehensive Long-Range Plan.

**Decision:** Approve Long-Range Plan.

**Approval date:** February 18, 2008

A handwritten signature in black ink, appearing to read "Betty H. Adams", with a long horizontal flourish extending to the right.

Betty H. Adams, Ed.D, MBA

NCCCS Associate Director of Planning & Effectiveness

## Table of Contents

Introduction	5
Executive Summary	6
Description of Long Range Planning Process	10
Service Area Data Projections	14
Enrollment Projections	19
Internal Feedback	21
External Feedback	25
Key Implications	26
Appendices	46

## **Introduction Wayne Community College**

Wayne Community College is located in Goldsboro, North Carolina, and is the largest city in Wayne County. The Wayne County 2000 census population was reported at 113,329 people with the following race designations: 61% White, 33% African American, and 5% Hispanic. The increase in both African American and Hispanic population from the 1990 census was approximately 6% each. The county's \$17,020 annual per capita income remains below the NC state average of \$20,307. Ten percent of Wayne County families are below the poverty level compared to the NC state average of 9.2 %. Twenty-three of 27 public schools in the county have 30% or more of their students receiving free or reduced lunches. Wayne County is designated a Tier Three County, which is considered "economically distressed" by the North Carolina Rural Economic Development Center. The majority of the College's curriculum students (76%) are from Wayne County, and the College's student population reflects the diversity of the county.

Wayne Community College is one of 58 community colleges in the growing North Carolina Community College System. In June 2007, the College celebrated fifty years of service to Wayne County and North Carolina. WCC offers 70 curriculum programs, 50 occupational extension programs and 15 programs in basic skills. Within the state and local community, the College has an excellent reputation for the quality of its programs, services, faculty, staff, and facilities.

Wayne Community College is a student-centered, public, two-year college with an open-door admissions policy. The college serves individuals, business and industry, and other organizations with quality, economical, and convenient learning opportunities.

In order to fulfill our mission most effectively, the college strives to:

- a. Develop both personal and marketable skills in all students.
- b. Develop learning skills in all students.
- c. Enable students to continue their education at other institutions.
- d. Increase the global and cultural awareness of students and community.
- e. Provide for the training needs of local business and industry.
- f. Enhance the quality of life in the community.

In support of its mission, the College uses both long-range goals and short-range goals to address Institutional Effectiveness and Operational goals. All goals are reviewed annually as part of the College's institutional planning cycle. These goals are listed in the *WCC 2005-2010 Strategic Plan Guide*.

# LONG RANGE PLAN 2007-2013

---

## EXECUTIVE SUMMARY

---

### Background and Purpose

In the fall of 2007, as part of a NCCCS initiative to support institutions in the development of institutional program and capital improvement plans, Wayne Community College (WCC) completed a six-year long range plan. The College's Planning Council followed the general guidelines provided by the System Office planning staff for developing the plan. The plan projects enrollment, anticipates demand for existing programs, and identifies new programs that may be needed by area business and industry. It identifies facility and instructional space needs to adequately accommodate the demands of existing programs, enrollment growth, and new programs and is intended to serve as a resource for the development of the WCC Master Facility Plan. Collectively, the master facility plans provided by the 58 NCCCS institutions will facilitate the need for a state bond referendum.

The major focus of the planning process was to triangulate data from the following sources: Wayne County demographics and labor market information, WCC enrollment trends, employee internal surveys, WCC Advisory Committee recommendations, and external stakeholder input from community leaders. As a result, the Planning Council and the President's Administrative Council developed a list of Key Implications.

### **Data Projections**

The most recent data (2006) indicate the Wayne County population has 113,847 residents. According to the *Wayne County 2007 Growth Factor Analysis Report*, the county's population could approach 125,000 by 2013 (10% increase). The Hispanic population will have the highest growth rate of all ethnic and racial groups (25%). The percentage of college graduates in the County (25%) is below the state (32%) and the nation (35%). The pool of high school graduates (approximately 1130 per year) will remain about the same. Industries with the highest total job growth from 2007 to 2013 are home health care services, local, state and federal government, civic and social organizations, community care facilities, child day care services, college, universities and professional schools, fruit and vegetable canning and drying.

## **Enrollment Projections**

Five-year average enrollments in WCC Curriculum, Occupational Extension and Basic Skills programs have shown minimal program growth. Although annual program growth hovers around 2%, the anticipated population growth from the in migration of residents from the Raleigh-Durham Research Triangle Park will, most likely, result in better than average population growth in Wayne County over the next six years. Consequently, Curriculum programs are projected to grow 1.5% per year from 2628 to 2872 FTE, Occupational Extension programs 2.0% per year from 515 to 548 FTE, while Basic Skills will decline 2% from 456 to 392 FTE.

## **Internal Feedback**

The Office of Institutional Advancement developed and distributed an Internal Needs Assessment Survey to faculty, program and division directors. As a result, the College identified areas of opportunity for 43 existing and 15 new curriculum, occupational extension and basic skills programs and services. Existing programs with the highest growth are allied health, college transfer, early childhood, Early Middle College High School, and distance learning. Others identified for growth included, basic skills (ESL) and occupational extension (allied health and light construction). New curriculum, occupational extension and basic skills programs of study include Heavy Equipment and Transport Technology, Construction Management, Natural Resources Technology, the Plaza Communitaria-Education Center, Wayne Occupational Readiness Keys for Success and the Career Readiness Certificate Program.

## **External Feedback**

Over 100 community stakeholders, who participated in County planning forums, identified economic development, social, transportation, education, and recreation as primary program needs facing the County over the next ten years. Recommendations for promoting work force development in the middle and high school grades, preserving agriculture in the region and the continued emphasis on allied health programs, especially for an aging population, and public safety, supported the College's assumptions for enrollment growth and the demand for new and expanded programs.

## **Key implications:**

1. WCC must position itself to be increasingly responsive to the training and education needs of a growing community by securing additional space and renovating current space, to meet current needs and to accommodate a 10% increase in enrollment and program changes over the next six years. WCC will need approximately 200,000 additional gross square feet of instructional classrooms, laboratories, office space, and educational support services to accommodate current need and program growth.
2. WCC must continue to increase distance learning opportunities by providing the necessary infrastructure and technology support (IT facilities and Educational Support Services) for this growing instructional medium.

3. Arts and Sciences/College Transfer is the largest and fastest growing curriculum program with over 6% increase in headcount since 2002. Additional classrooms and larger classrooms will be needed to accommodate the growth in the program.
4. Over the next five years the WCC Early Middle College High School, housed in the Hocutt Building, is projected to enroll 300 students thereby creating the need for an additional 27,250 gross square feet of instructional and support space. In addition, facility modifications to improve air circulation, campus communications and technology infrastructure must be completed.
5. The following new programs will be added to the Applied Technologies division: Heavy Equipment and Transport Technology. Because of the large size of the vehicles and training aids, 5200 additional square feet of classroom and laboratory space will be needed. Increasing job opportunities in wetland delineation, stream restoration, air quality, water quality, parks and recreation, ecotourism and others indicates the need for a Natural Resources Technology program and a Construction Management program of study. As these respective programs grow, additional classroom space will be needed.
6. Occupations in the Allied Health and Public Service areas are among the fastest growing in Wayne County with job growth projected at 25% in the next six years. Consequently, WCC must expand its health sciences programs, to meet shortages in the healthcare community, to meet demanding accreditation requirements, and to meet the growing needs of an aging population.
7. The Early Childhood curriculum program has seen a 114% increase in enrollment from 2001 (84) to 2006 (180). This growth is expected to continue based on federal Headstart and No Child Left Behind legislation calling for increases in educational requirements for childcare providers/teachers in the field. Enrollment growth will require additional space be added on to the current Childcare Center (Oak Building).
8. The Occupational Extension Light Construction program projects moderate growth based on local demand in the construction industry and input from the Advisory Committee. With this expected growth and also, the loss of its current facility, a building on WCC's main campus will need to be acquired.
9. New programs are needed in the Occupational Extension Allied Health program. The Nurse Aide industry (Geriatrics and Restorative) project a greater need as healthcare experiences a shift in populations and services requiring a broader range of knowledge in various facilities.
10. According to EMSI census data the Latino population will continue to grow in Wayne County. A new Occupational Extension program to address the growing high school drop out rates of Latino students, as well as other Latino issues, is the Plaza Comunitaria -Education Center that will require a site for managing the classes and training.
11. The new Wayne Occupational Readiness Keys for Success (WORKS) and the Career Readiness Certificate Program (CRC) projects annual enrollment of 150 new participants. The college must plan for more classroom and computer laboratory space to accommodate this growth.
12. Enrollment growth will also require additional instructional support space for the Wayne Learning Center (WLC) which houses the cafeteria, bookstore, student activity center, Moffat Auditorium, Academic Skills Center, Pre-Curriculum,



Library, Cooperative Education, Security, instruction and educational support services. Originally build in 1989, the facility does not present nor offer a 21<sup>st</sup> century customer friendly environment for the students nor the employees.

### Conclusion

This plan was developed in response to a System-wide request for institutions to develop six year plans and master facility plans as part of the NCCCS initiative to facilitate the need of a state bond referendum. The plan provides an overview of Wayne Community College's predicted enrollment trends, the anticipated demand for existing programs of study, and identifies those programs that can reasonably be predicted to experience significant growth, and suggests programs for possible academic programming. The plan provides an initial review of the adequacy of the current campus to meet enrollment and instructional demands during this period. The triangulation of the data and key implications of the plan, suggests that over the next six years, WCC will need approximately 200,000 additional gross square feet of instructional classrooms, laboratories and office space to enable the college to achieve the potential program and enrollment growth of Wayne Community College. The information from this plan will be used to support the development of a master facility plan in the spring, 2008.

---

## Description of the 2007-2013 Long Range Planning Process

---

The North Carolina Community College System's (NCCCS) current strategic plan indicates that obtaining fiscal resources to meet the growing education and training needs of our state is a critical issue. NCCCS historically has been criticized for not having good plans that anticipate, identify, and link facilities needs to institutional mission and instructional demand.

On September 13, 2007, Dr. Betty Adams and Mr. Keith Brown, NCCCS planning staff members, conducted a Long Range Plan Orientation session at Wayne Community College for community colleges in the eastern region of the state. The purpose of the orientation was to provide general guidelines and criteria for developing their Long Range Plan. Wayne Community College's Administrative Council personnel attended the session. Colleges were provided with the NCCCS Long Range Plan checklist, along with additional instructions whereby colleges could adopt variations of the checklist items as long as the assumptions and rationale for the variations are provided.

The Long Range Plan checklist indicated that institutional Long Range Plans should include the following eight components/steps:

1. A broad-based planning committee to ensure that faculty and staff are directly engaged in developing the Long Range Plan.
2. Service area data projections (quantitative data). NCCCS contracted with a consulting firm, CC Benefits, to provide demographic, educational, economic, and limited program gap analysis for each college's service area. This was done to ensure that all colleges use consistent and comparable trend data in developing their Long Range Plans. WCC substituted population growth projections (*Growth Factor Analysis*) from the North Carolina state government website in place of underestimated population growth projections provided by CC Benefits.
3. Enrollment projections (quantitative data) for curriculum and continuing education programs. NCCCS provided projection formulas for colleges to use to ensure consistency and comparable enrollment data.
4. Internal program planning survey results (qualitative data) from college employees that have direct responsibility for programs. NCCCS provided a survey template to ensure consistency and comparability of the results.
5. A list of participants who engaged in a review of the LRP data to provide an external perspective.
6. Analysis of the external feedback gathered from the community (qualitative data). Colleges were provided with protocols for conducting the forum and analyzing the feedback from participants. Feedback from the community provides an external source of validation for the collected data.

7. A list of key implications. Colleges were given instructions on how to analyze the data and develop a list of key implications.
8. Compile the seven checklist elements listed above into the final Long Range Plan.

To meet the criteria for broad-based involvement by faculty and staff in the development of the Long Range Plan, Wayne Community College decided to use a standing committee, the WCC Planning Council, which is made up of 32 faculty and staff members representing all divisions of the College. The fact that several members of the committee have some experience with reviewing and interpreting data further qualified them for the task of analyzing data and identifying key implications for the Long Range Plan.

As mentioned above, NCCCS contracted with CC Benefits to provide quantitative data projections for each college's service area. Wayne Community College received the first *Regional Scan & Program Demand Report* from CC Benefits on October 18, 2007. CC Benefits provided population growth and program demand projections for Wayne County, WCC's service area, in addition to other information. Due to errors in program codes used for analyzing data for the original report, CC Benefits made revisions to the report and submitted a corrected report to the WCC on October 30, 2007. In addition, CC Benefits made other revisions at the request of NCCCS based on updated enrollment data that was not previously available.

The Office of Institutional Advancement used the CC Benefits *Regional Scan & Program Demand Report* to compare population growth projections against the *Wayne County Growth Factor Analysis Report*. The results were shared with the Planning Council, for review and comment. After reviewing the CC Benefits report the college personnel and key community stakeholders agreed with much of the projections for high growth industries and occupations; however they disagreed with the population growth projections for the WCC region contained in the report. CC Benefits population growth projections for 2007 – 2013 came in at -1.00 percent. This number is below the projections of the State of North Carolina, the expectations of college and county stakeholders, and the adjusted projected population growth data.

Accordingly, the College chose to use the projections from the *Growth Factor Analysis Report* data taken from of the State of North Carolina for the purposes of its Long Range Plan. The population for Wayne County is projected to increase by 10 percent (or 11,671 persons) between 2006 and 2013.

Enrollment projections were calculated using a method provided by NCCCS based on Full Time Equivalency (FTE). FTE is a measurement of equivalent full-time enrollment (16 hours per week) in community college courses, and provides the basis for funding the major part of WCC's budget. The enrollment projections produced quantitative data for comparison purposes.

To meet the criteria for internal program planning, the College developed an online Internal Program Planning Survey to solicit feedback regarding anticipated program

growth and space needs. The qualitative data from the Internal Survey responses were compared to the results of additional information that was gathered and analyzed for the Long Range Plan.

In September 2007, Wayne Community College (WCC) President Dr. Kay H. Albertson, directed the WCC Administrative Council and the WCC Planning Council, led by the Associate Vice President for Institutional Advancement and the Vice President of Educational Support Services, to seek and analyze input from key education, business, and industry stakeholders to identify new program opportunities and training needs for Wayne County over the next six years. Qualitative and quantitative data were collected for Curriculum, Occupational Extension and Basic Skills programs. Results from the process will be used to guide the development of a new Facilities Master Plan for Wayne CC.

The council identified several methods for collecting the information necessary to develop the six-year program plan:

1. Analysis of enrollment growth projections, occupational demand projections, demographic projections, economic trends, and new and emerging technologies.
2. Internal surveys of instructional staff for existing and new programs.
3. Listening forums from key Wayne County stakeholders and College Advisory Committee recommendations.

Research reports were made available to committee members in October and November 2007. Data sources included WCC enrollment reports, NC Community College System enrollment growth projections, Regional Scan & Program Demand Report from Economic Modeling Specialists Inc., and the Wayne County & Glenn Harbeck Associates, *2007 Growth Factor Analysis Report* appendix to the Wayne County Comprehensive Plan, September 2007.

Internal surveys were completed during September and October 2007. Planning Units were encouraged to collaborate on survey responses and to invite input from their respective Advisory Committee members. Respondents were asked to project changes in existing programs and to identify new programs and training opportunities. Respondents were also asked to provide evidence-based justification to support their respective program's enrollment growth for the next six years. A total of 43 existing programs were identified for changes along with the recommendation to implement 15 new programs.

Listening forums were accomplished earlier in 2007 through the Wayne County Strategic Planning initiative conducted by Glen Harbeck & Associates from Wilmington, NC. Over 100 stakeholders including WCC representatives from Curriculum, Continuing Education and Support Services participated in the process. Other participants included representatives from business, economic development, industry and manufacturing, agribusiness, healthcare, public safety, art and entertainment, travel and tourism, transportation, construction, education, government and non-profits.

Through a facilitated roundtable discussion process, participants were asked to identify trends that will significantly impact the community over the next ten years; propose new educational programs or training opportunities; and identify possible funding sources that might help to offset the start-up costs of the new programs. In addition, recommendations from the fall 2007 WCC curriculum program Advisory Committees were incorporated into departmental needs.

External stakeholder information was also gathered from the WCC 2005-2010 Long Range Planning Process utilizing both face-to-face and electronic survey processes to identify the College's Strengths, Weaknesses, Opportunities and Threats. These data were compared to the current NC Community College System 2007-2009 Planning Assumptions to incorporate current demographic, economic, fiscal, socio-cultural, political, legislative, and higher education trends.

The following report synthesizes and organizes information from many qualitative and quantitative resources into a concise report of new and existing program needs and opportunities for the next six years. The Planning Council organized and consolidated information using an iterative approach that began with analyses of enrollment growth and occupational demand projections for WCC. Following a review of the internal survey results, the Academic division and Departmental personnel, Occupational Extension and Basic Skills personnel, identified categories of growth areas for the College. These categories were further expanded and modified following a review of the external focus groups' compiled information. The AVP for Institutional Advancement and VP for Educational Support Services facilitated the prioritization of projected workforce training needs, enrollment growth, economic development trends and initiatives, and service to the community using the process of triangulation.

Triangulation involves bringing together different types of data, different methods of collecting data or different ways of looking at data in order to answer a particular research question. The research question investigated in the LRP is, "What are the implications for enrollment growth in curriculum, continuing education, and basic skills programs at WCC?" The concept of triangulation is based on the assumption that by using several data sources, methods and investigators one can neutralize bias inherent in one particular data source, investigator or method (Jick 1979). If several different methods of investigation produce results that are confirmatory (in agreement), then there will be more certainly the data are valid.

#### **Appendices:**

- Appendix 1: Planning Committee members
- Appendix 3: Internal Survey Participants
- Appendix 5: External Listening Forum Participants
- Appendix 6: Community Engagement Forum Results
- Appendix 7: CC Benefits Report
- Appendix 12: Wayne County Factor Analysis Report

---

## Service Area Data Projections

---

One of the biggest obstacles to effective regional planning is access to the right information. In the context of community college planning this means access to regional workforce, education, and economic information from a variety of state and federal sources.

To aid in lessening such obstacles, EMSI, Inc., integrated data from over 70 state and federal sources, and developed helpful reports and powerful web-based tools that access this data to provide clients with focused, up-to-date, detailed data on their regions.

The North Carolina Community College System, in an effort to assist the colleges with developing a Long Range Plan within a short period of time (less than four months), contracted with CC Benefits to produce a Regional Scan and Program Demand Report containing quantitative data for each of the 58 community colleges. The report was designed to integrate and analyze data from multiple sources with the goal of aligning community college program offerings with demographic and economic characteristics, and occupational needs of respective service areas.

The EMSI report was designed to provide a comprehensive scan of a region's economy, workforce, and population while highlighting elements that are unique to the specific region. The report also included a direct comparison of program offerings and enrollment by CIP code with the top growing occupations for the region from 2007-2013. The report is designed to provide and package a large amount of current and projected external data in an easy to understand and usable format so that each college can quickly access data and analysis to support enrollment projections and facilities planning.

Service area projections are used to align College program offerings with the demographic and economic characteristics of our service region.

The Wayne Community College service region, according to the North Carolina Administrative Code, is defined as Wayne County and is comprised of the following townships and municipalities: Brogden, Buck Swamp, Eureka, Fork, Fremont, Goldsboro, Grantham, Great Swamp, Indian Springs, Mount Olive, Nahunta, New Hope, Pikeville, Saulston, Seven Springs, Stoneycreek, and Walnut Creek.

As previously discussed EMSI, Inc. contracted with the NC Community College System to assist NCCCS colleges in completing their Long Range Plans. EMSI provided current and projected regional workforce, economic, and population data along with an analysis of how WCC's current program offerings match up to the occupational needs of Wayne County.

The report also includes a direct comparison of program offerings and enrollments by CIP codes with the top growing occupations for Wayne County from 2007-2013. The

report is designed to provide and package a large amount of current and projected external data to support enrollment projections and facilities planning.

The Wayne County report includes the following:

- County Population Profile
- Educational Attainment
- High School Graduation
- Industry Overview
- Top Ranked Industries (Top 20)
- Staffing Patterns of Fastest Growing Industries
- Occupation Overview
- Program Analysis

### **CC Benefits, Inc., Summary**

#### **Regional Demographics**

- From 2007 to 2013, the region can expect the total population to change by - 1,072 persons, or -0.94%.
- The age groups with the highest growth are:

<b>Age Group</b>	<b>Change in Persons</b>
60 to 64 years	1,132
55 to 59 years	927
65 to 69 years	625
50 to 54 years	470
20 to 24 years	363

- Similarly, the racial/ethnic groups with the highest expected population growth are:

#### **Group Change in Persons**

White Hispanic	1,278
Two or more races	75
Non-White Hispanic	37

#### **Educational Attainment & H.S. Graduations**

Total regional attainment of a college degree (any level) is below average compared to the state and below average compared to the nation. From 2007 to 2013, the total number of high school graduates in the region is expected to decline by 108. Detailed tables are on pages 7 through 10 in the appendices.

## **High-Growth Industries**

The following industries show the highest total job growth from 2007 to 2013:

- Child day care services
- Residential mental retardation facilities
- Fruit and vegetable canning and drying
- Colleges, universities, and professional schools
- Civic and social organizations
- Home health care services
- Offices of physicians
- Local government
- State government
- Tortilla manufacturing

## **Critical Occupations in High- Growth Industries**

The following occupations show the most growth within the top ten high-growth industries. Detailed tables begin on page 18 in the appendices.

- Childcare workers
- Home health aides
- Preschool teachers, except special education
- Personal and home care aides
- Registered nurses
- Nursing aides, orderlies, and attendants
- Teacher assistants
- Janitors and cleaners, except maids and housekeeping cleaners
- Packaging and filling machine operators and tenders
- Physicians and surgeons

## **High-Growth Occupations (Across All Industries)**

These occupations show the most total growth across all industries.

- Preschool teachers, except special education
- Registered nurses
- Insurance sales agents
- Maintenance and repair workers, general
- Social and human service assistants
- Emergency medical technicians and paramedics
- Customer service representatives
- Medical assistants
- Team assemblers
- Nursing aides, orderlies, and attendants

Since the 2000 Census the county population has slowly increased about 1% with the largest population segment being persons under 18 years old (26%); followed by persons over 65 years old (12%). However, according to County planners, the County population could approach 1250,000 by 2013 (10 % increase) as the County's economy becomes integrated with the Research Triangle (Raleigh-Durham). Also impacting the County is the influx of over 350 military and civilian personnel and their families affected by the DOD Base Realignment and Closure program. To be prepared for this larger



population, the College along with the County must plan for a more aggressive rather than slow growth scenario.

In light of the above, WCC has adopted the North Carolina state government population growth projections (*Wayne County 2007 Growth Factor Analysis Report*) for the purpose of its Long Range Plan.

According to North Carolina state government's website, "The State Demographics Unit is primarily responsible for producing population estimates and projections. The annual estimates of the population of North Carolina counties and municipalities are used in the distribution of state shared revenues to local governments. County and state population projections, available by age, race (white/other) and sex, are used for long range planning. To produce these estimates and projections, the unit develops and enhances complex mathematical computer models, and collects and reviews a variety of data from federal, state, and local government sources. It annually surveys North Carolina municipalities for annexation data, municipalities and counties for selected institutional data, and military bases for barracks population data. As a member of the Federal State Cooperative Program for Population Estimates (FSCPE), the unit collects and examines data for the Census Bureau and reviews Census Bureau estimates and methods."

In addition to the data previously listed, WCC considered eight key trends that were identified for 2007-2017 in the *State of the North Carolina Workforce* report, produced by the North Carolina Commission on Workforce Development and published in January, 2007. These eight key trends are:

1. Many of North Carolina's traditional manufacturing industries continue to shed jobs as part of an on-going economic transition.
2. North Carolina's traditional "middle jobs"—those that paid a family-sustaining wage and required minimal formal education or training—are disappearing as part of this transition.
3. New job creation is concentrating in certain fast-growing metropolitan areas.
4. Many areas of North Carolina are not prospering from the economic transformation.
5. The future prosperity of all north Carolinians depends on achieving higher educational attainment levels for all citizens.
6. Impending baby-boom retirements will exacerbate an emerging skills gap, resulting in fewer experienced, skilled workers
7. High-skill in-migrants will help fill part, but not all, of this skills gap.
8. Low-skill in-migrants present both opportunities and challenges in meeting the state's workforce needs.

The EMSI report (Wayne County) along with the *State of the North Carolina Workforce* report contributed to the long-range plan by providing demographic and industry information that coincides with and corroborates most of the data collected from internal and external stakeholders. However, the EMSI and State census data projected population growth at a negative one percent for the County through 2013. Although this data projection would typically be in-line with the County's population trends, there are several factors influencing the County's population growth identified in the *Wayne County 2007 Growth Factors Report*, which were not factored into the projections but must be taken into consideration.

The Report suggested that the County's population, could approach 125,000 residents by 2013 or a 10% increase. This projection is based on residents migrating from Raleigh-Durham to Wayne County, the influx of Base Realignment and Closure affected military personnel and their families moving into the area, and the recent addition of several new industries relocating to Wayne County. Industry job growth across the County provides a basis for the growth within Curriculum, Occupational Extension, and Basic Skills programs at WCC.

Since this information is critical in planning for the County's growth, the College elected to use the 10% increase in the County population data to plan for a more realistic picture of the County's growth potential by 2013.

**Appendices:**

- Appendix 7: CCbenefits Report
- Appendix 11: *State of the North Carolina Workforce Report*
- Appendix 12: *Wayne County Factor Analysis Report*

---

## Enrollment Projections

---

A requirement for the college's Long Range Plan (LRP) is to project Full Time Equivalent (FTE) student enrollment through 2012-2013 fiscal year. Enrollment projections, combined with other relevant quantitative and qualitative data, from existing programs and demographic profiles, allows the college to provide its best estimate on Curriculum, Occupational Extension and Basic skills enrollment growth over the next six years which will also lay the foundation for additional facilities requirements.

For the purpose of this LRP "programs" refers to Curriculum, Continuing Education (Occupational Extension), and Basic Skills programs. The College offers 70 curriculum programs, 50 occupational extension programs and 15 programs in basic skills. A list of programs can be found in the appendices.

Although growth in the County has been slow, College enrollment has grown 4% since 1996, even though enrollment has been flat the past several years. In 2006, WCC piloted the Early Middle College High School enrolling over 60 students its first year. Over the next five years this program is projected to enroll 300 students. Since freshman and sophomore students cannot, by law, associate with college students, the College had to provide a separate facility for the program. Consequently, college classrooms and lab space were reduced by 13,625 gross sq ft.

The anticipated population growth from the in-migration of residents from the Raleigh-Durham Research Triangle Park will, most likely, result in better than average population growth (12,000 residents) in Wayne County over the next six years. In addition, and because of the Department of Defense Base Realignment and Closure (BRAC) program, approximately 350 military and civilian personnel and their families have begun relocating to Wayne County.

After examining several projection models provided by the NCCCS Office for Planning and Research, WCC opted to use enrollment projection option 2 based on the College's five-year average percent share of the total NCCCS FTE. All three options can be found in the appendices.

**Option 2 - WCC Enrollment Projections Based on the College's Share of the Total System FTE Plus the 5-Year Average Percent Change in that Share of FTE**

Year		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Curriculum	NCCCS	151017	153282	157498	164742	172156	179472
	% Share	1.74%	1.72%	1.69%	1.66%	1.63%	1.60%
	<b>WCC</b>	<b>2627.70</b>	<b>2636.45</b>	<b>2661.72</b>	<b>2734.72</b>	<b>2806.14</b>	<b>2871.55</b>
Occ Ext	NCCCS	24188	24914	25786	26817	27890	29145
	% Share	2.13%	2.08%	2.03%	1.98%	1.93%	1.88%
	<b>WCC</b>	<b>515.20</b>	<b>518.21</b>	<b>523.46</b>	<b>530.98</b>	<b>538.28</b>	<b>547.93</b>
Basic Skills	NCCCS	19183	19567	19958	20357	20764	21180
	% Share	2.38%	2.27%	2.17%	2.06%	1.96%	1.85%
	<b>WCC</b>	<b>456.56</b>	<b>444.17</b>	<b>433.09</b>	<b>419.35</b>	<b>406.97</b>	<b>391.83</b>

FTE is a measurement of student enrollment in community college courses and is calculated by using a standardized formula, which provides the basis for funding a major part of WCC's budget. FTE is based on class membership for 16 hours of class, shop, or laboratory per week for 32 weeks and is calculated by dividing class hours by a divisor as mandated by the legislature.

- The divisor is 688 for Continuing Education courses.
- The divisor is 512 for Curriculum

The results of the enrollment projections indicate that WCC will experience an increase of 11% in FTE growth from 2007 until 2013. This projection does not take into account the 300 students enrollment growth from the Early Middle College High School, impact from the 350 military and civilian families affected by BRAC moving into Wayne County nor the estimated 14,000 citizens projected to in-migrate from the Raleigh Research Triangle. In addition, the College is seeing a greater number of students enrolling with special needs requiring additional classroom and lab space to accommodate wheelchairs. These scenarios plus the 11% growth will have substantial implications for additional space needs at the College.

As noted in the Executive Summary of this document, the number of assignable square feet per student FTE (ASF per FTE) is a standard measure for ascertaining whether colleges have sufficient space to fulfill their mission. As of 2006, WCC had 99 ASF per FTE, as compared to the state average of 98 ASF per FTE.

**Appendices:**

- Appendix 4: Internal Survey Results
- Appendix 8: Programs currently offered by the College
- Appendix 9: NCCCS Enrollment Projection Methodologies

---

## Internal Feedback

---

Internal feedback from instructional personnel is essential in the expansion or revision of existing programs and the development of new ones. Instructional personnel are encouraged to “fine tune” their respective programs through Program Review, Advisory Committee Input, Return to Industry Training, and Professional Development. No one knows their program better than they do and their input and feedback is an essential part of the LRP. Faculty from curriculum, occupational extension and basic skills were asked in September 2007, to project their respective needs using an “Existing” and “New” program survey.

The College set up an online Internal Program Planning Survey using the template provided by NCCCS to solicit feedback regarding anticipated program growth and space needs. Approximately 75 faculty and staff members, who have direct responsibility for programs, were instructed to respond to the survey. They were provided with a listing of all current programs, as well as listing of potentially new programs. They were asked to identify which current programs they believed would experience growth, and whether the growth would be “maximum,” “moderate,” or “minimum.” In addition, they were asked to identify any new programs and what level they might experience growth. Lastly, they were asked to identify space needs for any current and new programs. They were asked to specify space needs according to whether growing programs would need new space or renovation of existing space.

Instructional Planning units were encouraged to collaborate on survey responses and to invite input from their respective Advisory Committee Members. Respondents were asked to project changes in existing programs and to identify new programs and training opportunities. Respondents were also asked to provide evidence-based justification to support their respective program’s enrollment growth for the next six years.

The qualitative data from the Internal Survey responses were compiled and compared to the results of additional information that was gathered and analyzed for the Long Range Plan.

The results of the survey show that 22 of the 130 current programs in Curriculum, Continuing Education, and Basic Skills are expected to experience moderate to maximum growth, and most need additional space. In addition, 15 new programs were identified and respondents indicated that all 15 new programs will need additional space.

A summary of the existing and proposed new Programs are reflected in the following tables:

**Table 1, Existing Programs**

Division / Department	Program	Estimated Enrollment Growth		
		Minimal	Moderate	Maximum
		< 10	10-30	30+
Occupational Extension	Effective Communication - Spanish Literacy		X	
	Career Readiness Certificate Program (CRC)			X
	Computer Basics for Job Search I & II and Communications/ Job Skills for the Workplace			X
	Light Construction		X	
	CE Allied Health			X
	Law			X
	EMS			X
	Fire			X
Basic Skills	English as a Second Language			X
	GED		X	
	Virtual Learning - Online		X	
Arts & Sciences	College Transfer			X
Business & Computer Technologies	Business Administration		X	
	Business Administration / Operations Management	X		
	Business Administration / Marketing	X		
	Accounting		X	
	Simulation & Game Design			X
	Office Systems Technology		X	
	Medical Office Administration		X	
Applied Technologies	Aviation Systems Technology		X	
	Electronics Engineering Technology	X		
	Air Conditioning Heating & Refrigeration Tech.	X		
	Mechanical Engineering / Drafting & Design		X	
	Machining Technology	X		
	Welding Technology	X		
	Agribusiness Technology	X		
	Applied Animal Science Technology		X	

Division / Department	Program	Estimated Enrollment Growth		
		Minimal	Moderate	Maximum
		< 10	10-30	30+
	Forest Management Technology	X		
	Turfgrass Management Technology		X	
	Automotive Technology	X		
	Autobody Repair	X		
Allied Health & Public Services	Criminal Justice		X	
	BLET		X	
	Early Childhood (all programs)			X
	Human Services / Substance Abuse	X		
	Emergency Preparedness Technology		X	
	Dental Assisting	X		
	Dental Hygiene	X		
	Associate Degree Nursing	X		
	Medical Assisting		X	
	Phlebotomy	X		
Medical Laboratory Technology	X			

**Table 2, New Programs**

Division / Department	Program	Estimated Enrollment Growth		
		Minimal	Moderate	Maximum
		< 10	10-30	30+
Occupational Extension	Plaza Comunitaria - Education Ctr.			X
	Nurse Aide - Geriatrics			X
	Nurse Aide - Restorative		X	
	Landscaping Certification			X
	Distance Learning Programs			X
	HRD - Healthcare Occupations			X
Basic Skills	Virtual High School			X
Applied Technologies	Autobody Repair		X	
	Heavy Equipment and Transport Tech.		X	
	Landscaping Management Technology		X	
	Natural Resources Technology		X	

Division / Department	Program	Estimated Enrollment Growth		
		Minimal	Moderate	Maximum
		< 10	10-30	30+
Allied Health & Public Services	Latent Evidence		X	
	Early Childhood - Special Education			X
	Medical Laboratory Technology		X	
	Health Sciences Program		X	

**Appendices:**

- Appendix 2: Copy of Internal Survey Instrument
- Appendix 3: List of Internal Survey Participants
- Appendix 4: Internal Survey Results



---

## External Feedback

---

External stakeholder input is essential in assisting the College in the development of the Long Range Plan. Research and conventional wisdom indicates that successful organizations stay close to the people they serve. Such organizations are effective at shaping their services, programs, and products to address their constituents' hopes, needs and expectations. In addition, others may have a stake in what we do as well. For example, funders, regulators or community groups who may present particular opportunities or threats for the future. Opportunities and threats also come from other areas:

- Social or cultural – demographic changes, social or cultural trends
- Economic – new funding patterns, economic trends, new businesses
- Political – new legislation, changes in leadership or political philosophy, shifts in political support
- Technological – innovations in information and other technologies, new

One of the key pieces of information provided by Glen Harbeck is the following Wayne County Growth Factor Analysis, which addresses Measures of Population Change, Composition and Distribution, and Local Economic Conditions.

### **Growth Factors Analysis** **Appendix to the Wayne County Comprehensive Plan**

This Growth Factors Analysis includes statistical measures concerning Wayne County's population, housing, and local economy. The purpose of the Growth Factors Analysis is to provide a factual basis for understanding primarily the demographic and economic context for growth and development in Wayne County.

#### Population Growth History of Wayne County

This study of Wayne County's population growth focuses on the "modern-day" period since World War II. Generally, Wayne County experienced substantial but uneven growth during the second half of the twentieth century. During the 1950's, Wayne County saw its most rapid growth period (17,800 residents added) as Seymour Johnson Air Force Base witnessed an expansion in personnel related to the post-WWII Cold War military build up. During the 1980's and 1990's the County saw population increases of about 8,000 persons each decade.

## Population Change in Wayne County, 1940-2000

---

### TOTAL POPULATION

---

1940	58,328
1950	64,257
1960	82,059
1970	85,408
1980	97,054
1990	104,666
2000	113,329

---

### ABSOLUTE INCREASE

---

1940-1950	5,929
1950-1960	17,802
1960-1970	3,349
1970-1980	11,646
1980-1990	7,612
1990-2000	8,663

---

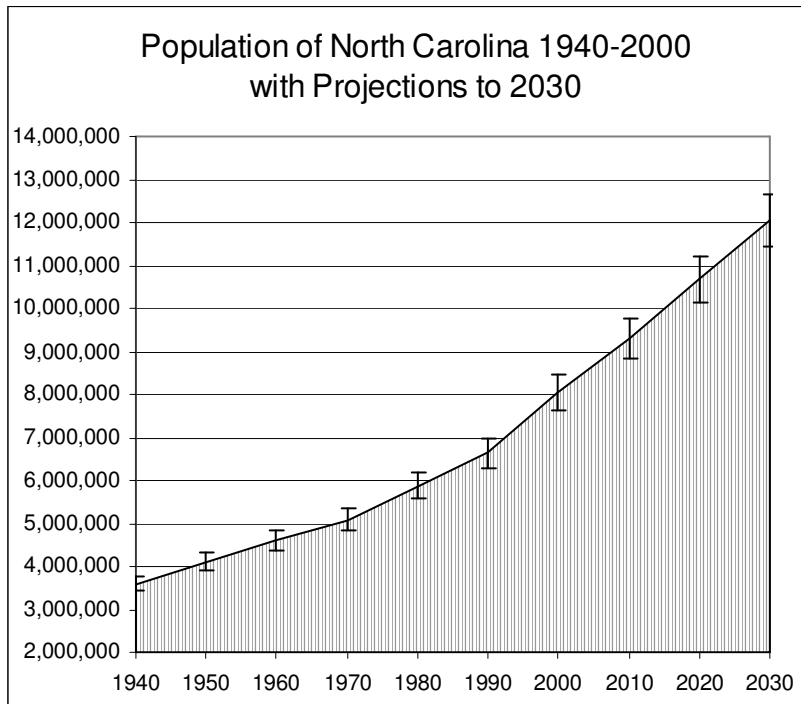
### PERCENTAGE INCREASE

---

1940-1950	10.2%
1950-1960	27.7%
1960-1970	4.1%
1970-1980	13.6%
1980-1990	7.8%
1990-2000	8.3%

Source: North Carolina State Data Center  
U.S. Census Bureau

Population Growth of Wayne County Compared to the State of North Carolina



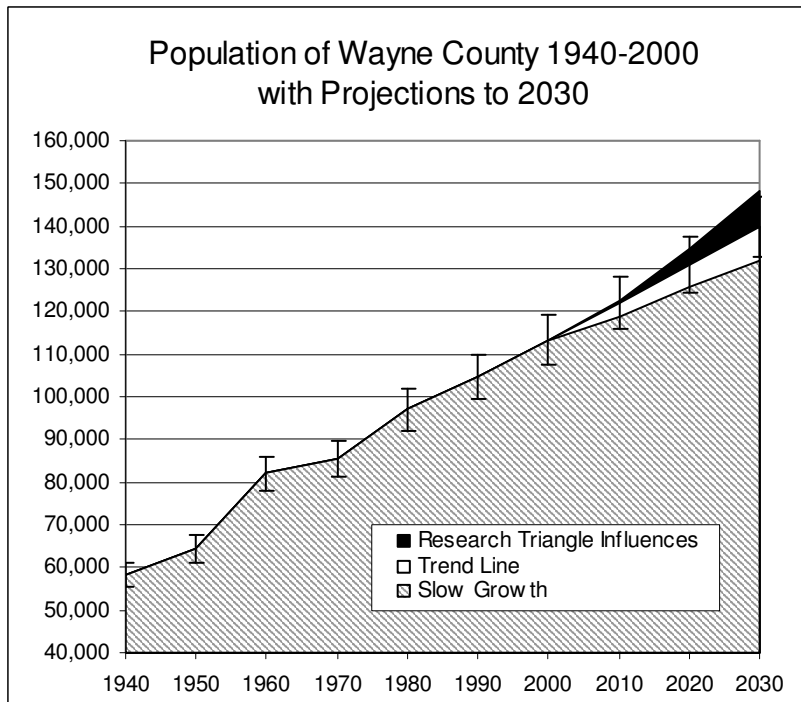
**Population Growth of North Carolina, 1940 to 2000, With Projections to 2030**

The State of North Carolina showed steady but modest growth from 1940 until 1970. Beginning in the 70's, the state's growth rate accelerated from previous norms. Projections for the first three decades of the twenty-first century show that the State will reach 12 million people by 2030, or a doubling of the population from 1980.

*Note: The short vertical bars appearing along the slope of the two graphs on this page show the range in which a  $\pm 5\%$  error could fall above or below the line.*

*error could fall above or below the line.*

**Population Growth of Wayne County, 1940 to 2000, With Projections to 2030**



The uneven growth rates witnessed by Wayne County during the mid-twentieth century are evident in the "bumpier" growth curve shown for that period. Projections for 2000 through 2030 vary depending upon the degree to which Wayne County's economy becomes integrated with the Research Triangle (i.e. Raleigh-Durham). In looking at commuting trends and other factors, local officials believe that the County's population will approach 150,000 by 2030, rather than the 130,000 identified under a slow growth scenario.

To be prepared for this larger population, the balance of this analysis will employ the projected population numbers associated with the "Research Triangle Influences" growth scenario.

## **From quantitative data came the results from the community listening forums**

In January 2006, Wayne County external stakeholders were invited to participate in the Wayne County Strategic Planning initiative. Over the course of the next 18 months three listening forums were conducted to gather community input, synthesizing and prioritizing County needs, and developing action statements to address the Strategic Plan. Mr. Connie Price, Wayne County Planning Director, facilitated the process with Mr. Glen Harbeck, AICP, from Wilmington, NC. Mr. Harbeck had previously worked with the county on the 1997 Ten-year Strategic Plan.

Over 100 stakeholders including the Wayne Community College President, Vice President of Academic Affairs and Student Services, and the Vice President for Educational Support Services participated in the 18-month process. Other participants included representatives from business, economic development, industry and manufacturing, agribusiness, healthcare, public safety, art and entertainment, travel and tourism, transportation, construction, education, government and non-profits.

Through several facilitated roundtable discussions, participants were asked to identify trends that will significantly impact the community over the next ten years; Wayne County Planning Director, Connie Price, stated the Wayne County Comprehensive Plan is designed to serve as a guide for decisions. The College identified the following areas extracted from the Wayne County Plan, as areas of opportunity for WCC:

### **Economic Development**

Action 2.2: Identify resources and/or establish mechanisms for County participation in providing for strategic economic development incentives.

Action 2.3: Continue to support Wayne County Development Alliance, Inc. in its efforts to expand existing businesses and recruit new businesses to the county.

Action 2.4. Continue to support the local office of the NC Military Business Center as it seeks to (1) increase military business for area companies (2) help transition former military personnel and their family members into the nonmilitary workforce, (3) support recruitment and development of defense-related businesses in the Wayne County area.

Action 2.5: In recruiting new businesses to the area, continue to advertise Wayne County's key business advantages. Among them: a steady stream of skilled workers (e.g. SJ Air Force Base), moderate living costs, an excellent highway and rail transportation system, and available 2 and 4 year colleges.

Action 2.7: Promote work force development in the middle and high school grades, including technical training, job fairs, job shadowing, and career tracking.

## **Funding of County Services**

Action 3.1: Prepare and routinely update master plans for all major facilities and services provided by Wayne County (i.e. schools, libraries, jail facilities, animal shelter, solid waste, etc.)

Action 3.2. Prepare a summary capital improvement program (CIP) for Wayne County showing capital improvement needs and cost estimates for 5, 10 and 15-year timeframes. Update the CIP annually as part of the County's work program and budget development process.

Action 3.7: As part of each year's work program and budget development process, have each County department identify and evaluate new technologies that could make services provided by the County more cost effective and convenient to county residents.

## **Agriculture preservation/growth management**

Action 4.1: Update development standards for urban (higher density) and rural (lower density) developments within the unincorporated area of Wayne County. Include all involved public and private sector interests in the creation of the standards.

## **Schools •**

Action 6.2: Local governments in Wayne County (County and municipal) should be encouraged to include funding for the construction of pedestrian and bicycle facilities within 1.5 miles of all public schools when preparing capital improvement plans.

Action 6.4: Encourage county and municipal officials to consider co-location of schools when planning for other County and municipal facilities.

## **Public Safety**

Action 8.1: Create an inventory of public buildings and facilities that may be suitable for the location of a law enforcement substation. Compare these locations with high crime areas and potential patrol areas.

Action 8.4: Continue to conduct routine public education campaigns for neighborhoods to organize and participate in the Neighborhood Watch Program.

Action 8.5: Continue to promote and present public safety classes for educating the public as to crime prevention and public safety issues.

As previously discussed, external stakeholder input is essential in assisting the College in the development of the Long Range Plan. Research and conventional wisdom indicates that successful organizations stay close to the people they serve. Such organizations are effective at shaping their services, programs, and products to address their constituents' hopes, needs and expectations. The County Growth Factor analysis

suggests that the Wayne County population could grow faster over the next six years depending upon the degree to which Wayne County's economy becomes integrated into the Research Triangle. In looking at commuting trends and other factors such as the housing growth in Northern Wayne County, the County's population will approach 128,000 by 2013, which equates to a 12% growth factor. The in-migration of more families and businesses provides a number of opportunities and challenges for Wayne County and the College.

**Appendices:**

- Appendix 5: Copy of Listening Forum Attendees
- Appendix 6: Copy of Listening Forum Results
- Appendix 12: *Wayne County Factor Analysis Report*

---

## Key Implications

---

Triangulation involves bringing together different types of data, different methods of collecting data or different ways of looking at data in order to answer a particular research question. The research question investigated in the LRP is, “What are the implications for enrollment growth in curriculum, continuing education, and basic skills programs at WCC?” The concept of triangulation is based on the assumption that by using several data sources, methods and investigators one can neutralize bias inherent in one particular data source, investigator or method (Jick 1979). If several different methods of investigation produce results that are confirmatory (in agreement), then we can be more certain that our results are valid. The process to triangulate quantitative and qualitative data into Key Implications was done through the following process.

The AVP for Institutional Advancement and the VP for Educational Support Services along with the Administrative Council and Planning Council facilitated the implications for enrollment growth and also compared the College’s top Curriculum, Continuing Education-Occupational Extension and Basic Skills program enrollments to the EMSI High Demand Occupations and Related Enrollment, looking for gaps in program offerings.

### Summary: High-Demand Occupations and Related Enrollment

Occupation	2007-13 Avg. Ann. Openings	Median Hourly Earnings	Related Programs	Ann Enroll. at College
Registered nurses	50	\$24.26	Associate Degree Nursing	79
Preschool teachers, except special education	41	\$7.85	Early Childhood Associate CE Childcare	151 58
Team assemblers	32	\$11.32		
Maintenance and repair workers, general	28	\$15.12	Industrial Maint Tech CE Fork Lift Operator HVAC CE HVAC	40 7 27 58
Nursing aides, orderlies, and attendants	27	\$10.21	CE Nurse Aide Level I CE Nurse Aide Level II CE Nurse Aid Refresher CE Medical Terminology CE Home Comp Aide CE Medical Care Tech	300 76 45 25 14 6
Sales representatives, wholesale and manufacturing, except technical and scientific products	25	\$18.91	Business Administration Marketing and Retailing CE Marketing & Retailing	126 47 23

Social and human service assistants	23	\$10.90	Human Services Tech Mental Health Substance Abuse CE Substance Abuse Coun CE Therapeutic Massage CE Anatomy & Physiology	84 1 47 51 10 2
Customer service representatives	22	\$12.18	Office Systems Tech	39
Elementary school teachers, except special education	22	\$18.80	Teacher Associate	79
First-line supervisors/managers of retail sales workers	21	\$13.77	Business Administration Marketing and Retailing Operations Management	126 47 40
First-line supervisors/managers of food preparation and serving workers	17	\$11.85	CE Quantity Food Service CE Custodial Training CE Mgt, Supv & Ldrship	25 8 253
Bookkeeping, accounting, and auditing clerks	17	\$12.02	Accounting Business Administration CE Income Tax Preparers CE Accounting CE Banking and Finance	70 126 30 3 1
Insurance sales agents	16	\$11.65		
Cooks, restaurant	16	\$8.43	CE Quantity Food Service CE Custodial Training	25 8
Executive secretaries and administrative assistants	15	\$14.02	Office Systems Tech Medical Office Admin CE Communication CE Office Science Ed	39 126 25 220
Automotive service technicians and mechanics	15	\$14.04	Automotive Systems Tech CE Auto Safety & Mechanic	67 344
Medical assistants	14	\$10.80	Medical Assisting Medical Transcription Medical Office Admin	46 66 145
First-line supervisors/managers of office and administrative support workers	14	\$17.57	Office Systems Tech CE Mgt, Supv & Ldrship	39 253
<b>Occupation</b>	<b>2007-13 Avg. Ann. Openings</b>	<b>Median Hourly Earnings</b>	<b>Related Programs</b>	<b>Ann Enroll. at College</b>
Business operation specialists, all other	13	\$24.40	Business Administration Marketing and Retailing Operations Management CE Comp Science Apps	126 47 40 494
Fitness trainers and aerobics instructors	12	\$8.74	Phys Ed 110,117,120 & 130	

Source: Economic Modeling Specialists Inc. (9/2007)



**Implications of enrollment growth:** Five-year average enrollments in WCC curriculum, occupational extension and Basic Skills programs have shown minimal program growth. Although program growth hovers around two percent, the anticipated population growth from the in migration of residents from the Raleigh-Durham Research Triangle Park will, most likely, result in better than average population growth in Wayne County over the next six years. Consequently, average percent share of the total system FTE will account for this anticipated growth. Curriculum programs are projected to grow an estimated 1.5% per year from 2628 to 2872 FTE. Occupational Extension programs will grow an estimated 2.0% per year from 515 to 548 FTE while Basic Skills will decline from 456 392 (just under -2%) during the same time period.

**Implications of high growth programs:** All but three program occupations are offered in both Curriculum and Continuing Education-Occupational Extension Team assemblers and Fitness trainers and aerobics instructors.

- Team Assemblers have an average annual job opening of 32 jobs with a median hourly wage of \$11.32.
- Insurance sales agents have an average annual job opening of 16 jobs with a median hourly wage of \$11.65.
- Fitness trainers and aerobic instructors have an average annual job opening of 12 jobs with a median hourly wage of \$8.74.

**Implications for low growth programs:** Although the following programs in Curriculum, Occupational Extension and Basic Skills reflect low growth from 2001 to 2006, the respective departments, working with their advisory committees, plan out new strategies to turn the program around.

- Curriculum: Internet Technologies, Information Systems, Livestock and Poultry, Associate in Science, Associate in Arts, Electronics Engineering, Forest Management, Office Systems, Aviation Systems and Welding. Enrollment deficit percentage decrease from 70% down to 27% over five years.
- Occupational Extension: Service occupations, Agriculture and natural resources, Building Codes and Inspections, Learning Lab, Safety, Aircraft Maintenance, Small Business Center, Computer Science Applications, Child Care and New Industry Training. Enrollment deficit percentages decreased from 68% down to 32%.
- Basis Skills experienced a 17% decrease in enrollment over the same time.

The respective councils also examined internal survey results for modifications or expansions to existing programs and recommendations for new programs. These data were compared against the results from the internal and external surveys, EMSI data and annual College Advisory Committee recommendations resulting in the following observations:

### **Wayne County Demographics:**

The County population will approach 150,000 by 2030, rather than 130,000 under a slow growth scenario. Over the past several years housing growth in the northern county indicates that the County's economy is becoming integrated with the Research Triangle (i.e. Raleigh-Durham).

Wayne County citizens are getting older and represent 12% of the population. A dramatic increase in the 65+-population segment is predicted to increase to 18% in 2030. Allied Health programs must continue to address the shortage of health care technicians.

Health, wellness, fitness, and alternative healthcare are areas that need to be explored; especially geriatric and wellness programs related to aging in Wayne County.

County listening forums recognized and emphasized the importance of English as a Second Language and citizenship classes for immigrants.

Revisit the possibility of a Convention Center complex to promote tourism, performing and visual arts, professional crafts, and heritage to the local economy.

Continue to promote and present public safety classes for educating the public as to crime prevention and public safety issues.

Encourage county and municipal officials to consider co-location of schools when planning for other County and municipal facilities.

Continue to support the local office of the NC Military Business Center as it seeks to increase military business for area companies, help transition former military personnel and their family members into the non-military workforce, support recruitment and development of defense related businesses in the Wayne County area.

Promote work force development in the middle and high school grades, including

Wayne County persons aged 18 and under make up 27% of the County's total population, which is almost 2% higher than the State.

The Latino/Hispanic population will continue to grow placing a greater demand on County and WCC programs and services.

The following summary synthesizes and organizes information from many qualitative and quantitative resources into a concise report of new and existing program needs and opportunities for the next six years. The Planning Council organized and consolidated information using an iterative approach that began with analyses of enrollment growth and occupational demand projections for WCC. Following a review of the internal survey results, the academic division and departmental personnel, occupational extension and basic skills personnel, identified categories of growth areas for the College. These categories were further expanded and modified following a review of the external focus groups' compiled information. The following Continuing Education Occupational Extension, Basic Skills and Curriculum program summary reflects each program need, justification and recommendation for facilities & space needs:

**Continuing Education:**

**Light Construction**

***Needs:***

1. Provide instructional space to create a larger location for the Light Construction program. In light of the downturn in the housing market, the Occupational Extension Light Construction program projects moderate growth in construction based on local demand in the construction industry and input from the Advisory Committee. With the expected growth, the current facility located on the former WCC South Campus, will not adequately support the following existing or future instructional needs.

- Home Renovation
- Facilities Management
- Masonry
- Plumbing
- Electrical Apprenticeship
- Ceramic Tile Installation
- Furniture Finishing
- Upholstery

2. Advisory committee projects annual enrollment growth of 10-30 students.
3. EMSI data projects this area as a high-demand occupation.

***Recommendation:***

- Construct a 5000 square foot facility on the WCC main campus to increase the workspace.

## **Allied Health**

### ***Needs:***

1. New Programs are recommended in the Occupational Extension Allied Health program, which projects a 2.12% growth in Nurse Aides and 4.14% in Pharmacy technicians.
2. The Nurse Aide industry (Geriatrics and Restorative) project a greater need as healthcare sees a shift in populations and services requiring a broader range of knowledge in various facilities.
3. Health Care Occupations in HRD is a program designed to provide an entry point into the Health Care profession and is projecting maximum enrollment growth.
4. EMSI data projects this area as a high-demand occupation.

### ***Recommendation:***

- Add four 600 sq ft. classrooms, four 480 sq ft. labs and four 80 sq ft. for office space.

## **Plaza Comunitaria – Education Center**

### ***Needs:***

1. Occupational Extension programs project moderate growth in Spanish Literacy, while the Basic Skills GED program (English as Second Language (ESL)) graduates will experience maximum growth along with other ESL programs. A new Occupational Extension program to address the growing high school drop out rates of Latino students is the Plaza Comunitaria-Education Center is recommended.
2. Given the strong agricultural economy in Wayne County, the area has a larger population than the state as a whole (4.9% vs. 4.7%). Many Latinos live outside municipal boundaries in Wayne County, with the largest percentage of Hispanic or Latino population living in Eureka (3.7%) and Mount Olive (3.2%) followed by Fremont, Goldsboro and Pikeville.
3. According to census data the Latino population will continue to grow in Wayne County.

### ***Recommendation:***

- Add a 600 sq ft. classroom, 480 sq ft. lab and 80 sq ft. for office space.

## **Career Readiness Certification Program**

### ***Needs:***

1. The new Career Readiness Certificate Program (CRC) will be introduced into several programs at WCC starting with HRD. It is also projected that the Wayne County Public Schools will be using CRC at some level in their programs. In addition, local industries will be coming on board as a result of WORKS efforts.
2. This gives the potential of 1200-2000 participants per year within five years.
3. Wayne County listening forums identified this as an essential program for preparing our citizens for employment and for economic development opportunities for prospective industries considering relocating to Wayne County.
4. This is a high priority program for the Wayne County Commissioners.

### ***Recommendation:***

- Add a 480 sq. ft. lab to accommodate 20 students.

## **Curriculum:**

### **Arts & Sciences / College Transfer**

#### ***Needs:***

1. Maximum enrollment growth is projected over the next five years based on a 6% increase in headcount since 2002, especially among the 17-23 year old demographic group.
2. These programs are high demand as indicated by EMSI projected growth data.
3. Larger classrooms will allow instructors to teach more students at one time.

#### ***Recommendation:***

- Classrooms, 2 @ 2400 sq. ft. similar to WAL 101 to accommodate 60 students to teach Biology and Chemistry classes. Fitness Center renovation, add Azalea 210 plus additional fitness equipment. Computer Lab, Science Learning Center 300 sq. ft. Offices, 6 instructor offices at 480 sq. ft. total.
- Classrooms, 4 @ 4000 sq. ft. to teach social science courses. WLC building – 2nd floor – convert rooms 203, 204, 206, and 210 into four computer labs with Nova work stations (to accommodate 28 students and 1 instructor).
- Classrooms, 4 @ 2800 sq. ft. to teach humanities/fine arts courses. Dogwood – nine classrooms on 2<sup>nd</sup> floor converted to Nova work stations (to accommodate math computer labs), additional marker boards on sidewalls in all Dogwood.

- Classrooms, 3 @ 1800 sq. ft. to teach 30 students from BIO and CHM. Conference rooms, 300 sq. ft. HOL bldg, renovate HOL 211 for storage/prep for PHY and AST. HOL 212, add sinks for Anatomy and Physiology lab (BIO 163, 165, and 166) HOL 218, outfit for AGR Biotech cell culture lab. Turn HOL 221 into Biotech Lab. HOL 223, remove desks and add 15 lab tables and 30 lab chairs. HOL 225 turn into storage/prep area for Anatomy and Physiology by removing desks and adding tables and cabinets.
- Classroom, Hocutt bldg., roof access for Astronomy (railed access on roof).

### **Early Middle College High School**

#### ***Needs:***

1. This program will continue to grow from year to year with an average enrollment growth of over 60 students per year or three hundred students over the next five years and has reduced the college's classroom and lab space by 13,625 gross Sq.ft.
2. Wayne County listening forums recommended continued collaboration between WCC and the public schools to address the dropout and achievement problems; more dual enrollment opportunities for high school students; and more college transfer classes in the evening and on weekends.

#### ***Recommendation:***

- To offset the loss of over 15,415 gross Sq.ft of post secondary classroom and lab space in the Hocutt Building while accommodating growth in the program, the college must consider incorporating the Early Middle College High School into its Master Facilities Plan.

### **Business & Computer Technologies**

#### ***Needs:***

1. Business Administration projects about 2% annual growth.
2. Although growth in Accounting is projected to be moderate there are more jobs than graduates in the County.
3. Simulation & Game design is projecting enrollment will grow by 30 or more students per year over the next six years through 2012.
4. Office Systems Technology is expected to grow moderately although there is a projected need of about 40 positions annually.

5. Medical Office Administration will accommodate the growing health care demand with approximately 30 students per year. The state and county labor market project job opportunities for medical secretaries, transcriptionists and records/health information technicians will be very good through 2014.

***Recommendation:***

- Because of the newness of the Simulation & Game Design program it is difficult to assess what kind of additional instructional space will be needed at this time.
- In order to facilitate large meeting groups and to accommodate enrollment in the medical terminology courses, it is recommended to remove the existing wall between Spruce 206 and 208.

**Applied Technologies**

***Needs:***

1. Moderate growth is projected in the Aviation Systems program although enrollment from Fall01 to Fall06 reflects a -27-enrollment deficit. However, the increasing shortage of aircraft mechanics and also operators in the area more will be needed.
2. The Electronics Engineering Technology program (merged EET and IST curriculum programs beginning Fall 2008) places emphasis in Instrumentation/Control and Electro/Mechanical disciplines. Even though minimal growth is projected, employers are projecting occupation vacancies. This program is also part of the technical initiatives in the local high schools.
3. Moderate growth will be seen in Mechanical Engineering/Drafting & Design based on area high school programs like "Project Lead the Way" and the "High School of Engineering" program at Goldsboro High School. These programs are designed to encourage students receiving a High School diploma to pursue a technical degree in the Engineering field.
4. Minimal enrollment growth is expected for Machining. However, Advisory board recognizes that most small shops will continue to need 3 to 4 machinists per year and the larger shops such as AAR, will be needing 40 to 50 in the next three years. In order to accommodate the addition of new machining technologies to support this program it is recommended removing the partition wall between Azalea 118 & 119 in order to enlarge the Lab.
5. Welding, Agribusiness, Automotive and Forest Management Technology are projecting minimal growth.
6. Although the Autobody Repair program is also projecting minimal growth, it has experienced a 15% growth over the past five years. However, once the program has become NATEF certified, the certification will bring a need to add a second

year to the program, which will require an additional 400 Sq. ft. classroom and an 80 Sq.ft. office.

7. In order to meet the shortage of trained diesel technicians a new Heavy Equipment and Transport Technology program will be added to the Automotive program with an enrollment projection of 10-30 students per year. Because of the size of the vehicles and training aids the projected classroom size is 400 Sq.ft. and the laboratory estimated at 4500 sq.ft and one office at 80 sq.ft.
8. Expanding job opportunities in Landscape Management Technology should see moderate enrollment growth.
9. Increasing job opportunities in wetland delineation, stream restoration, air quality, water quality, parks and recreation, ecotourism and others indicates the need for a Natural Resources Technology program with an estimated 10-30 students enrolled annually.
10. The Applied Animal Science Technology program is projected to have moderate growth from area high school programs, along with biotechnology, swine, poultry, equine and sheep/goat farming.

***Recommendation:***

- The EET program will require a 1000 Sq ft. classroom and 2000 Sq.ft. laboratory.
- The Mechanical Engineering/Drafting & Design program will require an additional 900 Sq. ft for laboratory space.
- The Heavy Equipment and Transport Technology program is projecting the requirement for a 400 Sq.ft classroom and a laboratory estimated at 4500 sq.ft along with one office at 80 sq.ft.

**Allied Health & Public Services**

***Needs:***

1. The Early Childhood program is projecting maximum enrollment growth. There's been a 19% increase in enrollment over the past several years. This growth is should continue based on Federal Headstart and No Child Left Behind legislation calling for increased educational requirements in the field. In addition, a new Special Education program under Early Childhood should see more than 30 students enrolling in the program each year. To accommodate program growth an 800 Sq.ft. classroom will be needed along with a 960 Sq.ft. laboratory and additional office space.
2. Moderate growth is projected in Criminal Justice, and BLET. State Law Enforcement agencies are increasing their numbers while both the Goldsboro Police and Wayne County Sheriff's Office is undermanned. A new certificate



program, Latent Evidence, is needed to address trends in law enforcement whereby officers and civilians will need to be certified in Latent Evidence. Although the certificate will be offered through Continuing Education, a latent evidence curriculum program must be in place. Emergency Preparedness Technology is offered through distance education.

3. Medical Assisting, one of the top five fastest growing programs, in the U.S. has also grown from 5 to 44 students over the past ten years. Physician's offices in Goldsboro are realizing the value of a medical assistant and the multi-level skills they perform. The number employed in Goldsboro will increase as offices learn about the value of the Medical Assistant. To accommodate program growth a classroom and lab total 2000 Sq.ft. will be needed.
4. Minimal growth is projected in Human Services/Substance Abuse, Dental Assisting, and Dental Hygiene.
5. While Associate Degree Nursing, Practical Nursing and LPN/AND Advanced Placement are projected to have minimal growth, these programs are projected for high growth jobs according to EMSI projections and Wayne listening forums. Wayne Memorial Hospital and other area health care agencies identified a need for additional Registered Nurses to meet their ongoing projected workforce needs. To accommodate the controlled growth in the program an additional 8320 Sq.ft of instructional and laboratory space is needed.
6. Both Phlebotomy and the Medical Laboratory Technology programs are also projected for minimal growth. Advisory committee/local employers indicate the current supply of phlebotomists is adequate. The MLT Advisory committee members agree there is a need for the program because the numbers of MLTs are decreasing while the demand for them continues to increase. An additional classroom and lab totaling 1200 Sq.ft is needed.

**Recommendation:**

- To accommodate program growth in Early Childhood an 800 Sq.ft. classroom will be needed along with a 960 Sq.ft. laboratory and additional office space.
- To accommodate growth in Medical Assisting a classroom and lab total 2000 Sq.ft. will be needed.
- The MLT program requires an additional 1200 Sq. ft. of classroom and lab space.
- The Associate Degree Nursing, Practical Nursing and LPN/AND Advanced Placement programs will need the following:
  - Classroom, 1200 sq. ft. tiered, plus 720 sq. ft. Reg. Plus 1600 sq. ft. tiered, total 3520 sq. ft. (see attached floor plan for building).

- Lab, 1200 sq. ft., 1200 sq. ft., total 2400 sq. ft. Lab 1080 sq. ft., 120 sq. ft. attached observation room. 1080 sq. ft. and 120 sq. ft. attached observation room (see attached floor plan).
- Office, 9 @ 100 sq. ft, 900 total sq. ft. Office, 160 sq. ft.; office 240 sq. ft. Total of 1300 sq. ft.

The Administrative Council convened on November 19, 2007 and reviewed the results of the CC Benefits report, enrollment projections, Internal Program Planning Survey results, data from External stakeholders and other data described previously. The data was grouped together by topic and then ordered by frequency of occurrence.

#### Key Implications from all the Data

In an attempt to identify key implications for Wayne Community College, the Administrative Council and Planning Council reviewed the data and discussed how WCC could address the themes that emerged and the data that overlapped between sources. Key implications for WCC are as follows:

1. WCC must position itself to be increasingly responsive to the training and education needs of the community by securing additional space and renovating current space, to meet current needs and to accommodate an 11% increase in enrollment growth and programmatic changes over the next six years. The 11% increase is based on WCC's average annual enrollment of 1.5% which also takes into account the projected growth of 300 students in the Early Middle College High School, the anticipated enrollment growth from the 350 BRAC impacted military and civilian families moving into Wayne County as well as projected enrollment increases as a result of new curriculum and continuing education programs. Projections indicate that WCC will need approximately 200,000 additional gross square feet of instructional classrooms, laboratories, office space, and educational support services to accommodate current need and projected growth
2. WCC must continue to increase distance learning opportunities (on-line, telecourse, hybrid, and polycom classroom) by providing the necessary infrastructure and technology support (IT facilities and Educational Support Services) for this growing instructional medium. For the three year time period between fall 2003 and fall 2006, the number of Internet courses more than doubled (104%) while enrollment in distance learning increased by more than 130%. Facilities to support this increase are needed.
3. WCC should expand existing programs and create new programs to meet projected growth demands through 2013. The following is a brief outline of program growth/expansion.

#### Curriculum:

- a. Arts and Sciences/College Transfer – According to WCC enrollment records, this program area is the largest and fastest growing curriculum program with over 6% increase in headcount since 2002. The *CC Benefits Report* also shows college transfer programs to be high demand.

Additional classrooms and larger classrooms will accommodate the growth in College Transfer students.

- b. Early Middle College High School - In 2006, WCC piloted the Early Middle College High School enrolling over 60 students its first year. In its second year, 2007, the enrollment grew to 125 students. Over the next five years this program is projected to enroll 300 students. Consequently, current college classrooms and lab space have been reduced by 13,625 gross square feet. With more students enrolling in the program, the space requirement will have to double (27,250 gross sq ft) in order to be in compliance with the NC Department of Instruction policy on assignable space for high school students.
- c. Applied Technologies – Several programs of study need to be added to this division. In order to address the shortage of trained diesel technicians and to meet the requests of local businesses (Goldsboro Milling and Case Farms, Inc. in specific), a new Heavy Equipment and Transport Technology program needs to be implemented. Because of the large size of the vehicles and training aids, 5200 additional square feet of classroom and laboratory space will be needed. Increasing job opportunities in wetland delineation, stream restoration, air quality, water quality, parks and recreation, ecotourism and others indicates the need for a Natural Resources Technology program. Regional employers have requested construction management training; therefore a Construction Management program of study will be designed with tentative start-up, Fall 2008. As the program attracts projected numbers, additional classroom space will be a necessity.
- d. Allied Health and Public Services - occupations in the Allied Health and Public Service areas are among the fastest growing in Wayne County. In fact, health care and social assistance jobs in the area projected to grow by 25% in the next six years. Consequently, WCC must expand its health sciences programs, especially nursing, to meet shortages expressed by representatives of the healthcare community, to meet demanding accreditation requirements, and to meet the growing needs of an aging population as indicated by the *CC Benefits, Inc., Report*. The Early Childhood curriculum program, according to WCC enrollment data, has seen a 114% increase in fall enrollment from Fall 2001 (84) to Fall 2006 (180). This growth is expected to continue based on federal Headstart and No Child Left Behind legislation calling for increases in educational requirements for childcare providers/teachers in the field. As a result, increased classroom space for the early childhood curriculum as well as additions to the WCC Childcare Center need to occur. The WCC Child Care Center serves as a laboratory site for the early childhood curriculum. It meets the North Carolina Department of Child Development's five star rating; hence the facility requires a lower teacher- child ratio, and additional square feet per child served.

Occupational Extension:

- a. Provide instructional space to create a larger location for the Light Construction program. The Occupational Light Construction program

projects moderate growth in its program based on local demand in the construction industry and input from the Advisory Committee. With this expected growth and the fact that the City of Goldsboro needs to absorb the current facility in which Light Construction is housed (the former WCC South Campus) a facility on WCC's main campus needs to be acquired to support the existing and future instructional needs.

- b. According to *CC Benefits* data, new programs are recommended in the Occupational Extension Allied Health program. These areas project a 2.12% growth in Nurse Aides and 4.14% in Pharmacy technicians. The Nurse Aide industry (Geriatrics and Restorative) will project a greater need as healthcare experiences a shift in populations and services requiring a broader range of knowledge in various facilities.
- c. According to census data the Latino population will continue to grow in Wayne County. A new Occupational Extension program to address the growing high school drop out rates of Latino students, as well as other Latino issues, is the Plaza Comunitaria -Education Center that will require a site for managing the classes and training.
- d. The new Wayne Occupational Readiness Keys for Success (WORKS) and the Career Readiness Certificate Program (CRC) was implemented in October 2007. These programs, based on the WorkKeys System, a nationally-recognized job analysis, skills assessment and training program, measures an individual's skills and competency levels required for successful job performance. The CRC documents a job candidate's competency in applied mathematics, reading for information and locating information. Therefore employers can be assured they are hiring employees with the right skills, training and education for entry or higher-level positions within in their respective organizations. This gives the potential for about 150 new participants per year over the next six years. Consequently, the college must plan for more classroom and computer laboratory space to accommodate this growth.

#### Additional Space Needs

- a. Enrollment growth will require additional space be added on to the current Childcare Center (Oak Building) in order to accommodate the increased demand in childcare.
- b. Enrollment growth will also require additional instructional support space for the WCC cafeteria, bookstore and student activities center.
- c. The addition of the Early Middle College High School Program will require facility modifications to improve air circulation, campus communications and technology infrastructure in the Hocutt Building.
- d. Although the WLC (Administrative/Classrooms/Student Services) Building has adequately supported instruction and educational support services since 1989, the facility does not present nor offer a customer friendly environment for the students nor the employees. The traffic flow from the main entrance into the facility to the Office of Admissions, Student Counselors, and Financial Aid Counselors and Student Activities does not offer a logical transition from department to department for the new and returning student. Offices are often cramped and in some instances offer

very little privacy between the student and the counselor. The College Transfer Advising Center sees approximately 1200 students per semester and is accessed down a narrow hallway with no waiting room and a 603 Sq Foot semi-private counseling area for six counselors and one secretary. In addition, the Cooperative Education Department which oversees the Early Middle College High School Program, and the concurrent enrollment students is occupied by three full time employees in a 310 square foot space. Upstairs classrooms, offices, the Academic Skills Center and the Library, will also require upgrades in technology infrastructure and in some cases facility modifications. Finally, the 375 seat, 1885 square foot Moffat Auditorium located in the WLC Building, has limited the College's ability to conduct commencement exercises indoors; or to host community events and forum requests.

### Conclusion

WCC must position itself to be increasingly responsive to the training and education needs of the community by securing additional space and renovating existing space, including space for instructional support services, to accommodate current instructional needs and the projected enrollment growth. The WCC Facilities Plan (due May 31, 2008) will be created by an architectural consulting firm that has the capacity to determine classroom, laboratory, office and support services space requirements. However, Wayne Community College's Vice President for Educational Support Services and the Associate Vice President for Institutional Advancement estimate that WCC will need approximately 200,000 additional gross square feet of instructional classrooms, laboratories and office space within the next six years to accommodate current need and projected growth.

### **Appendices**

- Appendix 1: List of Planning Council Members
- Appendix 4: Internal Survey results
- Appendix 6: Community Engagement Forum Results
- Appendix 7: CC Benefits Report
- Appendix 9: NCCCS Enrollment Projection Methodologies
- Appendix 12: WCC Board of Trustee Minutes, November 27, 2007

## APPENDICES

APPENDIX 1: List of Planning Council Members

APPENDIX 2: Copy of Internal Survey Instrument

APPENDIX 3: Lists of Internal Survey Participants

APPENDIX 4: Internal Survey results

APPENDIX 5: List of External Listening Forum Participants

APPENDIX 6: Community Engagement Forum Results

APPENDIX 7: CC Benefits Report

APPENDIX 8: A list of programs currently offered by the college

APPENDIX 9: NCCCS Enrollment Projection Methodologies

APPENDIX 10: *State of the North Carolina Workforce Report*

APPENDIX 11: *Wayne County Factor Analysis Report* with NC Population Growth est.

APPENDIX 12: WCC Board of Trustee Minutes, November 27, 2007

## Appendix 1

### Wayne Community College Planning Council

#### Permanent Members

Dr. Kay Albertson-President

Dr. Peggy Teague-Vice President for Academic Affairs

Ken Ritt-Vice President for Educational Support Services

Roy White-VP for Continuing Education & Workforce Preparedness/Basic Skills

Dr. Linda Nelms Vice President for Student Development Services

Alice Wadsworth-Chief Financial Officer

Bill Thompson-Associate Vice President for Institutional Advancement

Jack Kannan-Foundation Executive Director

Tara Humphries-Public Information Officer

Dr. Cindy Archie-Division Head for Allied Health and Public/Human Services

Ron Prince-Division Head for Applied Technologies

Beth Spragins-Division Head for Arts & Sciences - College Transfer

Ray Burrell-Division Head for Business & Computer Technologies

#### Rotating Members – 2-year terms

Chair Danny Rollins-Department Head, Language and Communication 2008

#### President's Office

Annette French – Accountant, Business Affairs 2009

#### Student Development Services

Joanna Morrisette Director Student Counseling Services 2009

Tina Shearon Admissions and Records Tech 2009

#### Academic Affairs

Patty Pfeiffer-Instructor, Nursing 2008

Barbara Russo-Instructor, Emergency Preparedness Tech. Coordinator/CJC 2008

Jim Slye-Instructor, Forestry 2008

Joe Swigert Aviation 2009

Michael Everett-Instructor, Computer Technology 2009

Peggy Helms-Instructor, Accounting 2008

Annette Hawkins-Instructor, Mathematics 2008

#### Academic Services

Aletha Andrews-Director, Library Services 2008

Lorie Waller-Coordinator, Job Placement/Coop 2008

#### Continuing Education & Workforce Preparedness/Basic Skills

Karen Burnette-Coordinator, Basic Skills Labs 2008

Margaret Roberton-Director, Allied Health/Computer Programs/HRD 2008

Billy Shelton-Instructor, Emergency Medical Tech 2009

#### Educational Support Services

Randall Shearon-Distance Education Specialist 2008

Raeford Williams-Facilities Operations 2009

#### WCC Educational Office Professionals

Jessica Giles-Local President, WCCAEOP 2008

Revised August 2008

## Appendix 2

### Copy of Internal Survey Instrument

#### **WCC Internal LRP Survey Existing Programs**

1. Identify an existing curriculum, occupational extension, or basic skills programs that is projected to grow over the next six years (2007-2012).
2. To what degree do you anticipate enrollment will grow in this program through 2012. (Check ONE of the three options with an "X")
  - Minimal (less than 10 students per year)
  - Moderate (between 10-30 students per year)
  - Maximum (more than 30 students per year)
3. Does space currently exist that can accommodate projected growth?
  - Yes
  - No
  - Unsure
4. If yes, will existing space need to be renovated?
  - Yes
  - No
  - Unsure
5. If additional space is needed, what type of space and estimated total square footage will be needed to accommodate the growth? (Place the estimated total square footage in the respective options. Estimated square footage is listed in the respective options.)
  - Classroom (20 sf)
  - Lab (24 sf) / Shop and/or Clinical (30 sf for one student)
  - Office ( one instructional or administrative office = 80 sf)
6. On what do you base your belief that this program will grow? (Provide facts such as Advisory Committee recommendations, needs assessment data, demographic trends, etc. - be specific.)



**WCC Internal LRP Survey  
New Programs**

1. Identify new curriculum, occupational extension, or basic skills programs you anticipate will need to be added in the 2007-2012.
2. To what degree do you anticipate enrollment will grow in this program through 2012. (Check ONE of the three options with an "X")
  - Minimal (less than 10 students per year)
  - Moderate (between 10-30 students per year)
  - Maximum (more than 30 students per year)
3. Does space currently exist that can accommodate projected growth?
  - Yes
  - No
  - Unsure
4. If yes, will existing space need to be renovated?
  - Yes
  - No
  - Unsure
5. If additional space is needed, what type of space and estimated total square footage will be needed to accommodate the growth? (Place the estimated total square footage in the respective options. Estimated square footage is listed in the respective options.)
  - Classroom (20 sf)
  - Lab (24 sf) / Shop and/or Clinical (30 sf for one student)
  - Office ( one instructional or administrative office = 80 sf)
6. On what do you base your belief that this new program will be needed? (Provide facts such as Advisory Committee recommendations, needs assessment data, demographic trends, etc. - be specific.)

## Appendix 3

### List of Wayne CC Internal Survey Participants

#### **WCC Long Range Plan Participant Listing**

<b><u>Participant</u></b>	<b><u>Program Area</u></b>
Allessandra Lowery	Allied Health
Angela Jackson	Applied Technologies
Annette Hill	Allied Health
Banks Peacock	Business & Computer Tech.
Becky Taylor	Applied Technologies
Beth Hooks	Business & Computer Tech.
Beth Spragins	Arts & Sciences
Betty McClellan	Business & Computer Tech.
Carlos Cotto	Occupational Extension
Cindy Archie	Allied Health
Craig Foucht	Applied Technologies
Danny Rollins	Arts & Sciences
David Deakle	Business & Computer Tech.
Debbie Harris	Occupational Extension
Denise Kearney	Business & Computer Tech.
Diane Ivey	Occupational Extension
Duane Everhart	Public Services
Gene Smith	Arts & Sciences
James Slye	Applied Technologies
Joe McMichael	Occupational Extension
Joe Swigert	Applied Technologies
Karen Burnette	Basic Skills
Larry Johnson	Occupational Extension
Lou Brown	Allied Health
Margaret Robertson	Occupational Extension
Nicole Anders	Allied Health
Pat Yates	Basic Skills
Paul Compton	Applied Technologies
Peggy Helms	Business & Computer Tech.
Rachel Hall	Allied Health
Ray Burrell	Business & Computer Tech.
Ron Prince	Applied Technologies
Roy White	Continuing Education
Sharon Bull	Business & Computer Tech.
Sharon Smith	Continuing Education
Sonja Redmon	Basic Skills
Tammy Bishop	Arts & Sciences
Theresa White-Wallace	Arts & Sciences
Tracey Ivey	Arts & Sciences
Vicky Lassiter	Business & Computer Tech.
Wayne Madry	Occupational Extension
Alice Wadsworth	Business Office

Becky Mulligan	Institutional Advancement
Bill Thompson	Institutional Advancement
Jack Kannan	Foundation Office
Kay Albertson	President
Ken Ritt	Educational Support Services
Leasa Holmes	President's Office
Linda Nelms	Student Services
Peggy Teague	Academic Services
Robin Wheeler	Academic Services
Tara Humphries	Pubic Information Office

## Appendix 4

### Internal Survey Results

**The following survey results provide a more detailed synopsis for each existing and new Curriculum, Continuing Education – Occupational Extension and Basic Skills Program.**

#### Existing Program Summaries

Division / Department: Occupational Extension

Program: Effective Communication – Spanish Literacy

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: Offer Spanish for the illiterate Spanish adult Latino. Upon understanding their own language, they will be able to assimilate and accommodate the English acquisition (ESL). Recommended by Occupational Advisory Committee to reduce on-the-job accidents. A good number of individuals cannot read posted warnings and are getting injured. (i.e. workers comp).

---

Division / Department: Occupational Extension

Program: Career Readiness Certification Program (CRC)

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab, 480 sq. ft. with computers (20 students)

Basis for belief: CRC will be introduced into several programs at WCC starting with HRD this fall. Also it is projected that the Wayne County Public Schools will be using CRC at some level in their programs. In addition, local industries will be coming on board as a result of WORKS efforts. This gives the potential of 1200-2000 participants per year within

5 years. We can now handle the assessment portion of the process, but it is felt that as many as 50% of those assessed will require remediation which requires computer lab space. We will probably need an "Employability Lab" with a capacity of twenty.

Division / Department: Occupational Extension

Program: Computer Basics for Job Search I & II and Communications/Job Skills for the Workplace

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab, 480 sq. ft. with computers

Basis for belief: Recommended by the Occupational Extension Advisory Committee and requests from other agencies in the community-identified need for re-training of potential employees for the changing needs of employers.

---

Division / Department: Occupational Extension

Program: Light Construction

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: 5000 sq. ft. facility (work space)

Basis for belief: Occupational Extension Advisory Committee and local construction business leaders have identified the Light Construction Program as an important response to the demand in the construction industry. With the expected growth, the current facility located on the South Campus will not adequately support instructional needs.

Division / Department: Occupational Extension

Program: CE Allied Health

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 600 sq. ft.; Lab, 480 sq. ft.; Office, 80 sq. ft.

Basis for belief: Nurse Aides 2.12%; Pharmacy Technician 4.14%. The projected annual growth in these fields is through 2012 (NC ESC-Web SARAS Source). The areas of public health and safety are widely acknowledged to be growing fields both for new entrants into the workforce and those maintaining their positions. These combined areas currently offer over 530 classes a yr with a headcount exceeding 7000 annually at WCC. These programs have a significant impact on the workforce development in Wayne County as these areas cover both law enforcement and healthcare. These fields offer not just entry-level employment opportunities but positions of economic stability within the community as most positions within these fields would allow the student to meet the ESC average income for Wayne County. The current status for all of these programs is a severe limitation in the number of courses offered and the ability to offer any specialized training. As these programs already exceed capacity in the current space they are subsequently unable to offer additional programming let alone new or unique. This is an average annual growth of 2.6% increase within these fields. This percentage increase indicates new entrants and does not reflect any continuing education that the individuals currently in the field will require to maintain their workforce. All program areas have advisory committee recommendations requesting specialized training for existing individuals in the workforce, which we are currently unable to provide. All program areas have advisory committee recommendations requesting specialized training for existing individuals in the workforce, which we are currently unable to provide due to lack of adequate training space. The additional training facilities would greatly enhance the student outcomes in all areas of Continuing Education health and safety programs. Students would have increased opportunities for lab practical experiences increasing their potential of mastery of complex subject areas. The ability to offer a wider range of programs would positively impact the current workforces' ability to maintain employment and obtain upward progression in career fields. The increased number of classrooms dedicated to these programs would allow additional individuals from the labor market to enter these fields. Storage closets in each classroom would significantly impact the wear and tear on expensive healthcare and law enforcement equipment. The ability to maintain training materials within the classrooms will also have a positive impact on instructional quality and time as instructors will not have to allocate pre or post classroom time to gather up equipment. Students will not have to wait for equipment to be accessed during class to provide timely demonstrations.

Division / Department: Occupational Extension

Program: Law

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage:

Basis for belief: Police and Sheriffs Officers 1.43%

---

Division / Department: Occupational Extension

Program: EMS

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1200 sq. ft.; 5 Labs, at 750 sq. ft. with sinks

Basis for belief: EMS 3.42%

---

Division / Department: Occupational Extension

Program: Fire

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 5 @ 800 sq. ft. and 1 @ 500 sq. ft.; Lab, 600 sq. ft. & 1 computer lab, 720 sq. ft.; 2 conference & 8 offices

Basis for belief: Fire Fighters 2.01%

Division / Department: Basic Skills

Program: English as a second language

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 2 @ 600 sq. ft.; Lab, computer 480 sq. ft.

Basis for belief: NC ranks #8 in U. S. in percent change of foreign-born population. From 1990-2004 Hispanics accounted for 27% of population growth. N. C. would lose 18% of its business and industry without Latino population. N. C. Hispanics are more than 9 billion to N. C. economy while costing \$102 for each person in benefits.

---

Division / Department: Basic Skills

Program: GED

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Computer lab/study

Basis for belief: 25 % of Wayne County residents do not have a high school diploma. ESL students are increasing their skills to the level of obtaining their GED. Corrections sites are growing with need for educational programs.

---

Division / Department: Basic Skills

Program: Virtual Learning - Online

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A



Type of additional space and square footage: Office for VLC staff and administrative office

Basis for belief: More literate computer users. Overcoming transportation obstacles. Provides more accessible training. Effective training software is available.

---

Division / Department: Arts & Sciences / College Transfer

Program: All programs

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: No and Yes

Type of additional space and square footage: Classrooms, 2 @ 2400 sq. ft. similar to WAL 101 to accommodate 60 students to teach Biology and Chemistry classes. Fitness Center renovation, add Azalea 210 plus additional fitness equipment. Computer Lab, Science Learning Center 600 sq. ft. Offices, 6 instructor offices at 480 sq. ft. total.

Classrooms, 4 @ 4000 sq. ft. to teach social science courses. WLC building – 2nd floor – convert rooms 203, 204, 206, and 210 into four computer labs with Nova work stations (to accommodate 28 students and 1 instructor).

Classrooms, 4 @ 2800 sq. ft. to teach humanities/fine arts courses. Dogwood – nine classrooms on 2<sup>nd</sup> floor converted to Nova work stations (to accommodate math computer labs), additional marker boards on sidewalls in all Dogwood.

Classrooms, 3 @ 1800 sq. ft. to teach 30 students fro BIO and CHM. Conference rooms, 300 sq. ft. HOL bldg, renovate HOL 211 for storage/prep for PHY and AST. Holly 212, add sinks for Anatomy and Physiology lab (BIO 163, 165, and 166) HOL 218, outfit for AGR Biotech cell culture lab. Turn HOL 221 into Biotech Lab. HOL 223, remove desks and add 15 lab tables and 30 lab chairs. HOL 225 turn into storage/prep area for Anatomy and Physiology by removing desks and adding tables and cabinets.

Classroom, Hocutt bldg., roof access for Astronomy (railed access on roof).

Basis for belief: Overall increase in head count 6% since 2002; growth in 17-23 year old demographic group which will create the need for more classroom space / computer labs. Additional space needs to be added to prepare for increased enrollment and recruitment of college transfer students. Larger classrooms will allow for increase in student/teacher ratio without compromising educational standards.

---

Division / Department: Business & Computer Technologies

Program: Business Administration

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: The North Carolina Occupational Trends for the Eastern Carolina Workforce Development Board for 2004 through 2014 indicates that the demand for community college Business Administration graduates over the next six years will increase on average approximately 2.14 percent each year. Therefore, there should be a corresponding 10 to 15-student increase in the Business Administration program each year. Data Source: Labor Market Information Division, Employment Security Commission of N. C.

---

Division / Department: Business & Computer Technologies

Program: Business Administration/Operations Management

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: The North Carolina Occupational Trends for the Eastern Carolina Workforce Development Board for 2004 through 2014 indicates that the demand for community college Business Administration graduates over the next six years will increase on average approximately 1.47 percent each year. Therefore, there should be a corresponding 3 to 4 student increase in the Business Administration /Operations Management program each year. Data Source: Labor Market Information Division, Employment Security Commission of N. C.

Division / Department: Business & Computer Technologies

Program: Business Administration/Marketing

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: There should be some growth within the curriculum; however, slow population growth in the county will be the most contributing constraint. Employment opportunities in the retail sector of Wayne County area should trend modestly upward over the next five to six years. Surrounding counties are not expected to realize any significant population growth. The exception to the slow growth will be Johnston and in particular Wake County. Projections are based on employment data from several websites, including Careerbuilder.com, Allretailjobs.com, Yahoohotjobs.com, Simplyhired.com, Retailindustry.com, and Guidance-Research.org.

---

Division / Department: Business & Computer Technologies

Program: Accounting

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Unsure

Type of additional space and square footage: N/A

Basis for belief: ESC .89% increase per year; AICPA predicts average growth; Jobweb list accounting bachelors number one in demand of all majors; The accounting profession has more jobs than qualified applicants. Locally, we have more job offers than we have graduates needing a job. Carolina Choice predicts average growth as does the Bureau of Labor Statistics.

Division / Department: Business & Computer Technologies

Program: Simulation & Game Design

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: Unsure

Renovation for existing space: Unsure

Type of additional space and square footage: Office, 80 sq. ft.

Basis for belief: We anticipate that enrollment will grow by 30 or more students per year over the next six years through 2012. Classroom space currently exists that can accommodate such growth. One additional instructor will be required to accommodate the anticipated growth. Office space presently exists that could accommodate an additional instructor. However, if instructors are added to other Business and Computer Technologies curriculums, we may need additional office space. We base the growth projections upon the following indicators: 1) A survey of employers within the RTP area, conducted in September 2005 by Wake Technical Community College, found more than 60 unfilled digital game jobs. Based upon survey results, it is projected that there will be more than 150 digital game jobs in 2008 and more than 200 in 2009. 2) The digital game industry is a fast-growing, multi-billion dollar industry according to a study by D. Robert Crandall of the Brookings Institution and Prof. J. Gregory Sidak of the Georgetown University Law Center. 3) Frank Boosman, Chief Marketing Officer of 3D Solve, a company based in Cary, NC indicated that the expected growth rate for the local digital game industry is 50% per year. 4) The North Carolina Advanced Learning Technology Association was formed in 2006 with the objective of increasing awareness of the growing Simulation and Game Development Industry in North Carolina. 5) Graduates of the WCC SGD program will have a wide array of skills (such as graphic design, video and sound editing, marketing material creation) that can be applied to local industries. 6) Other community colleges such as Sandhills and Sampson are recognizing the demand for this fast growing industry and adding the SGD program. 7) Skilled graduates of the SGD program are in such high demand that even telecommuting becomes an option, which opens up even more job possibilities.

Division / Department: Business & Computer Technologies

Program: Office Systems Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: According to state labor market projections, the overall employment of secretaries, administrative assistants, and office support personnel is expected to grow more slowly than the average for all occupations over the 2004-2014 period; however, statistics provided for eastern North Carolina for the same period, which include Wayne County, indicate an annual average growth of up to 40 positions. Additionally, the employment of receptionists, information clerks, desktop publishers, and legal secretaries is expected to grow faster than the average for all occupations through 2014 both statewide and in eastern North Carolina.

---

Division / Department: Business & Computer Technologies

Program: Medical Office Administration

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Yes

Type of additional space and square footage: To facilitate meetings of large groups and to accommodate enrollment in medical terminology courses, consider removing the wall between Spruce 206 and 208.

Basis for belief: According to both state and county labor market projections, job opportunities for medical secretaries, medical transcriptionists, and medical records/health information technicians will be very good through 2014. Because of a growing and aging population and the need for greater numbers of medical tests, treatments, and procedures that will require documentation, many new jobs are projected to be in physicians' offices. Also, more technicians will be needed to enter patient information into computer databases to comply with Federal legislation mandating the use of electronic patient records as well as replace technicians who retire. The annual average growth in these professions for Eastern North Carolina is expected to be about 10 to 20 positions, while the annual average openings are predicted to be about 10 to 30 positions. It is also important to note that medical

assisting is among the fastest growing jobs in North Carolina through 2014 with the annual average growth for medical assistants in Eastern North Carolina being about 30 positions and annual average openings being approximately 40 positions. Since the Office Systems Department teaches many courses for WCC's medical assisting students, enrollment in medical-office related courses will be impacted based on enrollment in this area.

Sources: 2006-2007 Occupational Outlook Handbook (online at [www.bls.gov](http://www.bls.gov)) Labor 2006-2007 Career Choices in North Carolina (Number 23) published by the North Carolina State Occupational Information Coordinating Committee Market information provided by the Employment Security Commission of North Carolina (online at [www.ncesc.com](http://www.ncesc.com))

---

Division / Department: Applied Technologies

Program: Aviation Systems Technology

Anticipated enrollment growth: Moderate (between 10-30 student per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: Increasing shortage of aircraft mechanics also an increase in operators in this area and expansion where more aircraft mechanics are and will be needed. Pegasus Elite Aviation in Kinston, NC just had Merrill Lynch invest \$400 million dollars in their operation for expansion. AAR has expanded its presence in Wayne County, GE Aircraft engines in Durham is expanding their operation.

Division / Department: Applied Technologies

Program: Electronics Engineering Technology (merged EET and IST curriculum programs, beginning Fall 2008, emphasis areas in Instrumentation/Control or Electro/Mechanical)

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1000 sq. ft.; Lab, 2000 sq. ft.

Basis for belief: Recent program growth, employer projected needs, technical initiatives in local high schools.

---

Division / Department: Applied Technologies

Program: Air Conditioning, Heating and Refrigeration Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Unsure

Renovation for existing space: Unsure

Type of additional space and square footage: N/A

Basis for belief: Advisory Comm. & Demographic Trends.

Division / Department: Applied Technologies

Program: Mechanical Engineering/Drafting & Design

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab, tech 900 sq. ft.

Basis for belief: I am projecting growth based on the new high schools programs that have been developed in Wayne County Public Schools. The new programs named "Project Lead the Way" & the "High School of Engineering" will give the engineering programs at WCC a direct target market to recruit students from. These high schools programs are being developed to direct the students from a High School diploma based on projects to a technical degree in the Engineering field.

---

Division / Department: Applied Technologies

Program: Machining Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Yes

Type of additional space and square footage: Lab, enlarge AZA 119 by removing partition wall between 118 and 119.

Basis for belief:

Meeting with the advisory board it was discussed their future needs. Most of the small shops will continue to need 3 to 4 machinist per year and the larger shops such as AAR will be needing 40 to 50 in the next 2 to 3 years. Working closer with high schools and counselors to recruit machining students.



Division / Department: Applied Technologies

Program: Welding Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: Working with high schools to grow the program. Working with the advisory committee, to determine their needs. I currently feel that I want to build the enrollment before making major changes to the program such as adding another year.

---

Division / Department: Applied Technologies

Program: Agribusiness Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom

Basis for belief: 1) Wayne County is a major agribusiness community in the state and nationwide. We also sit in the middle of the agricultural belt of NC in a central location. 2) Agricultural businesses are the top industry in the state generating \$68.3 billion per year. 3) NC ranks #2 nationally in diversity of agricultural businesses. 4) New agricultural businesses continue to emerge as the agricultural industry changes with the changing population of NC (e.g. Movement of many smaller farms away from tobacco and toward specialized agricultural niche markets). 5) Numerous employers (and employment opportunities) in the immediate region.

Division / Department: Applied Technologies

Program: Applied Animal Science Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab

Basis for belief: 1) Increased interest in this area through high school vocational/technical programs. 2) Biotechnology related to animal science leads to increased job market in a "hot" field. 3) Wayne County and our region is a leader both statewide and nationwide in animal science related areas (swine, poultry, etc.). 4) The increase in equine related employment /interest adds to the need for this program. 5) Wayne County is recognized as the 5th best farming county in the nation. 6) The emergence of sheep/goat farming as an economic venture in our state contributes to the need for this program. 7) NC ranks #2 in the nation in the diversity of agricultural interests with many of these being animal science related. 8) Additional animal science related jobs are available with veterinary services and state government agencies (zoo's, etc.). 9) A multitude of different employers exists in the immediate area and statewide.

---

Division / Department: Applied Technologies

Program: Forest Management Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab

Basis for belief: 1) Forestry is the number 1 manufacturing industry in the state. 2) Continued job availability in the public and private sector (beyond what is being filled). 3) Changing land ownership patterns leading to increased management (more government owned forestland = continued jobs and private landowners owning 78% of our forestland leads to increased management as these landowners continue to manage their forestland for economic gain). 4) NC is 58% forested. 5) Forest/Urban Interface continues to be an increasing issue leading to state/federal funding for fire related jobs. 6) New areas of job opportunities continue to emerge in forestry/natural resources related areas (e.g. Forest biotech, biofuels, wetlands delineation,

environmental consultants, etc.). 7) Additional large forest landowning organizations have emerged in our state TIMO (Timber Investment Management Organizations) as the paper industry has divested itself of landholdings. 8) The NC Million Acre Initiative is focusing on the state acquiring 1 million acres of forested land (SEE # 3). 9) Increased government incentives to manage forestland require personnel to facilitate and practice this management. 10) Much of this employment will be technical in nature (fieldwork).

---

Division / Department: Applied Technologies

Program: Turfgrass Management Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab

Basis for belief: 1) \$8.7 billion green industry in NC. 2) Increasing urbanization leading to the growth of landscaping, recreational (golf, etc.), and other turf related employment. 3) An estimated 300 jobs last year alone requiring an AAS in turfgrass or related fields. 4) Expanding job opportunities locally, regionally, and nationally. 5) Starting salaries \$30,000.00 and up.

---

Division / Department: Applied Technologies

Program: Automotive Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: Student enrollment over the past 5 years has almost doubled due to several reasons. One reason is the shortage of trained automotive technicians. This has prompted local companies to search for qualified techs from out of the area. The shortage is due to techs in the industry reaching retirement age. Another reason is because of increased technology being used on vehicles and the inability to enter the industry straight out of high school.

Division / Department: Applied Technologies

Program: Autobody Repair

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Unsure

Type of additional space and square footage: N/A

Basis for belief: The lack of training facilities in eastern NC has caused steady growth in the Autobody programs over the past 5 years. About 15% growth was seen over this time period.

---

Division / Department: Allied Health & Public Services

Program: Criminal Justice

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Unsure

Type of additional space and square footage: Office

Basis for belief: Currently the North Carolina Criminal Justice Association is work towards increase mandated requirements for entry level law enforcement officers from only requiring a high school degree to obtaining some college courses prior to enrolling in BLET. (Also see BLET for more information).

Division / Department: Allied Health & Public Services

Program: BLET

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: Yes, Pine 121 currently meets the needs of SCT and other training.

Type of additional space and square footage: Lab, 1 additional class/lab room that would allow us to have 2 BLET classes simultaneously. Must be able to hold 24 students. DOJ and Standards and Training require 30 sq. ft. per student (720 total sq. ft.).

Basis for belief: From Advisory Committees, meetings with local law enforcement managers, and WCC's liaison to State Law Enforcement committees we have learned that state wide Law Enforcement agencies (SHP, DMV, ALE) are expanding their numbers. Furthermore, both GPD and WCSO are below required personnel. There are also some changes at the State level that will require more officers in certain department's increasing the need for more recruits.

---

Division / Department: Allied Health & Public Services

Program: Early Childhood

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, need a designated class to hold 40 students, especially in the evening. Total of 800 sq. ft. (see additional note under new programs, Special Education).

Lab, lab space to accommodate 40 students and include a sink, multiple cabinets, closets, and computer access. Total of 960 sq. ft. (see additional note under new program, Special Education).

Office, office needed, we currently have a position opened for a 9 month instructor and do not have an available office.

Basis for belief: Early Childhood Education, Early Childhood Education/Teacher Associate programs, and the certificate programs in Early Childhood, Early Childhood Administrator, Infant/Toddler Care have shown increased enrollment (19%) in the past

several years. We project this growth to continue based on increased educational requirements coming from Federal Headstart and No Child Left Behind program and from the state level, from the Division of Child Development.

---

Division / Department: Allied Health & Public Services

Program: Human Services / Substance Abuse

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: N/A

Type of additional space and square footage: N/A

Basis for belief: N/A

---

Division / Department: Allied Health & Public Services

Program: Emergency Preparedness Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: N/A

Type of additional space and square footage: N/A

Basis for belief: Despite the projected increase in enrollment, this program is offered entirely through distance education.

Division / Department: Allied Health & Public Services

Program: Dental Assisting

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: No, equipment needs to be updated.

Type of additional space and square footage: N/A

Basis for belief: Dental Educator's Meeting.

---

Division / Department: Allied Health & Public Services

Program: Dental Hygiene

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Yes, equipment in Radiology area needs to be updated.

Type of additional space and square footage: N/A

Basis for belief: Graduates from graduate surveys, contact by instructors, Dental Advisory Committee and Employers (Wayne, Lenoir, Greene Counties), Dental Educator's Meetings, and NC Health Professions Data Book.

Division / Department: Allied Health & Public Services

Program: Associate Degree Nursing, Practical Nursing, and LPN/ADN Advanced Placement

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: No

Renovation for existing space: No

Type of additional space and square footage: Classroom, 1200 sq. ft. tiered, plus 720 sq. ft. Reg. Plus 1600 sq. ft. tiered, total 3520 sq. ft. (see attached floor plan for building).

Lab, 1200 sq. ft., 1200 sq. ft., total 2400 sq. ft. Lab 1080 sq. ft., 120 sq. ft. attached observation room. 1080 sq. ft. and 120 sq. ft. attached observation room (see attached floor plan).

Office, 9 @ 100 sq. ft, 900 total sq. ft. Office, 160 sq. ft.; office 240 sq. ft. Total of 1300 sq. ft.

Basis for belief: Wayne Memorial Hospital and other area health care agencies identified a need for additional Registered Nurses to meet their ongoing projected workforce needs. In response to this identified local need and the well documented state and national projections of a critical nursing shortage, WMH collaborated with the nursing department in writing a grant to fund salary for an additional 3/4 time instructor and equipment to enhance nursing skills lab. The NC Board of Nursing approved an increase in total enrollment for the ADN program effective fall semester 2007. The space that is presently assigned to nursing does not accommodate an increase in number of students for ADN plus current PN and advanced standing student groups. Also, changes in methods of instruction and Simulation Labs with enhanced technology and "Sim Mans" etc. will require new/different laboratory space.

---

Division / Department: Allied Health & Public Services

Program: Medical Assisting

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No, move to Pine 224-225

Renovation for existing space: N/A

Type of additional space and square footage: Lab, 2000 sq. ft. (class and lab) Beds/Examination tables and Diagnostic equipment needed as well as computer stations.



Basis for belief: Medical Assisting is ranked as one of the top 5 fastest growing occupations in the US. WCC's program has increased over the past 10 years from 5 students to 44 students. Physician's offices in Goldsboro have realized the value of a medical assistant and the multi-skills that they perform. Several local offices have 5 or more WCC graduates employed. This number will increase as offices learn about the value of the Medical Assistant.

---

Division / Department: Allied Health & Public Services

Program: Phlebotomy

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: Yes, Pine 220

Renovation for existing space: No

Type of additional space and square footage: N/A

Basis for belief: Advisory committee/local employers indicate that the current supply of phlebotomists is adequate. WCC's program prepares graduates with job skills for varied health care professionals.

---

Division / Department: Allied Health & Public Services

Program: Medical Assisting

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Unsure

Type of additional space and square footage: N/A

Basis for belief: This occupation is ranked as one of the top 5 fastest growing in the US. It has increased over the past 10 years from 5 students to 22 students. Physician's offices in Goldsboro are realizing the value of a medical assistant and the multi-skills that they perform. Several local offices have 5 or more WCC graduates employed. This number will increase as offices learn about the value of the Medical Assistant.

Division / Department: Allied Health & Public Services

Program: Medical laboratory Technology

Anticipated enrollment growth: Minimal (less than 10 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, the Medical Assisting classroom would be an excellent classroom and lab for the MLT program and the Med. Assisting would have to have a new space available.

Basis for belief: Many NC Community Colleges do not offer the MLT program. The number of MLTs is decreasing but the demand for them is increasing. Most hospital labs hire MLT to perform the majority of the lab testing (bench-work). Advisory committee members agree there is a need for the program. However, clinical sites will have to be provided with excellent preceptors to work with students.

## New Program Summaries

Division / Department: Occupational Extension

Program: Plaza Comunitaria – Education Ctr.

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Yes

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.; Lab, 1 @ 480 sq. ft. with computers; Office, 1 @ 80 sq. ft.

Basis for belief: Per the Occupational Advisory Committee and Business and Industry leaders, there is a need for an educated Latino workforce with high school diploma/GED. Latino students are dropping out of high school early. Students that dropout of high school are recruits for local gangs. In Wayne County there are 16 gangs of which 6 are Latino. I. A random survey of three local businesses was completed with the following findings: 1) more than 2/3 of workforce is Latino, 2) the companies were not aware that employees could take technical training at WCC. 3) These employees were considered to be good workers and desirable in the workforce. II. A survey was completed with 150 school age Latinos with the following findings: 1) 11 dropped out 9th grade; 20 dropped out 10th grade; 31 dropped out 11th grade. 2) Of the 68 remaining in school, 48 are considering dropping out of school. 3) 136 of these students are undocumented. 4) Only 39 were aware they could take courses through Continuing Education. Beneficial for over all community. (91 of 150 indicated they are considering being a member of a gang.) Mexico will help establish programs thru Mexican Consulate in Raleigh, NC by providing access to the University of Monte Rey in Mexico, which meets SACS accreditation. Tecnologico de Monterrey is accredited by the Southern Association of Colleges and Schools of the United States of America (SACS) to confer Undergraduate and Graduate degrees in the Master's and Doctoral level. 60% of Latinos in NC are Mexican; therefore, this group will be able to relate to a "Plaza". To date Wayne County has +/-8000 documented and another +/-6000 undocumented Latino population. Programs to be offered: Computer Programs, Human Resource Development, Spanish for the illiterate adult, English (ESL), Citizenship, self-study programs, OSHA, NC REAL, GED, Job Searching Skills and Occupational Extension courses. This opportunity will partner with the Wayne County Public System, which will assist serving families with children with the net outcome of improving EOG (End-Of-Grade) testing. Upon completion of the program offered thru the PLAZA, the student will be better prepared to complete other WCC programs. NOTE: Program successful in Brunswick CC for 5 years and Wake Tech. Community College started Spring 2007.

Division / Department: Occupational Extension

Program: Nurse Aide - Geriatrics

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.; Lab, 1 @ 480 sq. ft.

Basis for belief: This program is currently being developed, based on recommendation from the Advisory Committee, as an additional curriculum for individuals who have completed the NC Nurse Aide certification. Currently Division of Facility Services is developing the curriculum.

---

Division / Department: Occupational Extension

Program: Nurse Aide - Restorative

Anticipated enrollment growth: Moderate (between 10 – 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.; Lab, 1 @ 480 sq. ft.

Basis for belief: This course has been requested from the Continuing Education Allied Health Advisory committee. As healthcare sees a shift in populations and services require Nurse Aides to have a broader range of knowledge as they work in various facilities.

Division / Department: Occupational Extension

Program: Landscaping Certification

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: Yes

Renovation for existing space: Yes

Type of additional space and square footage: N/A

Basis for belief: This course is based on the NC Certified Plant Professional Certification. This industry is expected to grow at 2.43 % annually (NC ESC) in the Wayne County region. The certification program would allow for increased utilization of the WCC greenhouse. This proposal would require the allocation of open land accessible to the WCC greenhouse to be developed for the landscape certification programs.

---

Division / Department: Occupational Extension

Program: Distance Learning Programs

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 240 sq. ft.

Basis for belief: Staff/Faculty administration, development and supervision of online programs for Basic Skills Programs and Occupational Extension. Online programs are quickly becoming an integral component of continuing education and a large number of CE/BSP instructors are adjunct faculty. This space would give those instructors an on-campus environment to work on their classes both from a creation and instructional perspective. Currently CE instructors who utilize online technology are required to perform all functions off-campus. This allows for limited oversight from directors and administrators of those programs as well as the faculty from the larger WCC organization.

Division / Department: Occupational Extension

Program: HRD – Healthcare Occupations

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: Unsure

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.

Basis for belief: This course has been requested from the Continuing Education Allied Health Advisory committee. Currently in most Continuing Education healthcare programs (Nurse Aide, Pharmacy Technician and EMS) once these long running programs begin there is no entry point for new students until the next semester. This course would offer an opportunity to all students to investigate various healthcare occupations as to their individual requirements, pay and work expectations. The student impact from this class would be individuals better prepared to succeed in the individual healthcare courses offered through CE. Those students who complete this course and find that these are in fact not fields they are interested in pursuing can be counseled on alternate options throughout the college that may better fit their aptitudes.

---

Division / Department: Basic Skills

Program: Virtual High School

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Computer Lab w/ 25 computers

Basis for belief: Virtual high schools are the future for N. C. This initiative is being strongly promoted by Gov. Easley. Personal computers are becoming more available to most people. Transportation is often an issue and will likely continue to be so due to energy crisis.

Division / Department: Applied Technologies

Program: Autobody Repair

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.; Office, 1 @ 80 sq.ft.

Basis for belief: Upon completion of current additions and renovations the Autobody program will be able to become NATEF certified. The certification will bring a need to add a second year to the program that will require additional classes to be offered and an instructor to teach the classes.

---

Division / Department: Applied Technologies

Program: Heavy Equipment and Transport Tech.

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 600 sq. ft.; Lab, 1 @ 4500 (note: the given estimates for square footage could not be used because it does not account for large vehicles and training aids needed to teach the program.), Office, 1 @ 80 sq.ft.

Basis for belief: Shortage of trained diesel technicians has prompted local companies to search for qualified techs from out of the area. One reason for the shortage is because of tech is in the industry reaching retirement age. Another reason is the increased technology being used on vehicles and no local training available. Local companies such as Goldsboro Milling and Case Farms have very large fleets and are in need of such techs.

Division / Department: Applied Technologies

Program: Landscape Management Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab/Shop; Office, 1 @ 80 sq.ft

Basis for belief: 1) \$8.7 billion green industry in NC 2) Increasing urbanization leading to the growth of landscaping, recreational (golf, etc.), and other turf related employment. 3) An estimated 300 jobs last year alone requiring an AAS in turf grass or related fields. 4) Expanding job opportunities locally, regionally, and nationally. 5) Large base of untrained workers in this area. 6) Increasing interest in horticulture/landscaping/and related fields in high school vocational/technical areas.

---

Division / Department: Applied Technologies

Program: Natural Resources Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Lab/Shop; Office, 1 @ 80 sq.ft

Basis for belief: 1) Current advisory committee data and current shifts in NC population demographics and natural resources usage. 2) Job availability in this area also dictates a need for this type of employee (i.e. Wetlands, stream restoration, water quality, land resources, and many other areas.) 3) Increasing job availability in many natural resources related fields (wetlands delineation, stream restoration, air quality, water quality, parks and recreation, ecotourism, and others). 4) Increasing governmental purchase and regulation of forestland and natural resources is creating many jobs with governmental agencies and private contractors. 5) 2002 Forest Inventory and Assessment Data reinforce the need for this type of program. 6) Interest level and employability of students in similar programs reinforces this need. 7) Increased pressures on natural resources due to the increased population of NC continue to raise environmental awareness and employment opportunities.



Division / Department: Applied Technologies

Program: Construction Management Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Unsure

Renovation for existing space: N/A

Type of additional space and square footage: Lab/Shop, 400 sq. ft.

Basis for belief: Requests from construction companies in the county. Currently conducting feasibility study.

---

Division / Department: Allied Health & Public Services

Program: Latent Evidence (Certificate program under Criminal Justice)

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: 1 latent lab to seat 35 students (840 total sq.ft) to include 2 sinks, cabinets, storage shelves, and 2 closets; Office, 1 @ 80 sq.ft

Basis for belief: Trends in law enforcement are to move to certification of latent evidence officers/civilians. Beginning January 2008, early a certification will be made available through the Community College system. The certification will be offered through Con-Ed; however, in order for a college to provide instruction in this area, a latent evidence curriculum program must be in place. Further, many students are attracted to this sort of program and would provide excellent employment opportunities.

---

Division / Department: Allied Health & Public Services

Program: Special Education (under Early Childhood)

Anticipated enrollment growth: Maximum (more than 30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 800 sq.ft.; Lab, 1 @ 960 sq.ft.; Office, 1 @ 80 sq. ft.

Basis for belief: There are increased educational requirements coming from Federal Headstart and No Child Left Behind program and from the state level, from the Division of Child Development. Further, more employers are finding a degree in this area more practical to meet the needs of special students who are integrated in the classroom.

Division / Department: Allied Health & Public Services

Program: Medical Laboratory Technology

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: Yes, Pine 220

Renovation for existing space: No

Type of additional space and square footage: Classroom & Lab, @ 1200 sq.ft. (pine 220), this would be an excellent classroom and lab for the MLT program. A hood for the Microbiology lab is in place as well as bench space for microscopes. Also, an eyewash and shower which would be required for this program is currently available.

Basis for belief: Many NC Community Colleges do not offer the MLT program. The number of MLTs is decreasing but the demand for them is increasing. Most hospital labs hire MLT to perform the majority of the lab testing (bench-work). Advisory committee members agree there is a need for the program. However, clinical sites will have to be provided with excellent preceptors to work with students.

---

Division / Department: Allied Health & Public Service

Program: New Health Sciences Program (determined by Needs Assessments 2008)

Anticipated enrollment growth: Moderate (between 10-30 students per year)

Space for projected growth exists: No

Renovation for existing space: N/A

Type of additional space and square footage: Classroom, 1 @ 720 sq. ft.; see lab space allocated for Nursing Programs (floor plan) Medical Assisting etc.

Basis for belief: Programs will be selected based on needs assessment data, input from Advisory Committees and employers, students, the NC Health Professions. Source: 2006 DATA Book, and other reports from the Sheps Center for Health Services Research NCCCS, etc.

Appendix 5

List of External Listening Forum Participants

**Wayne County Participants in Wayne County Long Range Plan**

<b>Name</b>	<b>First</b>	<b>Last</b>	<b>Representing</b>
Kay Albertson	Kay	Albertson	Wayne Community College
Joseph Allen	Joseph	Allen	Citizen
Andy Anderson	Andy	Anderson	Commissioner
Daryl Anderson	Daryl	Anderson	Citizen
Marion Appleton	Marion	Appleton	Citizen
Peter Appleton	Peter	Appleton	Mount Olive College
Barbara Arntsen	Barbara	Arntsen	Central Services
Wayne Aycock	Wayne	Aycock	Wayne County Planning Board
Gene Baker	Gene	Baker	Citizen
Tony Balance	Tony	Balance	Citizen
Ian Barratt	Ian	Barratt	Citizen
Jan Barratt	Jan	Barratt	Wayne County
Jim Beers	Jim	Beers	Buildings and Grounds
Andrew Bell	Andrew	Bell	Goldsboro
John Bell	John	Bell	Wayne County Comm
Darryl D. Best	Darryl D.	Best	City of Goldsboro
Bill Betterton	Bill	Betterton	Citizen
Fletcher Bizzell	Fletcher	Bizzell	Human Resources
Leroy Blizzard	Leroy	Blizzard	Citizen
Ray Boyd	Ray	Boyd	Citizen
Chris Boyette	Chris	Boyette	Citizen
Karen Brashear	Karen	Brashear	Citizen
Henry Braswell	Henry	Braswell	Citizen
Jill Brogneaux	Jill	Brogneaux	Citizen
Roger Brogneaux	Roger	Brogneaux	Citizen
Audrey Brow	Audrey	Brow	Citizen
Brant Brown	Brant	Brown	Citizen
Charles Brown	Charles	Brown	Town of Mount Olive
Don Brownie	Don	Brownie	Citizen
Paul Buday	Paul	Buday	Citizen
Alvin Bullock	Alvin	Bullock	Day Reporting Center
Beverly Carroll	Beverly	Carroll	Citizen
Ricky Carter	Ricky	Carter	Wayne County Schools
Lonnie Jr. Casey	Lonnie Jr.	Casey	Citizen
Martin Casey	Martin	Casey	Citizen
Rose Casey	Rose	Casey	Citizen
Z D Chunn	Z D	Chunn	Citizen
Patricia Coh	Patricia	Coh	Citizen
Eileen Coite	Eileen	Coite	Citizen

<b>Name</b>	<b>First</b>	<b>Last</b>	<b>Representing</b>
Lou Cook	Lou	Cook	Walnut Creek
Blain Crocker	Blain	Crocker	Citizen
William Earl Cruse	William	Cruse	Citizen
Eugenia B. Daniels	Eugenia	Daniels	Citizen
Walter Daniels	Walter	Daniels	Citizen
Kim Davis	Kim	Davis	Citizen
Bobby Denning	Bobby	Denning	Mt Olive
John Dillard	John	Dillard	Citizen
Randy Eddy	Randy	Eddy	Citizen
Dwayne Edwards	Dwayne	Edwards	Citizen
J D Evans	J D	Evans	Commissioner
Arnold Flowers	Arnold	Flowers	Commissioner
Jimmie Ford	Jimmie	Ford	Citizen
Patty Gabriel	Patty	Gabrial	Citizen
Annitia Gentry	Annitia	Gentry	Citizen
M B Gentry	M B	Gentry	Citizen
Stephen Gioly	Stephen	Gioly	Citizen
James Goldman	James	Goldman	Citizen
Dewitt Grady	Dewitt	Grady	Citizen
Donald B. Grady	Donald B.	Grady	Citizen
Geral Grady	Geral	Grady	Citizen
Joe Grady	Joe	Grady	Citizen
Kevin Grady	Kevin	Grady	Citizen
Larry Grady	Larry	Grady	Citizen
Bud Gray	Bud	Gray	Wayne County
Larry Gray	Larry	Gray	Citizen
Robert Gray	Robert	Gray	Citizen
A. W. Griffin	A. W.	Griffin	Citizen
Chris Gurley	Chris	Gurley	Citizen
Joe Gurley	Joe	Gurley	Emergency Services
Randy Guthrie	Randy	Guthrie	Citizen
Sue Guy	Sue	Guy	Human Resources
Mike Haney	Mike	Haney	Development Alliance
Don Hargrave	Don	Hargrave	Citizen
Steve Hicks	Steve	Hicks	WC Chamber Committee
Jimmie Holmes	Jimmie	Holmes	Citizen
Walace Hornton	Walace	Hornton	Citizen
Rob House	Rob	House	Citizen
Joe Huffman	Joe	Huffman	Citizen / City of Goldsboro
B R Huggins	B R	Huggins	Town of Mount Olive
Jessica Hyatt	Jessica	Hyatt	Citizen
George Imrie	George	Imrie	Citizen
Milton Ingram	Milton	Ingram	Citizen
Ted Ivey	Ted	Ivey	Citizen
Charlotte Jenkins	Charlotte	Jenkins	Soil Conservation

<b>Name</b>	<b>First</b>	<b>Last</b>	<b>Representing</b>
Henry F. Jinnette	Henry F.	Jinnette	Goldsboro
Devone John	Devone	John	Citizen
James Johnson	James	Johnson	Citizen
Kevin Johnson	Kevin	Johnson	CES
Bryan Jones	Bryan	Jones	Citizen
Michele Jones	Michele	Jones	Citizen
Neil Journey	Neil	Journey	Citizen
Beverly Keen	Beverly	Keen	Citizen
Steve Keen	Steve	Keen	Wayne County Planning Board
Steve Keer	Steve	Keer	Citizen
Al King	Al	King	Goldsboro City
Sanford L. Korschun	Sanford	Korschun	Citizen
Randall Lassiter	Randall	Lassiter	Citizen
Sally Lawson	Sally	Lawson	Verterans Services
Kenneth R. Lee	Kenneth	Lee	Citizen
Joanne H	Joanne	Lesah	Citizen
Don Magoon	Don	Magoon	Smart Start
Larry Martin	Larry	Martin	Citizen
Eryn Mcauliffe	Eryn	Mcauliffe	Citizen
Tony Mccabe	Tony	Mccabe	Citizen
Jushua Mccullen	Jushua	Mccullen	Citizen
Yvonne Mclamb	Yvonne	Mclamb	Services on Aging
Dave Meador	Dave	Meador	Retired Educator
June Monk	June	Monk	Citizen
Shelton A. Moore	Shelton A.	Moore	Citizen
Lois Mooring	Lois	Mooring	Register of Deeds
Steve Mozingo	Steve	Mozingo	Citizen
Jerry Mullis	Jerry	Mullis	Citizen
Paulita "Angel" Musgrave	Paulita "Angel"	Musgrave	Citizen
Carroll Overton	Carroll	Overton	Citizen
Daryll Overton	Daryll	Overton	Citizen
Regie Pander	Regie	Pander	Citizen
Borden Parker	Borden	Parker	Citizen
Ed Parker	Ed	Parker	Citizen
Ronald Parks	Ronald	Parks	Citizen
Kelvin Peacock	Kelvin	Peacock	Citizen
Judy Pelt	Judy	Pelt	Wayne County DSS
Berky Perkins	Berky	Perkins	Citizen
Doris Petrack	Doris	Petrack	Citizen
Ned Petrack	Ned	Petrack	Citizen
George H. Pettus	George	Pettus	Citizen
Donna Phillips	Donna	Phillips	Library
Judsen Pope	Judsen	Pope	Citizen

<b>Name</b>	<b>First</b>	<b>Last</b>	<b>Representing</b>
Mel Powers	Mel	Powers	Emergency Services
Jake Price	Jake	Price	Citizen
Mckinley Price	Mckinley	Price	Citizen
Timothy M. Price	Timothy	Price	Citizen
Dave Quick	Dave	Quick	Wayne County Chamber of Commerce
Malcolm D. Quick	Malcolm	Quick	Citizen
George Raecher	George	Raecher	Citizen
Charles Raynor	Charles	Raynor	Citizen
Ken Ritt	Ken	Ritt	Wayne Community College
Carolyn Robertson	Carolyn	Robertson	Services on Aging
J Russell	J	Russell	Citizen
Jane Rustin	Jane	Rustin	Library
Efton Sager	Efton	Sager	Commissioner
Andrea Sanderson	Andrea	Sanderson	Citizen
Eddie Sasser	Eddie	Sasser	Citizen
Jim Sasser	Jim	Sasser	Citizen
Rex Sasser	Rex	Sasser	Steering Committee
Allan Sauls	Allan	Sauls	Citizen
Justin Scally	Justin	Scally	Animal Control
Howard Scott	Howard	Scott	Wayne County Farm Bureau
Jim Scott	Jim	Scott	Citizen
Curtis Shivar	Curtis	Shivar	Wayne County
W S Simmons	W S	Simmons	Self
W. G. Simmons	W. G.	Simmons	Citizen
Gary Sims	Gary	Sims	Board of Elections
Lee Smith	Lee	Smith	County Manager
Ray Smith	Ray	Smith	Citizen
Gary Smithwich	Gary	Smithwich	Citizen
H Y Sprunt	H Y	Sprunt	Citizen
L J Stanley	L J	Stanley	Citizen
Willie Ray Starling	Willie Ray	Starling	Commisioner
Ken Stern	Ken	Stern	Health Dept
Neal Stitt	Neal	Stitt	Advocates of Wayne
Steve Stroud	Steve	Stroud	Inspections
Alan Stubbs	Alan	Stubbs	Citizen
Joann Summerlin	Joann	Summerlin	Wayne County Planning Board
Wayne Sutton	Wayne	Sutton	Citizen
Stoney Swan	Stoney	Swan	Citizen
Paul Sykes	Paul	Sykes	Citizen
Jimmie Tand	Jimmie	Tand	Citizen
Susie Teachey	Susie	Teachey	Health Dept
Joanna Thompson	Joanna	Thompson	Development Alliance
Preston Thornton	Preston	Thornton	Grantham Comm
Blair Tyndall	Blair	Tyndall	Citizen

<b>Name</b>	<b>First</b>	<b>Last</b>	<b>Representing</b>
Thomas Uzell	Thomas	Uzell	Citizen
Bobby Walls	Bobby	Walls	Citizen
Laterrie Ward	Laterrie	Ward	Citizen
Dream Weaver	Dream	Weaver	Citizen
Helen Wharton	Helen	Wharton	Citizen
Theressa White	Theressa	White	Citizen
Lyn Williford	Lyn	Williford	Citizen
Ed Wilson	Ed	Wilson	Citizen
Carey R. Winders	Carey R.	Winders	Sheriff - Steering Committee
Randy Winders	Randy	Winders	Citizen
John Winstead	John	Winstead	Citizen
George Wolfe	George	Wolfe	Wolfe Const
Noelle Woods	Noelle	Woods	Finance
Harry Woodson	Harry	Woodson	Citizen
Chris Worth	Chris	Worth	Citizen



## Appendix 6

### Community Engagement Forum Results

In January 2006, Wayne County external stakeholders were invited to participate in the Wayne County Strategic Planning initiative. Over the course of the next 18 months three listening forums were conducted to gather community input, synthesizing and prioritizing County needs, and developing action statements to address the Strategic Plan. Mr. Connie Price, Wayne County Planning Director, facilitated the process with Mr. Glen Harbeck, AICP, from Wilmington, NC. Mr. Harbeck had previously worked with the county on the 1997 Ten-year Strategic Plan.

Over 100 stakeholders including the Wayne Community College President, Vice President of Academic Affairs and Student Services, and the Vice President for Educational Support Services participated in the 18-month process. Other participants included representatives from business, economic development, industry and manufacturing, agribusiness, healthcare, public safety, art and entertainment, travel and tourism, transportation, construction, education, government and non-profits.

Through several facilitated roundtable discussions, participants were asked to identify trends that will significantly impact the community over the next ten years; Wayne County Planning Director, Connie Price, stated the Wayne County Comprehensive Plan is designed to serve as a guide for decisions. The College identified the following areas extracted from the Wayne County Plan, as areas of opportunity for WCC:

### **Economic Development**

Action 2.2: Identify resources and/or establish mechanisms for County participation in providing for strategic economic development incentives.

Action 2.3: Continue to support Wayne County Development Alliance, Inc. in its efforts to expand existing businesses and recruit new businesses to the county.

Action 2.4. Continue to support the local office of the NC Military Business Center as it seeks to (1) increase military business for area companies (2) help transition former military personnel and their family members into the nonmilitary workforce, (3) support recruitment and development of defense-related businesses in the Wayne County area.

Action 2.5: In recruiting new businesses to the area, continue to advertise Wayne County's key business advantages. Among them: a steady stream of skilled workers (e.g. SJ Air Force Base), moderate living costs, an excellent highway and rail transportation system, and available 2 and 4 year colleges.

Action 2.7: Promote work force development in the middle and high school grades, including technical training, job fairs, job shadowing, and career tracking.

Action 2.9: Promote the Center for Environmental Agriculture (previously Cherry Farms) as an example of a research facility linked to an institution of higher learning outside Wayne County (i.e. NC State University). Seek opportunities to establish similar relationships with other institutions in the State of North Carolina.

## **Funding of County Services**

Action 3.1: Prepare and routinely update master plans for all major facilities and services provided by Wayne County (i.e. schools, libraries, jail facilities, animal shelter, solid waste, etc.)

Action 3.2: Prepare a summary capital improvement program (CIP) for Wayne County showing capital improvement needs and cost estimates for 5, 10 and 15-year timeframes. Update the CIP annually as part of the County's work program and budget development process.

Action 3.7: As part of each year's work program and budget development process, have each County department identify and evaluate new technologies that could make services provided by the County more cost effective and convenient to county residents.

## **Agriculture preservation/growth management**

Action 4.1: Update development standards for urban (higher density) and rural (lower density) developments within the unincorporated area of Wayne County. Include all involved public and private sector interests in the creation of the standards.

Action 4.2: Jointly adopt and print a development standards booklet describing in both text and illustrations, the standards established under Action 4.1 above.

Action 4.3: Establish specific criteria in the County zoning ordinance for approving higher density development.

Action 4.4: Identify and adopt incentives for encouraging infill development on sites where urban services are already in place.

Action 4.5: Continue to proactively implement the voluntary agricultural preservation district program.

## **Schools**

Action 6.2: Local governments in Wayne County (County and municipal) should be encouraged to include funding for the construction of pedestrian and bicycle facilities within 1.5 miles of all public schools when preparing capital improvement plans.

Action 6.4: Encourage county and municipal officials to consider co-location of schools when planning for other County and municipal facilities.

Action 6.6: Apply for Safe Routes to School Grant through the North Carolina Department of Transportation. These Federal funds, administered by the State, may be used to construct new bike lanes, pathways, and sidewalks, as well as to launch Safe Routes education and promotion campaigns in elementary and middle schools.

## **Public Safety**

Action 8.1: Create an inventory of public buildings and facilities that may be suitable for the location of a law enforcement substation. Compare these locations with high crime areas and potential patrol areas.

Action 8.4: Continue to conduct routine public education campaigns for neighborhoods to organize and participate in the Neighborhood Watch Program.

Action 8.5: Continue to promote and present public safety classes for educating the public as to crime prevention and public safety issues.

As previously discussed, external stakeholder input is essential in assisting the College in the development of the Long Range Plan. Research and conventional wisdom indicates that successful organizations stay close to the people they serve. Such organizations are effective at shaping their services, programs, and products to address their constituents' hopes, needs and expectations. The County Growth Factor analysis suggests that the Wayne County population could grow faster over the next six years depending upon the degree to which Wayne County's economy becomes integrated into the Research Triangle. In looking at commuting trends and other factors such as the housing growth in Northern Wayne County, the County's population will approach 128,000 by 2013, which equates to a 12% growth factor. The in-migration of more families and businesses provides a number of opportunities and challenges for Wayne County and the College.

Appendix 7

CC Benefits Report

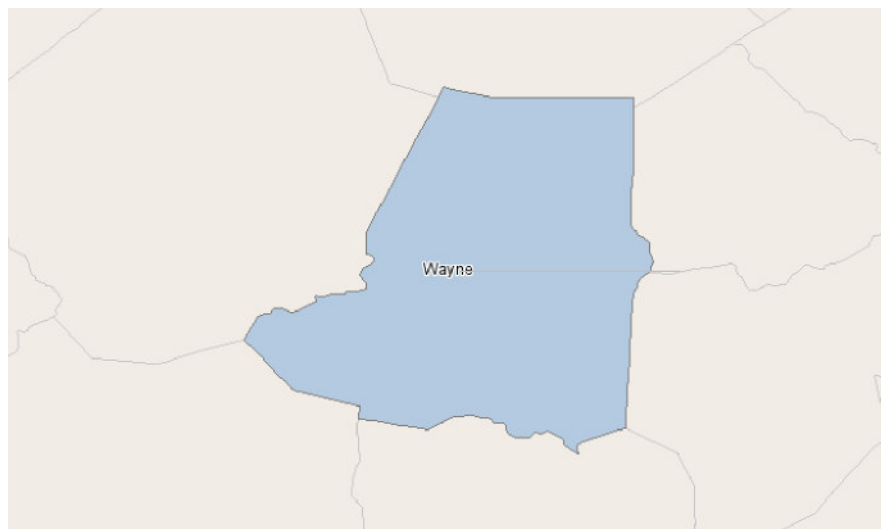
(on the following pages)





# Regional Scan & Program Demand Report

Wayne Community College



## Introduction

This report is designed to integrate and analyze data from multiple sources with the goal of helping community and technical colleges with their strategic planning efforts. The overall goal is to help colleges align their program offerings with the demographic and economic characteristics of their service regions. To do this, the report provides an overview of the region's population, economy, and workforce, using state and national comparisons where appropriate to highlight unique regional characteristics.

The industry and occupation employment numbers are based on numerous published sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. In addition, the report integrates industry/occupation data and projections created by the State of North Carolina, as well as neighboring states if a service region extends outside North Carolina.

These data sources have been specially processed and harmonized to provide more complete and detailed data than any individual source used. For more information, see the final page of this report.

### PREPARED FOR:

Wayne Community College

### REGION DEFINITION (COUNTIES):

Wayne

## Key Terms and Concepts

Understanding the following terms is crucial to interpreting the data included in this report.

**Earnings:** For industries, 2006 total annual earnings per worker are reported; these earnings include wages, salaries, profits, and benefits. Occupational earnings are reported as 2006 median hourly wage only.

**Industry:** A category of business activity defined by the North American Industry Classification System (NAICS).

**Jobs:** Full-time and part-time positions held by proprietors and payroll employees in the public or private sector. May exceed actual worker count.

**Location Quotient (LQ):** A measure of how "concentrated" a particular industry, occupation, or demographic group is in a region as compared to a larger reference region, e.g., state or nation.

**Occupation:** A category of workers defined by the Standard Occupational Classification (SOC).

**Openings (Annual):** The sum of new jobs and replacement jobs for a given occupation.

**Programs:** Courses of postsecondary study defined by CIP (Classification of Instructional Programs) codes.

**Projections:** Estimates of future job or population numbers based on (1) recent regional trends and (2) published forecasts created by a consensus of state and federal agencies

**Replacement Jobs:** The estimated number of job openings in an occupation due to retirement, turnover, and other factors aside from job growth. Based on national percentages by occupation.

Summary

**Regional Demographics**

From 2007 to 2013, the region can expect the total population to change by -1,072 persons, or -0.94%. The age groups with the highest growth are:

Age Group	Change in Persons
to 64 years	55
to 59 years	65
to 69 years	50
to 54 years	20
to 24 years	363

Similarly, the racial/ethnic groups with the highest expected population growth are:

Group	Change in Persons
White Hispanic	1,278
Two or more races	75
Non-White Hispanic	37

Detailed tables are on pages 4–6.

**Educational Attainment & H.S. Graduations**

Total regional attainment of a college degree (any level) is below average compared to the state and below average compared to the nation. From 2007 to 2013, the total number of high school graduates in the region is expected to decline by 108. Detailed tables are on pages 7 through 10.

**High-Growth Industries**

The following industries show the highest total job growth from 2007 to 2013:

- Child day care services
- Residential mental retardation facilities
- Fruit and vegetable canning and drying
- Colleges, universities, and professional schools
- Civic and social organizations
- Home health care services
- Offices of physicians
- Local government
- State government
- Tortilla manufacturing

**Critical Occupations in High-Growth Industries**

The following occupations show the most growth within the top ten high-growth industries. Detailed tables begin on p. 18.

- Child care workers
- Home health aides
- Preschool teachers, except special education
- Personal and home care aides
- Registered nurses
- Nursing aides, orderlies, and attendants
- Teacher assistants
- Janitors and cleaners, except maids and housekeeping cleaners
- Packaging and filling machine operators and tenders
- Physicians and surgeons

**High-Growth Occupations (Across All Industries)**

These occupations show the most total growth across all industries. Detail table is on p. 26.

- Preschool teachers, except special education
- Registered nurses
- Insurance sales agents
- Maintenance and repair workers, general
- Social and human service assistants
- Emergency medical technicians and paramedics
- Customer service representatives
- Medical assistants
- Team assemblers
- Nursing aides, orderlies, and attendants

**College Programs**

For a quick comparison of the college’s enrollment in programs related to the region’s high-growth occupations, turn to page 28.

# Regional Population Summary

Knowing regional demographics can help colleges provide more targeted services. For example, regions with an aging population may require more classes for older residents to update their job skills. And, of course, a projected rise or decline in total population has serious implications for college enrollment, funding, and facilities planning. Note that nearly all regional numbers are compared to state or national averages—this gives an idea of the unique situation facing the region.

## Regional Change Comparison

### TOTAL POPULATION CHANGE

Total regional population change is below the state average.

	2007 Total	2013 Total	Change	% Change
Region	113,652	112,580	-1,072	-1%
State	8,957,883	9,741,345	783,462	9%

### CHANGE IN POPULATION AGE 55+

The percentage of people age 55 and over in the region is expected to fall. It is below average compared to the state and below average compared to the nation.

	Total in Region	Total in State	% of Region	% of State	% of Nation
2007	26,019	2,068,270	23%	23%	23%
2013	29,195	2,463,895	26%	25%	26%

### CHANGE BY RACE, 2007 – 2013

Race/Ethnicity	2007 Total	Region Change	State Change	Nation Change
White, Non-Hispanic	65,589	-3%	7%	3%
White Hispanic	7,547	17%	25%	14%
Non-White Hispanic	569	7%	16%	10%
Black or African American	37,345	-2%	8%	5%
American Indian or Alaska Native	470	-1%	9%	6%
Asian	893	-19%	19%	13%
Native Hawaiian and other Pacific Islander	39	-38%	17%	8%
Two or more races	1,199	6%	17%	12%

1. Note: for regions that include areas in multiple states, “state” data uses the sum or average of all states involved.

## “Concentrated” Groups

These tables show which regional demographic groups have an above-average presence in the region compared to the state and nation. This is calculated using location quotients or LQs (see p. 2). An LQ of 1.0 indicates a group accounts for an average percentage of the total

population.

### AGE GROUPS

Above-average presence compared to state:

Age	2007 LQ (State)
Under 5 years	1.10
70 to 74 years	1.09
5 to 9 years	1.07
10 to 14 years	1.07
65 to 69 years	1.06

Above-average presence compared to nation:

Age	2007 LQ (Nation)
Under 5 years	1.10
70 to 74 years	1.10
5 to 9 years	1.07
65 to 69 years	1.07
15 to 19 years	1.04

### RACE/ETHNICITY GROUPS

Above-average presence compared to state:

Group	2007 LQ (State)
Black or African American	1.53
White Hispanic	1.05
Non-White Hispanic	1.04

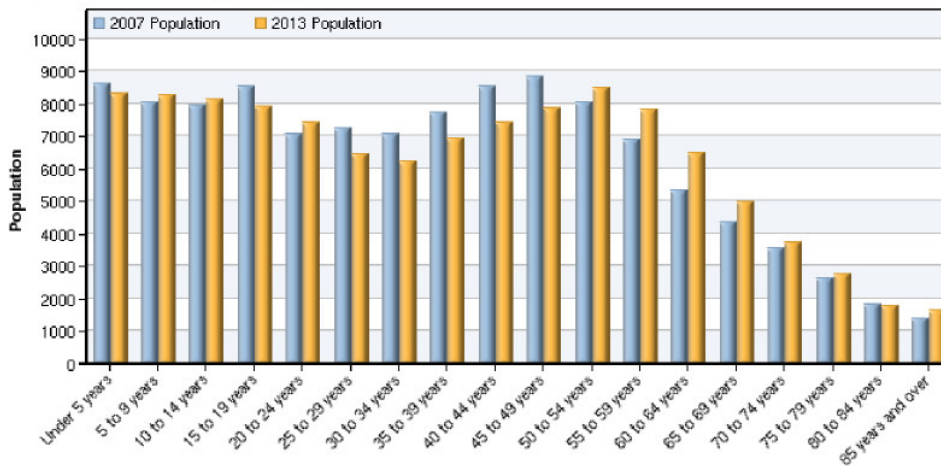
Above-average presence compared to nation:

Group	2007 LQ (Nation)
Black or African American	2.68

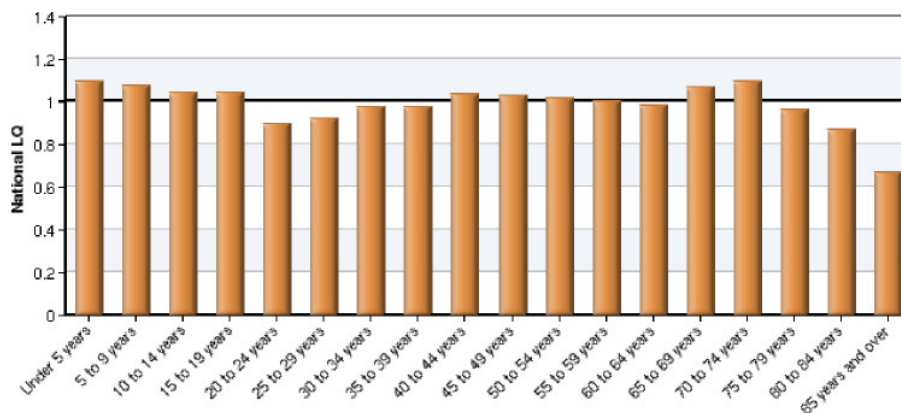


# Population: Detailed Data

## Population by Age Details

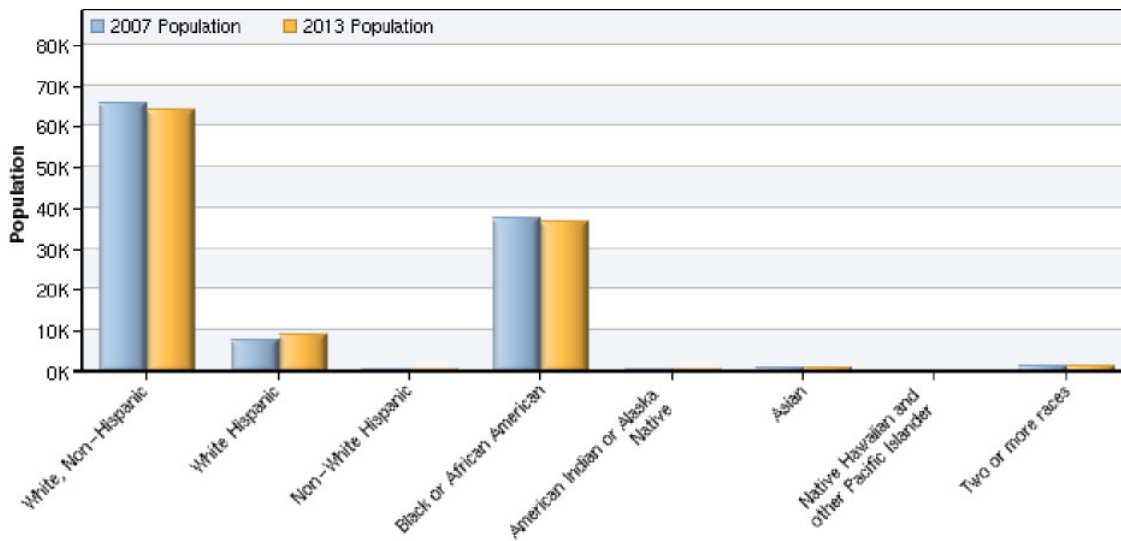


Age	2007 Population	2013 Population	Change	Change %	2007 LQ (State)	2007 LQ (Nation)
Under 5 years	8,621	8,297	-324	-4%	1.10	1.10
5 to 9 years	8,060	8,270	210	3%	1.07	1.07
10 to 14 years	7,952	8,115	163	2%	1.07	1.04
15 to 19 years	8,512	7,921	-591	-7%	1.00	1.04
20 to 24 years	7,068	7,431	363	5%	0.93	0.89
25 to 29 years	7,225	6,438	-787	-11%	0.95	0.92
30 to 34 years	7,088	6,235	-853	-12%	0.92	0.97
35 to 39 years	7,713	6,921	-792	-10%	0.92	0.97
40 to 44 years	8,529	7,406	-1,123	-13%	1.01	1.03
45 to 49 years	8,832	7,846	-986	-11%	1.04	1.02
50 to 54 years	8,034	8,504	470	6%	1.03	1.00
55 to 59 years	6,891	7,818	927	13%	0.99	0.98
60 to 64 years	5,354	6,486	1,132	21%	0.95	1.07
65 to 69 years	4,351	4,976	625	14%	1.06	1.10
70 to 74 years	3,555	3,726	171	5%	1.09	0.96
75 to 79 years	2,639	2,764	125	5%	1.01	0.86
80 to 84 years	1,837	1,780	-57	-3%	0.95	0.66
85 years and over	1,393	1,646	253	18%	0.79	
<b>Total</b>	<b>113,652</b>	<b>112,580</b>	<b>-1,072</b>	<b>-1%</b>		

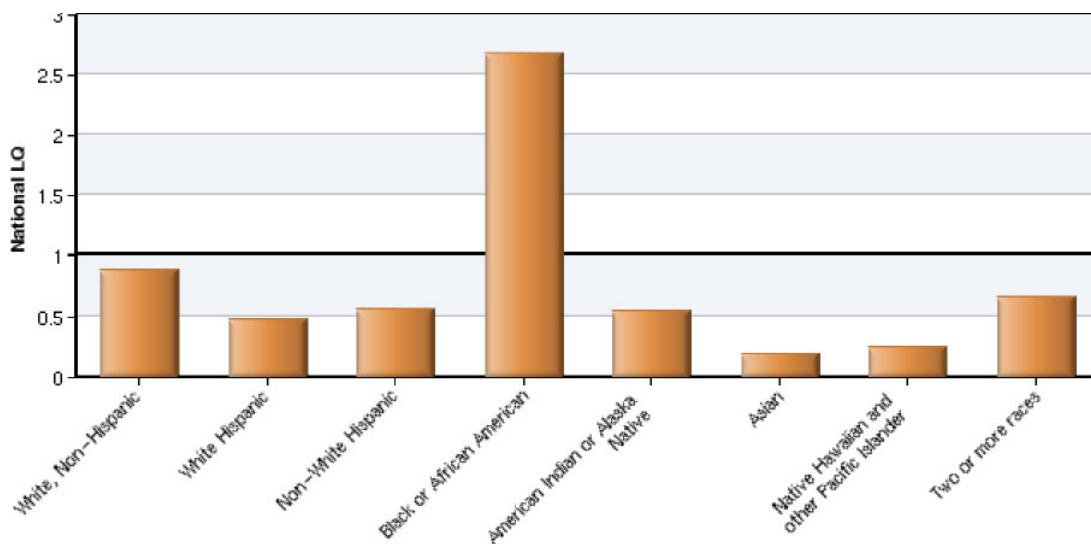


Source: Economic Modeling Specialists Inc. (9/2007)

## Population by Race/Ethnicity Details



Race/Ethnicity	2007 Population	2013 Population	Change	Change %	2007 LQ (State)	2007 LQ (Nation)
White, Non-Hispanic	65,589	63,930	-1,659	-3%	0.85	0.87
White Hispanic	7,547	8,825	1,278	17%	1.05	0.48
Non-White Hispanic	569	606	37	7%	1.04	0.56
Black or African American	37,345	36,734	-611	-2%	1.53	2.68
American Indian or Alaska Native	470	467	-3	-1%	0.35	0.55
Asian	893	720	-173	-19%	0.42	0.18
Native Hawaiian and other Pacific Islander	39	24	-15	-38%	0.70	0.25
Two or more races	1,199	1,274	75	6%	1.01	0.66



Source: Economic Modeling Specialists Inc. (9/2007)

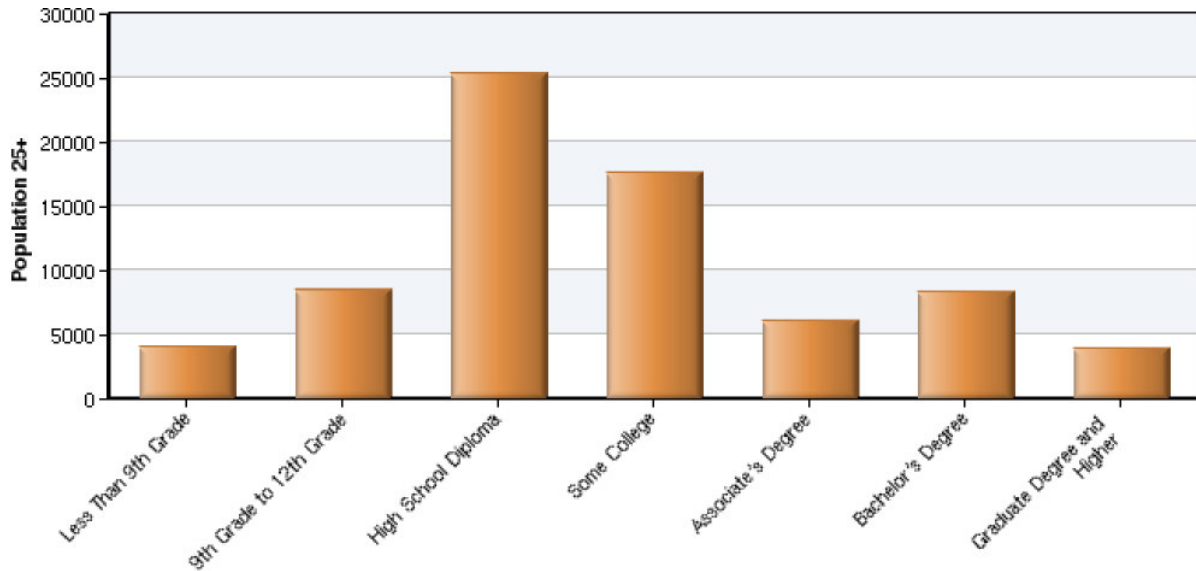
# Educational Attainment

In today’s competitive knowledge economy, advanced education, training, and skills are more vital than ever. Studies also show that higher education levels are strongly tied to higher earnings, lower unemployment rates, and improved lifestyles. Regional educational attainment levels help colleges identify educational gaps in the region’s workforce (especially in comparison to state and national levels). This helps state, college, and regional policymakers form a targeted plan to increase workforce education. Note that attainment is only tracked for persons age 25 and older.

## Educational Attainment Summary

In the region, college degree attainment is below average compared to the state and below average compared to the nation.

	% of Region	% of State	% of Nation
Less Than High School Diploma	17.0%	15.8%	14.5%
High School Diploma or Some College	58.3%	52.0%	50.7%
College Degree	24.7%	32.3%	34.7%



## Educational Attainment Totals, Detail

Educational Level	2007 Total (age 25+)	% of Region (age 25+)	% of State (age 25+)	% of Nation (age 25+)
Less Than 9th Grade	4,059	5.5%	5.3%	5.5%
9th Grade to 12th Grade	8,459	11.5%	10.5%	9.0%
High School Diploma	25,247	34.4%	29.5%	28.7%
Some College	17,558	23.9%	22.5%	22.0%
Associate's Degree	6,029	8.2%	7.1%	6.4%
Bachelor's Degree	8,251	11.2%	17.1%	18.0%
Graduate Degree and Higher	3,836	5.2%	8.1%	10.3%
	<b>73,439</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Economic Modeling Specialists Inc. (9/2007)

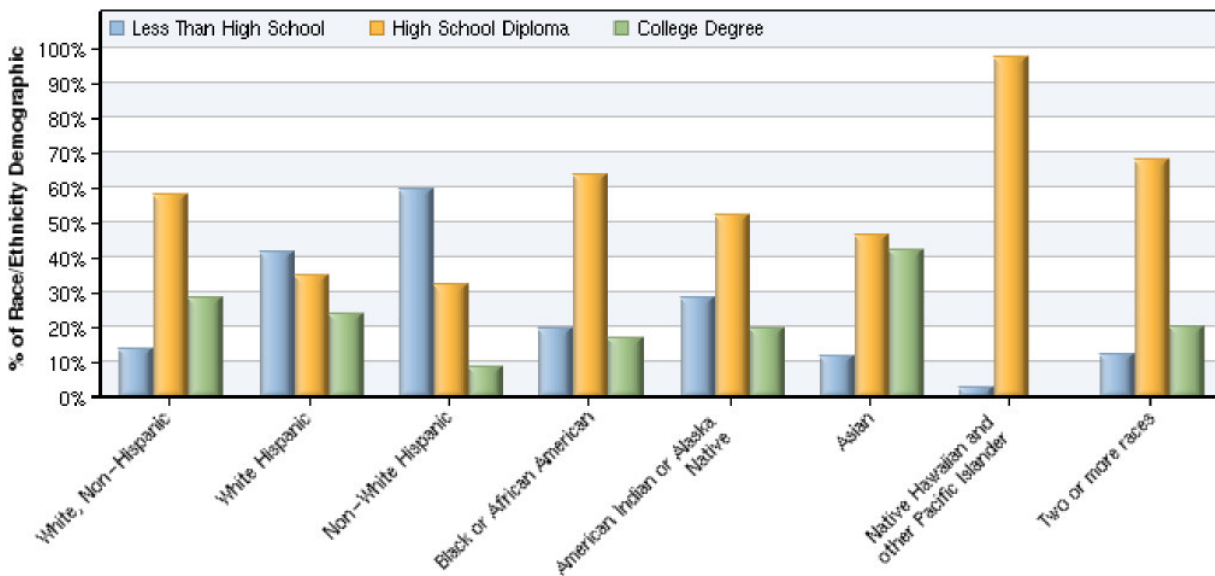
# Educational Attainment by Race/Ethnicity

## COMPARISON OF COLLEGE DEGREE ATTAINMENT TO STATE AND NATION

Differences are expressed in percentage points. Positive numbers indicate higher attainment levels in the region compared to the state or nation; negative numbers indicate lower attainment levels in the region.

Race/Ethnicity	Difference in College Attainment (State)	Difference in College Attainment (Nation)
White, Non-Hispanic	-6.8	-8.5
White Hispanic	1.1	3.0
Non-White Hispanic	-5.5	-7.3
Black or African American	-5.3	-8.5
American Indian or Alaska Native	1.1	-3.7
Asian	-15.6	-20.4
Native Hawaiian and other Pacific Islander	-20.9	-27.7
Two or more races	-13.3	-14.8

## REGIONAL ATTAINMENT BY RACE/ETHNICITY, DETAIL



Race/Ethnicity	2007 Persons (age 25+)	Less Than High School	HS Diploma or Some College	College Degree
White, Non-Hispanic	45,313	6,205	26,132	12,976
White Hispanic	3,592	1,487	1,255	849
Non-White Hispanic	285	169	92	25
Black or African American	22,810	4,435	14,529	3,846
American Indian or Alaska Native	316	90	164	62
Asian	642	76	296	270
Native Hawaiian and other Pacific Islander	30	1	29	0
Two or more races	452	55	308	90
	<b>73,439</b>	<b>12,518</b>	<b>42,805</b>	<b>18,117</b>

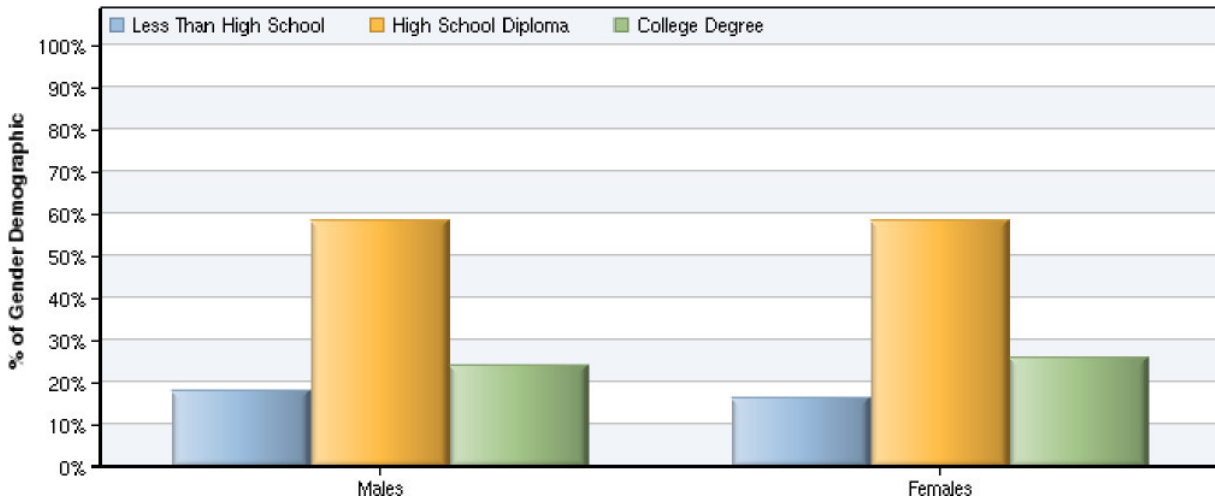
Source: Economic Modeling Specialists Inc. (9/2007)

## Educational

### Attainment by Gender

In the region, females have equal high school attainment rates and higher college degree attainment rates compared to males.

	2007 Total (age 25+)	Less Than High School	High School Diploma	College Degree
Males	35,450	18.0%	58.3%	23.8%
Females	37,989	16.2%	58.3%	25.5%

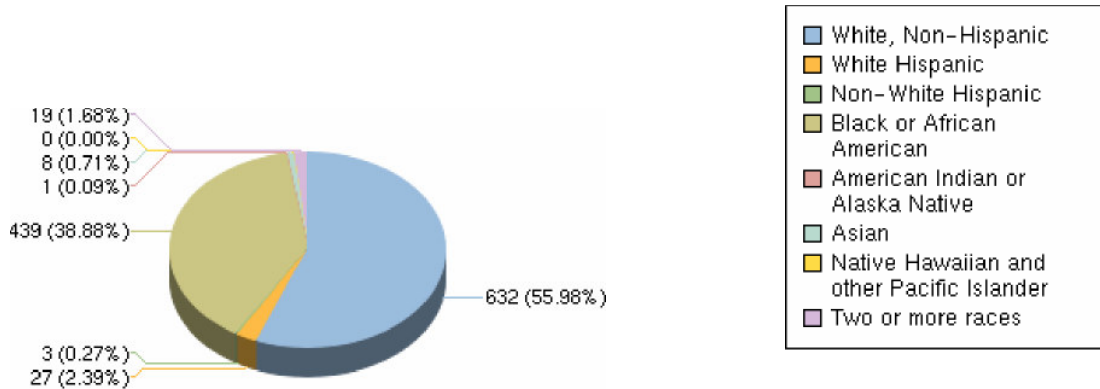


Source: Economic Modeling Specialists Inc. (9/2007)

# Projected High School Graduations

By estimating the total number and demographic makeup of future high school graduates, colleges can be prepared to market their programs effectively to the next generation of students. If the total pool of graduates is declining, for example, then colleges must be able to recruit a greater percentage of them in order to maintain enrollments.

## Snapshot of Graduations by Race/Ethnicity, 2007



## Projected Graduations by Race/Ethnicity

Race/Ethnicity	2007 Graduations	2013 Graduations	Change	% Change
White, Non-Hispanic	632	580	-52	-8%
White Hispanic	27	38	11	41%
Non-White Hispanic	3	4	1	33%
Black or African American	439	374	-65	-15%
American Indian or Alaska Native	1	1	0	0%
Asian	8	7	-1	-13%
Native Hawaiian and other Pacific Islander	0	0	0	0%
Two or more races	19	17	-2	-11%
<b>Total</b>	<b>1,130</b>	<b>1,022</b>	<b>-108</b>	<b>-10%</b>

## Projected Graduations by Gender

Gender	2007 Graduations	2013 Graduations	Change	% Change
Males	576	540	-36	-6%
Females	554	483	-71	-13%

Source: Economic Modeling Specialists Inc. (9/2007)

# Regional Industry Summary

Part of a college's mission is to support the workforce needs of vital regional industries. By using several different metrics for identifying such industries, this section of the report provides a map of the region's economy, thus helping colleges allocate workforce training resources. The listing of critical occupations within high-growth industries (right column) highlights high-growth occupations in these industries. Because these occupations are not filtered by education level, they may be served by non-credit continuing education, for-credit certificate or associate's track courses, or courses designed for transfer to four-year institutions.

## Industries with the Most Jobs

- Local government
- Federal government, military
- State government
- Child day care services
- Crop and animal production

## High-Growth Industries

- Child day care services
- Residential mental retardation facilities
- Fruit and vegetable canning and drying
- Colleges, universities, and professional schools
- Civic and social organizations

## Concentrated Industries

These industries have an above-average share of total regional employment (compared to the U.S.):

- Tortilla manufacturing
- Electric lamp bulb and part manufacturing
- Fruit and vegetable canning and drying
- Tobacco and tobacco product merch. whls.
- Plywood and engineered wood product mfg.

## Competitive Industries

These industries are outperforming national trends:

- Fruit and vegetable canning and drying
- Child day care services
- Tortilla manufacturing
- Management of companies and enterprises
- Civic and social organizations

## Critical Occupations in High-Growth Industries

Child day care services:

- Child care workers
- Preschool teachers, except special education
- Teacher assistants
- Kindergarten teachers, except special education
- Education administrators, preschool and child care center/program

Residential mental retardation facilities:

- Home health aides
- Personal and home care aides
- Nursing aides, orderlies, and attendants
- Social and human service assistants
- Rehabilitation counselors

Fruit and vegetable canning and drying:

- Packaging and filling machine operators and tenders
- Packers and packagers, hand
- Industrial truck and tractor operators
- Laborers and freight, stock, and material movers, hand
- Industrial machinery mechanics

Colleges, universities, and professional schools:

- Janitors and cleaners, except maids and housekeeping cleaners
- Physicians and surgeons
- Teachers and instructors, all other
- Teacher assistants
- Writers and authors

Civic and social organizations:

- Bartenders
- Fitness trainers and aerobics instructors
- Recreation workers
- Child care workers
- Lifeguards, ski patrol, and other recreational protective service workers

# Regional Industries: Detailed Data

## Industry Sectors, Region and State, 2007 – 2013

The following table summarizes the region's economy in comparison to the state's. Broad industry sectors are sorted by total 2007 jobs.

		REGION				STATE			State %	
NAICS Code	Description	2007 Jobs	2013 Jobs	Change	% Change	EPW	State 2007	State 2013	Change	% Change
90	Government	14,397	14,559	162	1%	\$52,264	814,295	860,222	\$50.0	6%
62	Health care and social assistance	7,968	9,930	1,962	25%	\$34,770	512,364	628,468	\$27.4	23%
44-45	Retail trade	6,749	6,840	91	1%	\$23,196	577,805	631,034	\$40.9	9%
31-33	Manufacturing	6,649	7,096	447	7%	\$42,505	571,852	556,220	\$27.4	-3%
81	Other services, except public administration	3,456	3,581	125	4%	\$19,875	299,546	338,284	\$21.5	13%
72	Accommodation and food services	3,349	3,505	156	5%	\$12,350	357,639	392,026	\$16.1	10%
23	Construction	3,177	2,927	-250	-8%	\$35,215	383,703	401,625	\$16.1	5%
56	Administrative and waste services	2,581	2,729	148	6%	\$22,235	342,454	406,936	\$14.4	19%
42	Wholesale trade	2,494	2,579	85	3%	\$43,899	202,236	220,256	\$24.5	9%
11	Agriculture, forestry, fishing and hunting	2,172	1,969	-203	-9%	\$21,507	98,485	88,826	\$17.5	-10%
52	Finance and insurance	1,463	1,434	-29	-2%	\$45,954	203,026	218,027	\$17.5	7%
54	Professional and technical services	1,416	1,540	124	9%	\$29,928	293,794	342,810	\$20.3	17%
48-49	Transportation and warehousing	1,186	1,127	-59	-5%	\$42,914	173,261	187,672	\$55.0	8%
53	Real estate and rental and leasing	1,081	1,146	65	6%	\$37,987	186,230	216,970	\$46.1	17%
61	Educational services	1,051	1,327	276	26%	\$24,143	95,989	119,933	\$59.0	25%
71	Arts, entertainment, and recreation	523	615	92	18%	\$20,593	89,897	104,593	\$29.7	16%
51	Information	462	571	109	24%	\$59,719	89,185	107,752	\$29.7	21%
55	Management of companies and enterprises	447	582	135	30%	\$49,216	75,481	83,732	\$11.5	11%
22	Utilities	208	75	-133	-64%	\$95,184	14,703	13,907	\$11.5	-5%
21	Mining	9	6	-3	-33%	\$94,870	6,125	6,644	\$2.5	8%
		<b>60,838</b>	<b>64,139</b>	<b>3,301</b>	<b>5%</b>	<b>\$36,425</b>	<b>5,388,069</b>	<b>5,925,938</b>	<b>\$42.94</b>	<b>10%</b>

Source: Economic Modeling Specialists Inc. (9/2007)

EPW stands for “earnings per worker,” which is the total wage, salary, bonuses, and other compensation paid in the industry divided by the number of workers. Note that for regions including areas in multiple states, the “State” values are the sum or average of the values for all states involved.

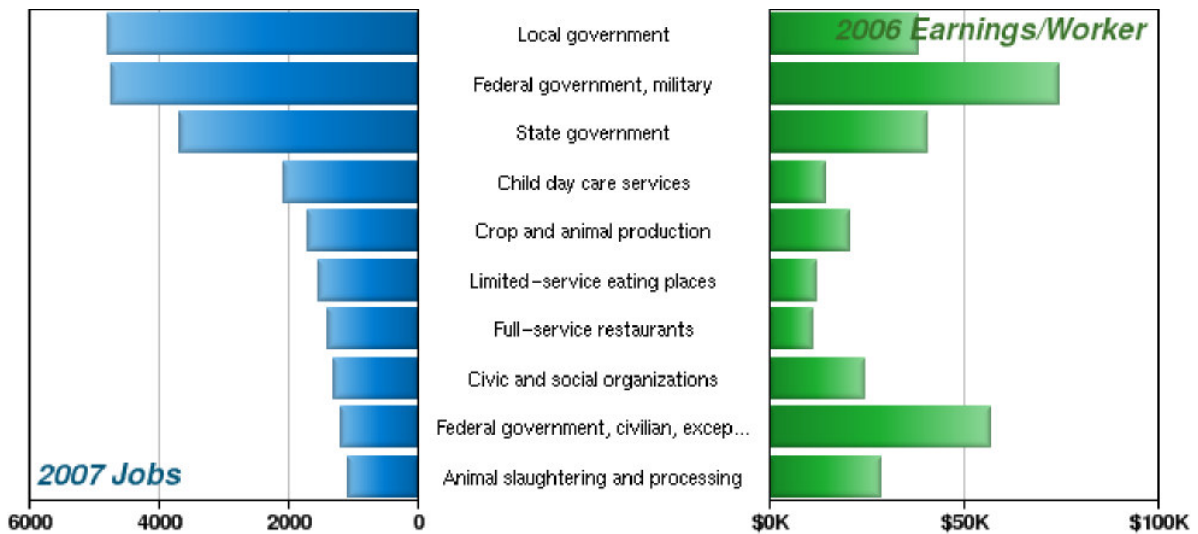
Industry sectors and specific industries in the following sections are listed by NAICS code. For more information, see <http://www.bls.gov/bls/naics.htm>.



## Regional Industries

### Providing the Most Jobs, 2007

This section shows industries at a much greater level of detail than the sectors on the previous page.

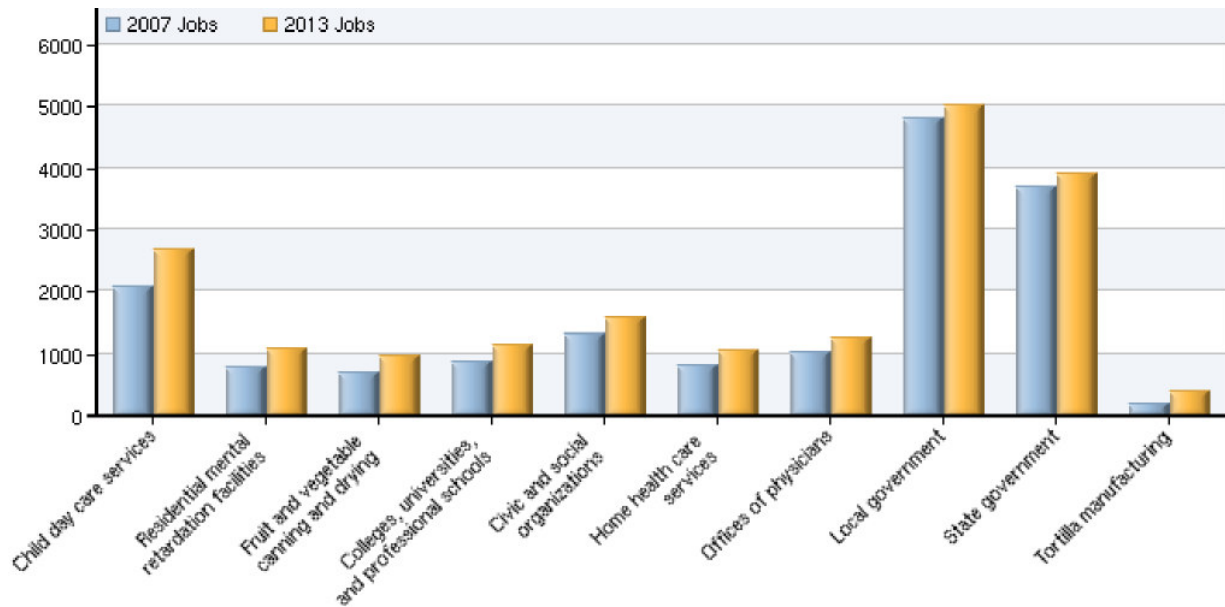


NAICS Code	Description	2007 Jobs	2013 Jobs	Change	% Change	2006 EPW
93000	Local government	4,792	5,024	232	5%	\$37,865
91200	Federal government, military	4,732	4,429	-303	-6%	\$74,353
92000	State government	3,683	3,886	203	6%	\$40,360
62441	Child day care services	2,085	2,678	593	28%	\$14,190
11A00	Crop and animal production	1,702	1,477	-225	-13%	\$20,648
72221	Limited-service eating places	1,550	1,640	90	6%	\$11,905
72211	Full-service restaurants	1,399	1,449	50	4%	\$10,844
81341	Civic and social organizations	1,325	1,578	253	19%	\$24,331
91100	Federal government, civilian, except postal service	1,190	1,220	30	3%	\$56,850
31161	Animal slaughtering and processing	1,099	1,186	87	8%	\$28,697
62111	Offices of physicians	1,014	1,251	237	23%	\$85,188
61131	Colleges, universities, and professional schools	869	1,133	264	30%	\$24,640
45291	Warehouse clubs and supercenters	866	940	74	9%	\$22,902
32121	Plywood and engineered wood product mfg.	863	805	-58	-7%	\$36,006
62161	Home health care services	818	1,058	240	29%	\$19,282
62321	Residential mental retardation facilities	775	1,085	310	40%	\$22,608
81411	Private households	764	715	-49	-6%	\$8,418
44511	Supermarkets and other grocery stores	763	744	-19	-2%	\$19,005
31142	Fruit and vegetable canning and drying	688	960	272	40%	\$34,811
44711	Gasoline stations with convenience stores	534	619	85	16%	\$24,091

Source: Economic Modeling Specialists Inc. (9/2007)

## Highest Growth Regional Industries, 2007 – 2013

These industries are projected to add the most total jobs.



NAICS Code	Description	2007 Jobs	2013 Jobs	Change	% Change	2006 EPW
62441	Child day care services	2,085	2,678	593	28%	\$14,190
62321	Residential mental retardation facilities	775	1,085	310	40%	\$22,608
31142	Fruit and vegetable canning and drying	688	960	272	40%	\$34,811
61131	Colleges, universities, and professional schools	869	1,133	264	30%	\$24,640
81341	Civic and social organizations	1,325	1,578	253	19%	\$24,331
62161	Home health care services	818	1,058	240	29%	\$19,282
62111	Offices of physicians	1,014	1,251	237	23%	\$85,188
93000	Local government	4,792	5,024	232	5%	\$37,865
92000	State government	3,683	3,886	203	6%	\$40,360
31183	Tortilla manufacturing	186	378	192	103%	\$97,139
62419	Other individual and family services	424	569	145	34%	\$19,166
62431	Vocational rehabilitation services	250	394	144	58%	\$16,528
56121	Facilities support services	321	458	137	43%	\$29,489
55111	Management of companies and enterprises	447	582	135	30%	\$49,216
33639	Other motor vehicle parts manufacturing	129	236	107	83%	\$56,888
31199	All other food manufacturing	294	393	99	34%	\$37,190
56199	All other support services	209	303	94	45%	\$31,138
72221	Limited-service eating places	1,550	1,640	90	6%	\$11,905
62322	Residential mental and substance abuse care	296	386	90	30%	\$19,418
31161	Animal slaughtering and processing	1,099	1,186	87	8%	\$28,697

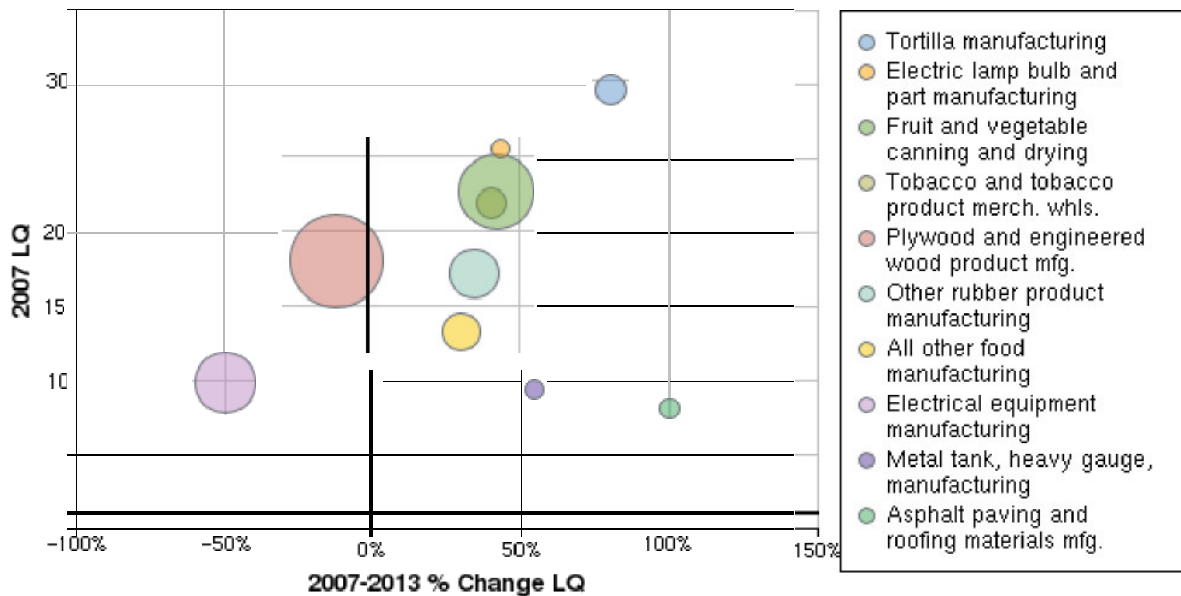
Source: Economic Modeling Specialists Inc. (9/2007)

## Most Concentrated

### Regional Industries, 2007 – 2013

Location quotients (LQs) are a way of measuring an industry’s regional concentration. A region with an average presence (or concentration) of a certain industry, compared to the national economy, will have an LQ of 1.0 for that industry. High-LQ industries are generally ones that are important to the region’s economic base—that is, they bring money into the region rather than circulating what is already there. As such, they are important targets for retention, expansion, and workforce development efforts.

Note: circle size indicates number of jobs in the industry.



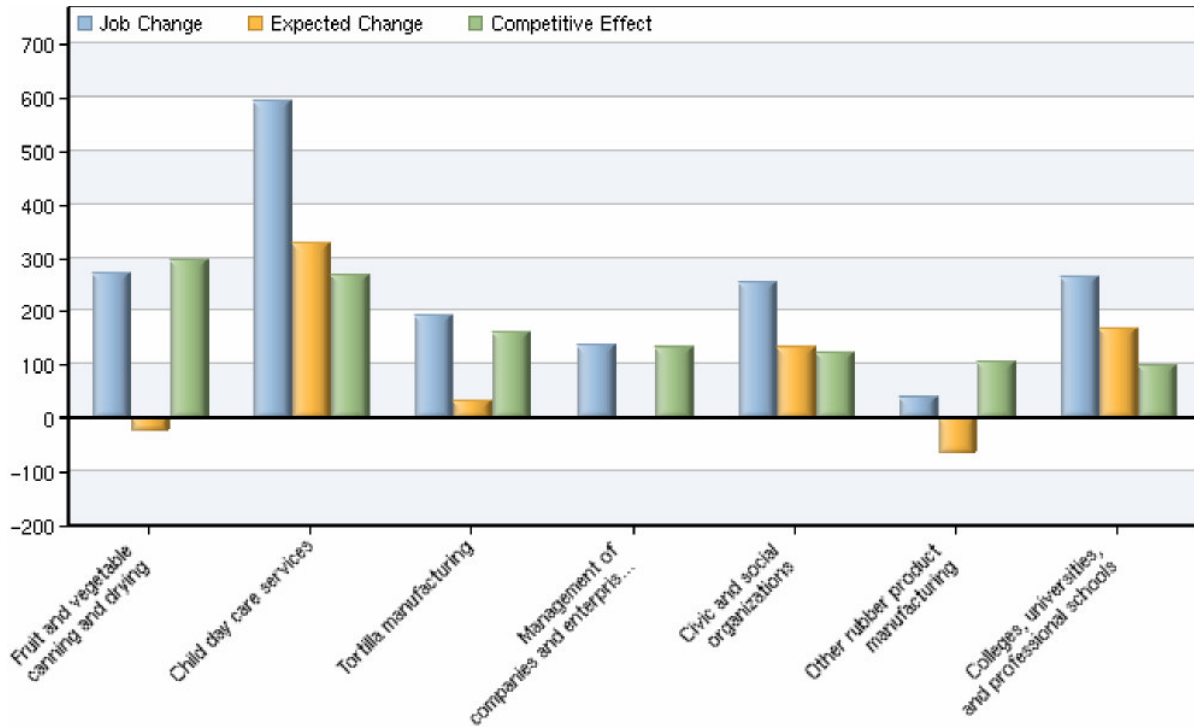
NAICS Code	Description	2007 Jobs	2013 Jobs	2007 LQ	2007-2013 % Change in LQ	2006 EPW
31183	Tortilla manufacturing	186	378	29.38	79%	\$97,139
33511	Electric lamp bulb and part manufacturing	102	106	25.47	44%	\$75,344
31142	Fruit and vegetable canning and drying	688	960	22.68	43%	\$34,811
42494	Tobacco and tobacco product merch. whls.	220	292	21.85	41%	\$39,351
32121	Plywood and engineered wood product mfg.	863	805	18.00	-11%	\$36,006
32629	Other rubber product manufacturing	401	441	17.17	35%	\$54,268
31199	All other food manufacturing	294	393	13.27	31%	\$37,190
33531	Electrical equipment manufacturing	508	208	9.92	-50%	\$46,902
33242	Metal tank, heavy gauge, manufacturing	88	134	9.00	56%	\$48,076
32412	Asphalt paving and roofing materials mfg.	74	153	7.57	100%	\$36,234
42333	Roofing and siding merchant wholesalers	92	145	7.42	57%	\$45,858
91200	Federal government, military	4,732	4,429	6.94	0%	\$74,353
62423	Emergency and other relief services	69	84	6.94	14%	\$34,537
31181	Bread and bakery product manufacturing	518	528	6.93	0%	\$51,920
62421	Community food services	66	67	6.84	0%	\$15,217
31161	Animal slaughtering and processing	1,099	1,186	6.28	0%	\$28,697
62321	Residential mental retardation facilities	775	1,085	6.05	17%	\$22,608
42495	Paint and supplies merchant wholesalers	48	35	5.36	-20%	\$36,589
56121	Facilities support services	321	458	5.25	20%	\$29,489
62322	Residential mental and substance abuse care	296	386	4.83	0%	\$19,418

Source: Economic Modeling Specialists Inc. (9/2007)

## Most Competitive Regional Industries, 2007 – 2013

The regional competitiveness of an industry can be quantified using the standard “shift share” method. This method generates a “competitiveness effect” for the industry, which is basically regional job growth in the industry that exceeded national trends. These national trends include the percent growth of the U.S. economy and the percent growth of the given industry at the national level. The higher the competitiveness effect, the more the regional industry is outperforming national averages. Industries with a high competitiveness effect can give clues about the region’s comparative advantages, and are prime targets for regional workforce initiatives.

### INDUSTRIES WITH HIGHEST COMPETITIVE EFFECT



NAICS Code	Description	Job Change	Ind. Mix Effect	Natl. Effect	Expected Change	Competitive Effect
31142	Fruit and vegetable canning and drying	272	-77	54	-23	295
62441	Child day care services	594	165	163	328	266
31183	Tortilla manufacturing	192	17	15	32	160
55111	Management of companies and enterprises	135	-33	35	2	133
81341	Civic and social organizations	252	27	104	131	121
32629	Other rubber product manufacturing	40	-95	31	-64	104
61131	Colleges, universities, and professional schools	264	97	68	165	99
62431	Vocational rehabilitation services	144	31	20	50	93
31199	All other food manufacturing	98	-10	23	13	85
33639	Other motor vehicle parts manufacturing	107	12	10	22	85
62321	Residential mental retardation facilities	311	166	61	227	84
42494	Tobacco and tobacco product merch. whls.	72	-26	17	-9	81
32412	Asphalt paving and roofing materials mfg.	79	-7	6	-1	80
56199	All other support services	94	-1	16	15	79
44711	Gasoline stations with convenience stores	85	-29	42	12	73
42441	General line grocery merchant wholesalers	64	-23	18	-5	69
56121	Facilities support services	137	42	25	68	69

## Industries With

## Highest Competitive Effect (Cont.)

NAICS Code	Description	Job Change	Ind. Mix Effect	Natl. Effect	Expected Change	Competitive Effect
33999	All other miscellaneous manufacturing	60	-14	14	0	60
62419	Other individual and family services	145	52	33	85	59
51111	Newspaper publishers	54	-11	14	3	50

Source: Economic Modeling Specialists Inc. (9/2007)

**NOTE ON SHIFT SHARE TERMINOLOGY**

In shift share analysis, “expected” job growth is based on the total regional industry jobs at the beginning of the timeframe, the regional jobs that could be attributed to the growth rate of the national economy during the timeframe (“national growth effect”), and the regional jobs that could be attributed to the growth rate of the same industry at the national level during the timeframe (“industry mix effect”). The difference between this expected job change and actual job change is called the regional “competitiveness effect.”

## Critical Occupations in High-Growth Industries

The following tables show the highest-growth occupations within each of the highest-growth regional industries from 2007 to 2013. They provide a business-oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of “short-term or moderate-term on-the-job training” (ST OJT or MT OJT), are likely to be good candidates for industry-oriented continuing education programs.

Education level abbreviations:

**ST OJT:** Short-term on-the-job training; **MT OJT:** Moderate-term on-the-job training; **LT OJT:** Long-term on-the-job training; **Exp. in Field:** Work experience in a related field; **PS Award:** Postsecondary award; **Associate's:** Associate's degree; **Bachelor's:** Bachelor's degree; **DG + Exp.:** Degree plus work experience; **Master's:** Master's degree; **Doctoral:** Doctoral degree; **Prof. DG:** First professional degree

## Critical Occupations: Child day care services

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child care workers	441	\$6.39	ST OJT
Preschool teachers, except special education	94	\$7.85	PS Award
Teacher assistants	15	\$8.85	ST OJT
Kindergarten teachers, except special education	8	\$17.77	Bachelor's
Education administrators, preschool and child care center/program	7	\$17.22	DG + Exp.
Education administrators, all other	< 5	\$24.27	DG + Exp.
Education administrators, elementary and secondary school	< 5	\$27.02	DG + Exp.
Education administrators, postsecondary	< 5	\$25.84	DG + Exp.
Personal and home care aides	< 5	\$6.86	ST OJT
Bus drivers, school	< 5	\$9.99	ST OJT

Source: *Economic Modeling Specialists Inc. (9/2007)*

## Critical Occupations: Residential mental retardation facilities

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Home health aides	198	\$8.07	ST OJT
Personal and home care aides	33	\$6.86	ST OJT
Nursing aides, orderlies, and attendants	17	\$10.21	PS Award
Social and human service assistants	16	\$10.90	MT OJT
Rehabilitation counselors	7	\$13.15	Master's
Registered nurses	< 5	\$24.26	Associate's
Licensed practical and licensed vocational nurses	< 5	\$16.39	PS Award
Maids and housekeeping cleaners	< 5	\$6.16	ST OJT
First-line supervisors/managers of personal service workers	< 5	\$11.82	Exp. in Field
Social and community service managers	< 5	\$16.74	Bachelor's

Source: *Economic Modeling Specialists Inc. (9/2007)*

**Critical****Occupations: Fruit and vegetable canning and drying**

<b>Occupation</b>	<b>Job Growth (In Industry)</b>	<b>Median Hourly Wage (All Industries)</b>	<b>Average Education</b>
Packaging and filling machine operators and tenders	31	\$10.27	ST OJT
Packers and packagers, hand	22	\$7.66	ST OJT
Industrial truck and tractor operators	18	\$11.66	ST OJT
Laborers and freight, stock, and material movers, hand	16	\$9.22	ST OJT
Industrial machinery mechanics	15	\$23.57	LT OJT
Helpers--Production workers	15	\$8.72	ST OJT
Team assemblers	14	\$11.32	MT OJT
Maintenance and repair workers, general	13	\$15.12	MT OJT
Inspectors, testers, sorters, samplers, and weighers	10	\$17.57	MT OJT
First-line supervisors/managers of production and operating workers	10	\$21.37	Exp. in Field

*Source: Economic Modeling Specialists Inc. (9/2007)*

**Critical Occupations: Colleges, universities, and professional schools**

<b>Occupation</b>	<b>Job Growth (In Industry)</b>	<b>Median Hourly Wage (All Industries)</b>	<b>Average Education</b>
Janitors and cleaners, except maids and housekeeping cleaners	14	\$8.18	ST OJT
Physicians and surgeons	11	\$86.18	Prof. DG
Teachers and instructors, all other	9	\$12.91	Bachelor's
Teacher assistants	7	\$8.85	ST OJT
Writers and authors	7	\$16.44	Bachelor's
Bookkeeping, accounting, and auditing clerks	7	\$12.02	MT OJT
Education administrators, preschool and child care center/program	6	\$17.22	DG + Exp.
Education administrators, postsecondary	6	\$25.84	DG + Exp.
Education administrators, elementary and secondary school	6	\$27.02	DG + Exp.
Education administrators, all other	6	\$24.27	DG + Exp.

*Source: Economic Modeling Specialists Inc. (9/2007)*

## Critical Occupations: Civic and social organizations

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Bartenders	28	\$6.21	ST OJT
Fitness trainers and aerobics instructors	23	\$8.74	PS Award
Recreation workers	21	\$10.35	ST OJT
Child care workers	18	\$6.39	ST OJT
Lifeguards, ski patrol, and other recreational protective service workers	13	\$7.21	ST OJT
Waiters and waitresses	12	\$6.78	ST OJT
Janitors and cleaners, except maids and housekeeping cleaners	9	\$8.18	ST OJT
Self-enrichment education teachers	7	\$11.21	Exp. in Field
Teacher assistants	7	\$8.85	ST OJT
Preschool teachers, except special education	6	\$7.85	PS Award

Source: Economic Modeling Specialists Inc. (9/2007)

## Critical Occupations: Home health care services

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Home health aides	102	\$8.07	ST OJT
Personal and home care aides	48	\$6.86	ST OJT
Nursing aides, orderlies, and attendants	28	\$10.21	PS Award
Psychiatric aides	21	\$7.19	ST OJT
Registered nurses	12	\$24.26	Associate's
Licensed practical and licensed vocational nurses	6	\$16.39	PS Award
Medical and health services managers	5	\$29.21	DG + Exp.
Physical therapists	< 5	\$30.75	Master's
Occupational therapists	< 5	\$26.35	Master's
Maids and housekeeping cleaners	< 5	\$6.16	ST OJT

Source: Economic Modeling Specialists Inc. (9/2007)



**Critical****Occupations: Offices of physicians**

<b>Occupation</b>	<b>Job Growth (In Industry)</b>	<b>Median Hourly Wage (All Industries)</b>	<b>Average Education</b>
Registered nurses	41	\$24.26	Associate's
Medical assistants	31	\$10.80	MT OJT
Physicians and surgeons	25	\$86.18	Prof. DG
Reception ists and information clerks	20	\$9.89	ST OJT
Medical secretaries	13	\$11.11	PS Award
Physician assistants	10	\$35.98	Bachelor's
Radiologic technologists and technicians	9	\$20.06	Associate's
Licensed practical and licensed vocational nurses	8	\$16.39	PS Award
Medical transcriptionists	7	\$11.99	PS Award
Medical records and health information technicians	6	\$11.22	Associate's

*Source: Economic Modeling Specialists Inc. (9/2007)*

**Critical Occupations: Local government**

<b>Occupation</b>	<b>Job Growth (In Industry)</b>	<b>Median Hourly Wage (All Industries)</b>	<b>Average Education</b>
Elementary school teachers, except special education	33	\$18.80	Bachelor's
Teacher assistants	15	\$8.85	ST OJT
Secondary school teachers, except special and vocational education	13	\$18.36	Bachelor's
Special education teachers, preschool, kindergarten, and elementary school	11	\$18.08	Bachelor's
Registered nurses	11	\$24.26	Associate's
Middle school teachers, except special and vocational education	10	\$17.91	Bachelor's
Fire fighters	9	\$15.04	LT OJT
Police and sheriff's patrol officers	8	\$14.50	LT OJT
Emergency medical technicians and paramedics	7	\$12.55	PS Award
Janitors and cleaners, except maids and housekeeping cleaners	6	\$8.18	ST OJT

*Source: Economic Modeling Specialists Inc. (9/2007)*

## Critical Occupations: State government

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Registered nurses	11	\$24.26	Associate's
Janitors and cleaners, except maids and housekeeping cleaners	10	\$8.18	ST OJT
Business operation specialists, all other	9	\$24.40	Bachelor's
Teacher assistants	7	\$8.85	ST OJT
Education administrators, postsecondary	6	\$25.84	DG + Exp.
Teachers and instructors, all other	5	\$12.91	Bachelor's
Maintenance and repair workers, general	5	\$15.12	MT OJT
Medical scientists, except epidemiologists	5	\$24.50	N/A
Education, training, and library workers, all other	5	\$15.35	Bachelor's
Child, family, and school social workers	< 5	\$16.77	Bachelor's

Source: *Economic Modeling Specialists Inc. (9/2007)*

## Critical Occupations: Tortilla manufacturing

Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Bakers	27	\$9.23	LT OJT
Packers and packagers, hand	16	\$7.66	ST OJT
Cashiers, except gaming	11	\$6.97	ST OJT
Retail salespersons	10	\$8.86	ST OJT
Driver/sales workers	8	\$10.94	ST OJT
Helpers--Production workers	8	\$8.72	ST OJT
Packaging and filling machine operators and tenders	7	\$10.27	ST OJT
Combined food preparation and serving workers, including fast food	7	\$6.51	ST OJT
First-line supervisors/managers of production and operating workers	6	\$21.37	Exp. in Field
Maintenance and repair workers, general	5	\$15.12	MT OJT

Source: *Economic Modeling Specialists Inc. (9/2007)*

# Regional Occupation Summary

Employment outlooks organized by occupation provide a more workforce-oriented (rather than industry-oriented) perspective. These are jobs that are in demand across all industries in the region.

All tables except those showing major occupation groups have been filtered to include only occupations with an average education level between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive. These jobs can be well-served through the development of for-credit certificate, associate’s, or transfer programs.

## Occupation Groups Providing the Most Jobs

The major occupation groups accounting for the most total regional jobs in 2007 are:

- Sales and related occupations
- Office and administrative support occupations
- Military Occupations
- Production occupations
- Transportation and material moving occupations

## Specific Occupations Providing the Most Jobs

The largest specific occupations are:

- First-line supervisors/managers of retail sales workers
- Team assemblers
- Bookkeeping, accounting, and auditing clerks
- Registered nurses
- Farmers and ranchers

## High-Growth Occupations

The occupations with the most total new jobs from 2007 to 2013 are:

- Preschool teachers, except special education
- Registered nurses
- Insurance sales agents
- Maintenance and repair workers, general
- Social and human service assistants

## Occupations with Most Total Openings

The occupations with the most estimated openings (new jobs plus replacement jobs) are:

- Registered nurses
- Preschool teachers, except special education
- Team assemblers
- Maintenance and repair workers, general
- Nursing aides, orderlies, and attendants

# Regional Occupations: Detailed Data

## Major Occupation Groups, Region and State, 2007 – 2013

The following table summarizes regional occupations by major group, sorted by total 2007 jobs.

		REGION				STATE			
SOC Code	Description	2007 Jobs	2013 Jobs	Change	% Change	Repl. Jobs	Median Earnings	State 2007	State Median 2013
41	Sales and related occupations	7,505	7,749	244	3%	1,452	\$11.26	673,532	743,016
43	Office and administrative support occupations	6,868	6,909	41	1%	1,214	\$11.97	708,523	754,171
55	Military Occupations	4,732	4,429	-303	-6%	708	\$25.11	131,464	123,061
51	Production occupations	4,556	4,658	102	2%	726	\$12.51	423,917	425,802
53	Transportation and material moving occupations	4,274	4,483	209	5%	789	\$10.83	354,515	379,474
35	Food preparation and serving related occupations	4,112	4,377	265	6%	1,234	\$7.47	372,191	411,280
39	Personal care and service occupations	3,667	4,391	724	20%	631	\$7.22	190,335	223,289
11	Management occupations	3,637	3,763	126	3%	451	\$24.97	388,345	423,146
25	Education, training, and library occupations	2,974	3,324	350	12%	617	\$13.92	240,249	272,624
47	Construction and extraction occupations	2,841	2,689	-152	-5%	431	\$13.48	307,133	325,597
29	Healthcare practitioners and technical occupations	2,556	2,930	374	15%	567	\$31.68	239,774	281,557
49	Installation, maintenance, and repair occupations	2,384	2,442	58	2%	448	\$16.56	215,096	234,240
37	Building and grounds cleaning and maintenance occupations	2,290	2,313	23	1%	393	\$7.95	228,086	259,209
31	Healthcare support occupations	2,275	2,760	485	21%	579	\$9.30	152,997	196,015
13	Business and financial operations occupations	1,535	1,655	120	8%	236	\$23.48	217,874	248,111
21	Community and social services occupations	1,081	1,324	243	22%	255	\$15.21	66,709	79,786
27	Arts, design, entertainment, sports, and media occupations	836	962	126	15%	88	\$12.96	112,181	127,996
33	Protective service occupations	821	889	68	8%	226	\$13.19	92,934	103,711
15	Computer and mathematical science occupations	553	632	79	14%	110	\$25.08	102,034	123,505
17	Architecture and engineering occupations	501	527	26	5%	89	\$25.23	68,679	75,853
19	Life, physical, and social science occupations	460	533	73	16%	73	\$21.98	55,852	63,978
23	Legal occupations	206	231	25	12%	30	\$30.87	29,915	35,299
45	Farming, fishing, and forestry occupations	174	167	-7	-4%	36	\$9.29	15,729	15,215
		<b>60,838</b>	<b>64,138</b>	<b>3,300</b>	<b>5%</b>	<b>11,381</b>	<b>\$14.74</b>	<b>5,388,065</b>	<b>5,925,936</b>

Source: Economic Modeling Specialists Inc. (9/2007)

Note: For regions including areas in multiple states, state values are the sum or average of all states involved.

## Top-Ranked

## Occupations by Total Jobs, 2007

Occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

SOC Code	Description	2007 Jobs	2013 Jobs	Change	% Change	Repl. Jobs	Median Earnings	Education Level
41-1011	First-line supervisors/managers of retail sales workers	1,133	1,157	24	2%	100	\$13.77	Exp. in Field
51-2092	Team assemblers	811	848	37	5%	153	\$11.32	MT OJT
43-3031	Bookkeeping, accounting, and auditing clerks	748	751	3	0%	99	\$12.02	MT OJT
29-1111	Registered nurses	720	818	98	14%	201	\$24.26	Associate's
11-9012	Farmers and ranchers	675	606	-69	-10%	15	\$6.15	LT OJT
43-6014	Secretaries, except legal, medical, and executive	669	645	-24	-4%	79	\$11.28	MT OJT
31-1012	Nursing aides, orderlies, and attendants	618	653	35	6%	128	\$10.21	PS Award
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	601	630	29	5%	123	\$18.91	MT OJT
47-2031	Carpenters	542	497	-45	-8%	78	\$12.84	LT OJT
49-9042	Maintenance and repair workers, general	539	601	62	12%	104	\$15.12	MT OJT
25-2011	Preschool teachers, except special education	468	583	115	25%	129	\$7.85	PS Award
43-4051	Customer service representatives	453	494	41	9%	92	\$12.18	MT OJT
25-2021	Elementary school teachers, except special education	451	482	31	7%	98	\$18.80	Bachelor's
47-2061	Construction laborers	444	400	-44	-10%	38	\$9.06	MT OJT
53-3032	Truck drivers, heavy and tractor-trailer	436	435	-1	0%	68	\$12.38	MT OJT
47-1011	First-line supervisors/managers of construction trades and extraction workers	425	401	-24	-6%	49	\$19.75	Exp. in Field
43-1011	First-line supervisors/managers of office and administrative support workers	422	432	10	2%	71	\$17.57	Exp. in Field
43-6011	Executive secretaries and administrative assistants	387	407	20	5%	69	\$14.02	MT OJT
41-3021	Insurance sales agents	375	439	64	17%	34	\$11.65	Bachelor's
35-1012	First-line supervisors/managers of food preparation and serving workers	365	395	30	8%	74	\$11.85	Exp. in Field

Source: Economic Modeling Specialists Inc. (9/2007)

## Top-Ranked Occupations by Total Growth, 2007 – 2013

Occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

SOC Code	Description	2007 Jobs	2013 Jobs	Change	% Change	Repl. Jobs	Median Earnings	Education Level
25-2011	Preschool teachers, except special education	468	583	115	25%	129	\$7.85	PS Award
29-1111	Registered nurses	720	818	98	14%	201	\$24.26	Associate's
41-3021	Insurance sales agents	375	439	64	17%	34	\$11.65	Bachelor's
49-9042	Maintenance and repair workers, general	539	601	62	12%	104	\$15.12	MT OJT
21-1093	Social and human service assistants	271	332	61	23%	77	\$10.90	MT OJT
29-2041	Emergency medical technicians and paramedics	131	172	41	31%	26	\$12.55	PS Award
43-4051	Customer service representatives	453	494	41	9%	92	\$12.18	MT OJT
31-9092	Medical assistants	129	168	39	30%	45	\$10.80	MT OJT
51-2092	Team assemblers	811	848	37	5%	153	\$11.32	MT OJT
31-1012	Nursing aides, orderlies, and attendants	618	653	35	6%	128	\$10.21	PS Award
51-3011	Bakers	134	167	33	25%	32	\$9.23	LT OJT
39-9031	Fitness trainers and aerobics instructors	176	208	32	18%	38	\$8.74	PS Award
13-1199	Business operation specialists, all other	202	233	31	15%	45	\$24.40	Bachelor's
25-2021	Elementary school teachers, except special education	451	482	31	7%	98	\$18.80	Bachelor's
11-9051	Food service managers	181	212	31	17%	20	\$22.75	Exp. in Field
35-1012	First-line supervisors/managers of food preparation and serving workers	365	395	30	8%	74	\$11.85	Exp. in Field
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	601	630	29	5%	123	\$18.91	MT OJT
21-1021	Child, family, and school social workers	181	210	29	16%	36	\$16.77	Bachelor's
25-3099	Teachers and instructors, all other	267	295	28	10%	37	\$12.91	Bachelor's
51-1011	First-line supervisors/managers of production and operating workers	280	306	26	9%	39	\$21.37	Exp. in Field

Source: Economic Modeling Specialists Inc. (9/2007)

## Top-Ranked

## Occupations by New + Repl. Jobs, 2007 – 2013

Occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

SOC Code	Description	2007 Jobs	2013 Jobs	New + Repl. Jobs	Median Earnings	Education Level
29-1111	Registered nurses	720	818	299	\$24.26	Associate's
25-2011	Preschool teachers, except special education	468	583	244	\$7.85	PS Award
51-2092	Team assemblers	811	848	190	\$11.32	MT OJT
49-9042	Maintenance and repair workers, general	539	601	166	\$15.12	MT OJT
31-1012	Nursing aides, orderlies, and attendants	618	653	163	\$10.21	PS Award
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	601	630	152	\$18.91	MT OJT
21-1093	Social and human service assistants	271	332	138	\$10.90	MT OJT
43-4051	Customer service representatives	453	494	133	\$12.18	MT OJT
25-2021	Elementary school teachers, except special education	451	482	129	\$18.80	Bachelor's
41-1011	First-line supervisors/managers of retail sales workers	1,133	1,157	124	\$13.77	Exp. in Field
35-1012	First-line supervisors/managers of food preparation and serving workers	365	395	104	\$11.85	Exp. in Field
43-3031	Bookkeeping, accounting, and auditing clerks	748	751	102	\$12.02	MT OJT
41-3021	Insurance sales agents	375	439	98	\$11.65	Bachelor's
35-2014	Cooks, restaurant	315	329	94	\$8.43	LT OJT
43-6011	Executive secretaries and administrative assistants	387	407	89	\$14.02	MT OJT
49-3023	Automotive service technicians and mechanics	339	345	89	\$14.04	PS Award
31-9092	Medical assistants	129	168	84	\$10.80	MT OJT
43-1011	First-line supervisors/managers of office and administrative support workers	422	432	81	\$17.57	Exp. in Field
13-1199	Business operation specialists, all other	202	233	76	\$24.40	Bachelor's
39-903 1	Fitness trainers and aerobics instructors	176	208	70	\$8.74	PS Award

Source: Economic Modeling Specialists Inc. (9/2007)

# Occupation Demand & Program Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Repl. Jobs" table on the previous page. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customizations by EMSI. College enrollment numbers by CIP code are provided by the North Carolina Community College System.

## Summary: High-Demand Occupations and Related Enrollment

Description	2007-2013 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at College, All Related Programs
Registered nurses	50	\$24.26	79
Preschool teachers, except special education	41	\$7.85	197
Team assemblers	32	\$11.32	
Maintenance and repair workers, general	28	\$15.12	
Nursing aides, orderlies, and attendants	27	\$10.21	
Sales representatives, wholesale and manufacturing, except technical and scientific products	25	\$18.91	
Social and human service assistants	23	\$10.90	1
Customer service representatives	22	\$12.18	
Elementary school teachers, except special education	22	\$18.80	84
First-line supervisors/managers of retail sales workers	21	\$13.77	
First-line supervisors/managers of food preparation and serving workers	17	\$11.85	
Bookkeeping, accounting, and auditing clerks	17	\$12.02	
Insurance sales agents	16	\$11.65	
Cooks, restaurant	16	\$8.43	
Executive secretaries and administrative assistants	15	\$14.02	42
Automotive service technicians and mechanics	15	\$14.04	70
Medical assistants	14	\$10.80	212
First-line supervisors/managers of office and administrative support workers	14	\$17.57	39
Business operation specialists, all other	13	\$24.40	
Fitness trainers and aerobics instructors	12	\$8.74	

Source: *Economic Modeling Specialists Inc. (9/2007)*

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.



**Detail: High-**

**Demand Occupations and Related Program Enrollment**

Occupation	2007-2013 Avg. Annual Openings	Median Hourly Earnings	Related Programs	Annual Enrollment at College
Registered nurses	50	\$24.26	TOTAL, ALL RELATED PROGRAMS	79
			Pre-Nursing Studies	
			Maternal/Child Health and Neonatal Nurse/Nursing	
			Clinical Nurse Specialist	
			Health/Medical Preparatory Programs, Other	
			Nurse Midwife/Nursing Midwifery	
			Critical Care Nursing	
			Nursing Science (MS, PhD)	
			Occupational and Environmental Health Nursing	
			Pediatric Nurse/Nursing	
			Nursing, Other	
			Nursing/Registered Nurse (RN, ASN, BSN, MSN)	79
			Psychiatric/Mental Health Nurse/Nursing	
			Adult Health Nurse/Nursing	
Public Health/Community Nurse/Nursing				
Preschool teachers, except special education	41	\$7.85	TOTAL, ALL RELATED PROGRAMS	197
			Montessori Teacher Education	
			Waldorf/Steiner Teacher Education	
			Child Care and Support Services Management	37
			Education, General	
			Kindergarten/Preschool Education and Teaching	
Team assemblers	32	\$11.32	TOTAL, ALL RELATED PROGRAMS	
			Early Childhood Education and Teaching	160
Maintenance and repair workers, general	28	\$15.12	TOTAL, ALL RELATED PROGRAMS	
			Building/Construction Site Management/Manager	
Nursing aides, orderlies, and attendants	27	\$10.21	TOTAL, ALL RELATED PROGRAMS	
			Health Aide	
			Nurse/Nursing Assistant/Aide and Patient Care Assistant	
Sales representatives, wholesale and manufacturing, except technical and scientific products	25	\$18.91	TOTAL, ALL RELATED PROGRAMS	
			Apparel and Accessories Marketing Operations	
			Special Products Marketing Operations	
			Sales, Distribution, and Marketing Operations, General	
			Specialized Merchandising, Sales, and Marketing Operations, Other	
			General Merchandising, Sales, and Related Marketing Operations, Other	
			Fashion Merchandising	
Social and human service assistants	23	\$10.90	TOTAL, ALL RELATED PROGRAMS	1
			Mental and Social Health Services and Allied Professions, Other	1
Customer service representatives	22	\$12.18	TOTAL, ALL RELATED PROGRAMS	
			Receptionist	

Occupation	2007-2013 Avg. Annual Openings	Median Hourly Earnings	Related Programs	Annual Enrollment at College
Elementary school teachers, except special education	22	\$18.80	Customer Service Support/Call Center/Teleservice Operation	84
			TOTAL, ALL RELATED PROGRAMS	
			Elementary Education and Teaching	
			Teacher Education, Multiple Levels	
			Montessori Teacher Education	
First-line supervisors/managers of retail sales workers	21	\$13.77	TOTAL, ALL RELATED PROGRAMS	
			Floriculture/Floristry Operations and Management	
			Special Products Marketing Operations	
			Consumer Merchandising/Retailing Management	
			E-Commerce/Electronic Commerce	
First-line supervisors/managers of food preparation and serving workers	17	\$11.85	TOTAL, ALL RELATED PROGRAMS	
			Cooking and Related Culinary Arts, General	
			Foodservice Systems Administration/Management	
			Restaurant, Culinary, and Catering Management/Manager	
			Bookkeeping, accounting, and auditing clerks	
Accounting Technology/Technician and Bookkeeping				
Accounting and Related Services, Other				
Insurance sales agents	16	\$11.65	TOTAL, ALL RELATED PROGRAMS	
Cooks, restaurant	16	\$8.43	TOTAL, ALL RELATED PROGRAMS	
			Cooking and Related Culinary Arts, General	
Executive secretaries and administrative assistants	15	\$14.02	TOTAL, ALL RELATED PROGRAMS	42
			Medical Administrative/Executive Assistant and Medical Secretary	33
			Administrative Assistant and Secretarial Science, General	
			Executive Assistant/Executive Secretary	9
Automotive service technicians and mechanics	15	\$14.04	TOTAL, ALL RELATED PROGRAMS	70
			Automobile/Automotive Mechanics Technology/Technician	70
			Automotive Engineering Technology/Technician	
			Vehicle Emissions Inspection and Maintenance Technology/Technician	
			Medium/Heavy Vehicle and Truck Technology/Technician	
Medical assistants	14	\$10.80	TOTAL, ALL RELATED PROGRAMS	212
			Alternative Fuel Vehicle Technology/Technician	
			Medical Insurance Coding Specialist/Coder	

## Regional Scan & Program Demand Report | Wayne Community College

Occupation	2007-2013 Avg. Annual Openings	Median Hourly Earnings	Related Programs	Annual Enrollment at College
			Medical Administrative/Executive Assistant and Medical Secretary	33
			Health/Medical Preparatory Programs, Other	
			Medical/Clinical Assistant	46
			Medical Office Management/Administration	133
			Anesthesiologist Assistant	
			Optometric Technician/Assistant	
			Medical Office Assistant/Specialist	
			Chiropractic Assistant/Technician	
			Ophthalmic Technician/Technologist Allied Health and Medical Assisting Services, Other	
			Orthoptics/Orthoptist	
			Medical Reception/Receptionist	
			Pre-Medicine/Pre-Medical Studies Ophthalmic and Optometric Support Services and Allied Professions, Other	
First-line supervisors/managers of office and administrative support workers	14	\$17.57	TOTAL, ALL RELATED PROGRAMS	39
			Agricultural Business Technology	
			Office Management and Supervision	39
			Customer Service Management	
			Medical/Health Management and Clinical Assistant/Specialist	
Business operation specialists, all other	13	\$24.40	TOTAL, ALL RELATED PROGRAMS	
			Business, Management, Marketing, and Related Support Services, Other	
Fitness trainers and aerobics instructors	12	\$8.74	TOTAL, ALL RELATED PROGRAMS	
			Physical Education Teaching and Coaching	
			Health and Physical Education, General	
			Sport and Fitness Administration/Management	

Source: Economic Modeling Specialists Inc. (9/2007)

# About EMSI & the Data

Economic Modeling Specialists Inc. (EMSI) is a professional services firm that specializes in integrated, value-added datasets, web-based analysis tools (**Strategic Advantage**), data-driven reports, and custom consulting. EMSI's comprehensive dataset is generated from over 70 state, federal, and private sources.

## Population Data

EMSI's custom population data and projections are based on several sources, including the 1990 and 2000 Census, U.S. Census Bureau annual estimates (including net migration), localized fertility/mortality rates by race/ethnicity and gender from the U.S. Health Department, and even projected regional job growth estimated from state and national employment projections, on the assumption that people will follow jobs.

## Educational Attainment Data

EMSI's educational attainment numbers are based on Census 1990, Census 2000, the Current Population Survey, and EMSI's demographic data. By combining these sources, EMSI interpolates for missing years and projects data at the county level. Educational attainment data cover only the population aged 25 years or more and indicate the highest level achieved.

## High School Graduation Data

High school graduation data are created by EMSI using the U.S. Department of Education's National Center for Education Statistics (NCES), as well as from EMSI's own demographic projections. Because the race/ethnicity categories used by NCES are somewhat different from EMSI's standard categories, they are converted to EMSI's categories. In addition, every year there are some U.S. counties with missing data, so EMSI generates estimates based on a regression of demographically and economically similar counties. Finally, the original numbers do not include private school graduations, so EMSI adds in estimates of these numbers based on a state-level NCES data source, using interpolation techniques to distribute the numbers to the county level.

## Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data combined with past trends in each industry and the industry growth rates in national projections (Bureau of Labor Statistics) and states' own projections, where available.

## Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-toprogram (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

## Contents

<i>Executive Summary</i>	.....	3
<i>Regional Population Summary</i>	.....	4
<i>Population: Detailed Data</i>	.....	5
<i>Educational Attainment</i>	.....	7
<i>Projected High School Graduations</i>	.....	10
<i>Regional Industry Summary Regional</i>	.....	11
<i>Industries: Detailed Data</i>	.....	12
<i>Regional Occupation Summary</i>	.....	23
<i>Regional Occupations: Detailed Data Occupation</i>	.....	24
<i>Demand &amp; Program Comparison</i>	.....	28
<i>About EMSI &amp; the Data</i>	.....	32

## Appendix 8

### List of Programs Offered by the College

#### Associate in Applied Science Degree Programs

Accounting (A25100)  
Agribusiness Technology (A15100)  
Associate Degree Nursing (A45120)  
Automotive Systems Technology, ATEP (A60160)  
Automotive Systems Technology, ASEP (A60160A)  
Aviation Systems Technology (A60200)  
Biotechnology (A20100) \*  
Business Administration (A25120)  
Business Administration - Marketing & Retailing (A2512F)  
Business Administration - Operations Management (A2512G)  
Computer Information Technology (A25260)  
Criminal Justice Technology (A55180)  
Dental Hygiene (A45260)  
Early Childhood Education (A55220)  
Early Childhood Education - Teacher Associate (A5522B)  
Electronics Engineering Technology (A40200)  
Emergency Preparedness Technology (A55420)  
Forest Management Technology (A15200)  
General Occupational Technology (A55280)  
Healthcare Management Technology (A25200) \*  
Human Services Technology (A45380)  
Human Services Tech. - Substance Abuse (A4538E)  
Industrial Systems Technology (A50240)  
Information Systems Security (A25270)  
Livestock and Poultry Technology (A15280)  
Machining Technology (A50300)  
Mechanical Engineering Technology (A40320)  
Medical Assisting (A45400)  
Medical Office Administration (A25310)  
Network Technology (A25340)  
Office Systems Technology (A25360)  
Turfgrass Management Technology (A15420)

#### Diploma Programs

Agribusiness Technology (D15100)  
Air Conditioning, Heating and Refrigeration Tech. (D35100)  
Autobody Repair (D60100)  
Business Administration (D25120)  
Computer Information Technology (D25260)  
Cosmetology (D55140)  
Dental Assisting (D45240)  
Livestock and Poultry Technology (D15280)  
Machining Technology (D50300)

Medical Transcription (D25320)  
Office Systems Technology (D25360)  
Practical Nursing (D45660)  
Surgical Technology (D45740) \*  
Welding Technology (D50420)

Certificate Programs

Agribusiness Technology (C15100)  
Autobody Non-Structural Repair (C60100B)  
Autobody Refinishing (C60100A)  
Autobody Structural Repair (C60100C)  
Basic Law Enforcement Training (C55120)  
Business Administration - Operations Management (C2512G)  
Computer Information Tech. - Software Applications (C25260SO)  
Computer Information Tech. - Microcomputers/Systems (C25260SY)  
Cosmetology (C55140)  
Early Childhood Administrator (C55220A)  
Early Childhood (C55220B)  
Emergency Preparedness Technology (C55420)  
Industrial Systems Technology (C50240)  
Infant/Toddler Care (C55290)  
Livestock and Poultry Technology (C15280)  
Medical Office Administration - Medical Insurance (C25310MI)  
Networking Technology (C25340)  
Networking Tech. - Routing and Switching (C25340RS)  
Office Systems Tech. - Desktop Publishing (C25360)  
Phlebotomy (C45600)

Associate in Arts and Science Degree Programs (Transfer)

Associate in Arts (A10100)  
Art Education (A1010A)  
Business Administration, Accounting, Economics, Finances, and Marketing (A1010B)  
Criminal Justice (A1010D)  
Elementary Education (A1010R)  
Middle Grades Education and Special Education (A1010S)  
Associate in Science (A10400)  
Engineering (A1040D)

Diploma Programs

Associate in Arts (D10100)  
Art Education (D1010A)  
Business Administration, Accounting, Economics, Finances, and Marketing (D1010B)  
Criminal Justice (D1010D)  
Elementary Education (D1010R)  
Middle Grades Education and Special Education (D1010S)  
Associate in Science (D10400)  
Engineering (D1040D)

Other Programs

Huskies - High School (T90970)

Dual Enrolled - High School (T90980)

Special Credit (T90990)

Middle College High School (T90940)

\* Collaborative program with another regional community college



**Continuing Education, Occupational Extension and Basic Skills Programs**

BASIC SKILLS PROGRAMS  
HUMAN RESOURCES DEVELOPMENT HRD  
FIRE & RESCUE SERVICES  
COMMUNITY SERVICE PROGRAMS: SELF SUPPORTING  
CRIMINAL JUSTICE -- NON-MANDATED  
SMALL BUSINESS CENTER SBC  
EMERGENCY MEDICAL SERVICES  
HEALTH OCCUPATIONS  
COMPUTER SCIENCE APPLICATIONS  
SAFETY  
FOCUSED INDUSTRY TRAINING FIT  
GOVERNMENTAL REGULATIONS -- OSHA, EPA, etc  
LEARNING LABORATORY  
LANGUAGES  
MANAGEMENT, SUPERVISION, & LEADERSHIP  
AUTOMOTIVE OCCUPATIONS  
CRIMINAL JUSTICE -- MANDATED  
OFFICE SKILLS TRAINING  
COMM. SERVICE PROG: GRANT & RECEIPT SUPPORTED  
CHILD CARE  
CONSTRUCTION OCCUPATIONS  
ACCOUNTING & BOOKKEEPING  
ELECTRICAL/ELECTRONICS OCCUPATIONS  
WELDING  
COMMUNICATIONS  
CIVIL ENGINEERING  
REAL ESTATE  
AGRICULTURE & NATURAL RESOURCES OCCUPATIONS  
HEATING, VENTILATION, & AIR CONDITIONING  
SERVICE OCCUPATIONS  
RECEIPT SUPPORTED OCCUPATIONAL EXTENSION  
MARKETING  
NEW INDUSTRY TRAINING NIT  
BUILDING CODES AND INSPECTIONS  
AIRCRAFT MAINTENANCE & CAREER PILOT  
INDUSTRIAL OCCUPATIONS  
ART & DESIGN OCCUPATIONS  
MATHEMATICS  
BANKING, FINANCE, AND CREDIT  
INSURANCE  
PLUMBING & PIPEFITTING  
EMPLOYEE COUNSELING & ASSISTANCE  
TRANSPORTATION  
JOB TRAINING PARTNERSHIP ACT JTPA

Appendix 9

NCCCS Enrollment Projections Methodologies

**Option 1 - WCC Enrollment Projections based on WCC 5-Year Average Percent Share of the Total NCCCS FTE**

Year		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Curriculum	NCCCS	151017	153282	157498	164742	172156	179472
	WCC	2627.70	2667.11	2740.47	2866.51	2995.51	3122.81
Occ Ext	NCCCS	24188	24914	25786	26817	27890	29145
	WCC	515.20	530.67	549.24	571.20	594.06	620.79
Basic Skills	NCCCS	19183	19567	19958	20357	20764	21180
	WCC	456.56	465.69	475.00	484.50	494.18	504.08

**Option 2 - WCC Enrollment Projections Based on the College's Share of the Total System FTE Plus the 5-Year Average Percent Change in that Share of FTE**

Year		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Curriculum	NCCCS	151017	153282	157498	164742	172156	179472
	% Share	1.74%	1.72%	1.69%	1.66%	1.63%	1.60%
	<b>WCC</b>	<b>2627.70</b>	<b>2636.45</b>	<b>2661.72</b>	<b>2734.72</b>	<b>2806.14</b>	<b>2871.55</b>
Occ Ext	NCCCS	24188	24914	25786	26817	27890	29145
	% Share	2.13%	2.08%	2.03%	1.98%	1.93%	1.88%
	<b>WCC</b>	<b>515.20</b>	<b>518.21</b>	<b>523.46</b>	<b>530.98</b>	<b>538.28</b>	<b>547.93</b>
Basic Skills	NCCCS	19183	19567	19958	20357	20764	21180
	% Share	2.38%	2.27%	2.17%	2.06%	1.96%	1.85%
	<b>WCC</b>	<b>456.56</b>	<b>444.17</b>	<b>433.09</b>	<b>419.35</b>	<b>406.97</b>	<b>391.83</b>

**Option 3: 5-Year Average Conversion Factor for Converting Unduplicated HC to FTE**

Year		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Curriculum	Projected Headcount (1.37% growth)	4396.13	4416.35	4436.67	4457.08	4477.58	4498.18
	FTE Factor	61.60%	61.60%	61.60%	61.60%	61.60%	61.60%
	<b>WCC</b>	<b>2708.02</b>	<b>2720.47</b>	<b>2732.99</b>	<b>2745.56</b>	<b>2758.19</b>	<b>2770.88</b>
Occ Ext	Projected Headcount (1.69% growth)	4002.5184	4070.161	4138.947	4208.895	4280.025	4352.358
	FTE Factor	12.49%	12.49%	12.49%	12.49%	12.49%	12.49%
	<b>WCC</b>	<b>499.91</b>	<b>508.36</b>	<b>516.95</b>	<b>525.69</b>	<b>534.58</b>	<b>543.61</b>
Basic Skills	Projected Headcount (-4.64% growth)	2563.2768	2444.341	2330.923	2222.769	2119.632	2021.281
	FTE Factor	12.45%	12.45%	12.45%	12.45%	12.45%	12.45%
	<b>WCC</b>	<b>319.13</b>	<b>304.32</b>	<b>290.20</b>	<b>276.73</b>	<b>263.89</b>	<b>251.65</b>

Appendix 10

State of the North Carolina Workforce Report

(on the following pages)

# **State of the North Carolina Workforce**

**An Assessment of the State's Labor Force  
Demand and Supply  
2007 – 2017**

## **Executive Summary**

**The North Carolina Commission on Workforce  
Development**

**January 2007**



**NORTH CAROLINA**  
*the state of minds*



NORTH CAROLINA  
*the state of minds*

The North Carolina Commission on Workforce Development  
procured the services of the following organizations to  
conduct this research



# State of the North Carolina Workforce

## An Assessment of the State's Labor Force Demand and Supply 2007 - 2017

The North Carolina economy is transforming in many ways and on many levels. One key transformation involves the State's shift from an economy based on traditional manufacturing to a new economy driven increasingly by knowledge-intensive, business services activities. In response to this transformation, many firms are changing their products or production processes and offering expanded services as they adapt new technologies and build closer ties with suppliers and customers. Just as important is continued service sector growth, which is creating a large demand for both jobs requiring high skills and offering high wages and jobs requiring minimal skills, leaving a significant gap in the demand for jobs in the "middle." When viewed in the aggregate, economic and occupational shifts are having dramatic impacts on the state's workforce.

This "State of the North Carolina Workforce" report seeks to shed light on statewide trends and to unmask significant regional patterns in job creation and its impact on the demand for workers. In particular, the study examines economic and workforce development patterns in the state's urban areas, small towns, and rural communities as well as North Carolina's geographic regions—the Mountains, Piedmont, and Coast. Based on an in-depth quantitative analysis of the current and projected labor market supply and demand, the goal of the study is to describe North Carolina's progress to date and the challenges and opportunities for completing a successful economic transformation.

Important caveats should be noted related to this analysis. First, this analysis uses data calibrated to the US Bureau of Economic Analysis (BEA) definition for employment. The BEA combines employment data from the North Carolina Employment Security Commission's unemployment insurance administrative records (the most commonly used data source in counting jobs) with data on proprietors, farm workers, and government workers. Second, the forecasts are based on both past trends and assumptions about anticipated future developments, assuming no changes in policy or economic conditions. Thus, these forecasts should be used in the spirit in which they are provided, as a tool for assessing likely future growth patterns *in the event that no policy action takes place to change that future and there are no major unforeseen economic upheavals*. Third, other analyses may differ slightly in their outlook for certain industries or occupations. These differences come from using different projection tools and models. However, the core predictions hold true across methodologies and represent an accurate picture of the future, assuming current trends do not change.

**Following are the eight key trends identified in the report:**

- Many of North Carolina's traditional manufacturing industries continue to shed jobs as part of an on-going economic transition.
- North Carolina's traditional "middle jobs"—those that paid a family-sustaining wage and required minimal formal education or training—are disappearing as part of this transition.
- New job creation is concentrating in certain fast-growing metropolitan areas.
- Many areas of North Carolina are not prospering from the economic transformation.
- The future prosperity of all North Carolinians depends on achieving higher educational attainment levels for all citizens.
- Impending baby-boom retirements will exacerbate an emerging skills gap among experienced, skilled workers.
- High-skill in-migrants will help fill part, but not all, of this skills gap.
- Low-skill in-migrants present both opportunities and challenges in meeting the state's workforce needs.

This report reviews each of these trends, identifies key issues and challenges for North Carolina, and examines both industry's demand for labor and the supply of workers available to meet those needs. It should be noted that while these trends are presented separately, many are integrally linked and are only presented discretely for ease of assimilation. Policy actions should take into account the whole of the picture and the relationship among the trends. Following is a brief discussion regarding the eight key trends from the study.

**Many Traditional NC Manufacturing Industries Are Shedding Jobs** Mature manufacturing industries still account for a sizable portion of the North Carolina economy, and many are expected to continue shedding jobs during the next decade. For instance, certain industry sectors—such as elements of textiles, apparel, furniture, and computer/electronics—are shedding a large number of jobs, offsetting employment gains in other industries. Losses in these industry sectors are occurring throughout the state, but their greatest impacts are being felt in smaller communities that once relied almost entirely on recently down-sized or closed manufacturing facilities.

*Executive Summary Figure 1:*

*NC Employment in Selected Manufacturing Industries*

	⌘ <b>Employ,</b>			
<b>North Carolina Em ployment</b>	<b>2002</b>	<b>2005</b>	<b>2002-05</b>	<b>% Chan ge</b>
Textile and textile product mills	99,091	68,580	-30,511	-30.8%
Apparel	35,697	26,426	-9,271	-26.0%
Furniture & related products	67,695	59,280	-8,415	-12.4%
Computer & electronic products	46,741	39,215	-7,526	-16.1%

---

<b>NC MFG Industries</b>	662,354	590,346	-72,008	-10.9%
--------------------------	---------	---------	---------	--------

---

Source: US Bureau of Economic Analysis



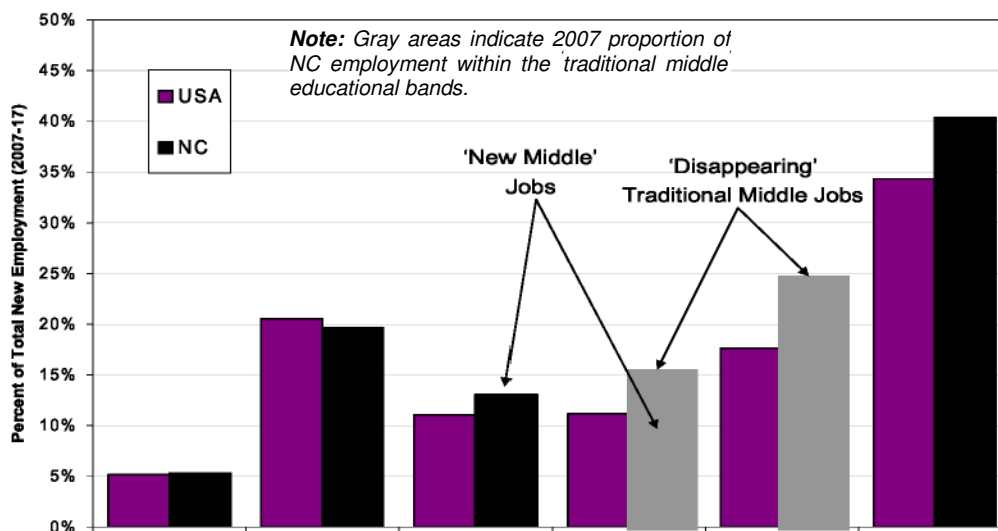
## North Carolina's Traditional "Middle Jobs" Are Disappearing

The tragedy of the state's manufacturing jobs loss is that many semi-skilled workers are finding they do not have the skills to compete for jobs in high demand occupations. The difficulties facing these workers are exacerbated by two facts: (1) those high demand jobs are disproportionately being created in a few urban areas while the losses are occurring in other parts of the state, and (2) the level of skills needed to be competitive for good paying jobs is rising dramatically with time. The lost manufacturing jobs represented many of the 'traditional middle jobs' that offered family-supporting wages but did not require extensive education and training. Many of the state's dislocated workers did not have a high school education because manufacturers did not require a diploma. Dislocated or unprepared workers who do not have the resources or inclination to obtain the skills required from significant investments in education often must settle for low-skill jobs. Yet, available jobs offering middle-income pay now demand more formal education, often beyond a high school degree. To compete for these 'new middle jobs', workers must invest years in more education or re-training.

At the same time, the economy is creating many new high-skill, high-wage jobs but they are now concentrated in a few major urban hubs. Creating opportunities for workers in less populated areas of the state will take new and innovative approaches to economic development. It is clear, however, that education levels must increase for these new approaches to gain any traction.

**Executive Summary Figure 2:**

**US and NC Net New Jobs by Required Education (Estimated Change 2007-2017)**



There simply are not enough skilled workers to fill the high-skill, high-wage jobs in the occupations where they are now growing. Those being squeezed from their traditional middle jobs are not ready to compete for available opportunities. Furthermore, few opportunities are available within easy commuting distance of many displaced workers. Thus, it becomes even harder for the unprepared to gain access to higher income jobs leaving them to compete primarily for low-skill, low-paying wages. The result is an increasingly polarized workforce – those who have skills and access to good-paying jobs and those without skills and only access to primarily lower-paying jobs.

## **New Job Creation Is Concentrating in Fast-growing Urban Areas**

As North Carolina's traditional economic base declines, the data reveal that the state's overall economy is becoming more diverse and more similar to the rest of the country. The state's services sector is expected to grow more rapidly in the coming decade, as a combination of high-skill, high value-added services and low-skill, low value-added services replace the jobs lost in mature goods-producing sectors. Whereas the state's traditional manufacturers are often located in small towns, we see that the bulk of these emerging new activities, particularly those that require higher skills and thus have higher pay are concentrating in the state's larger metropolitan areas. Many of the metropolitan counties of the Piedmont region, for instance, current jobs and 68 percent of new jobs projected to be created in the next decade. Statewide, metropolitan counties have 74 percent of current jobs while 81 percent of projected new jobs are expected to be created in these metropolitan areas.

### **Many Areas Are Not Prospering**

In contrast to the success in the Piedmont, especially around Charlotte and the Research Triangle, relatively slower growth has occurred throughout much of the rest of the state, especially in the Mountains and Coastal regions. While many of the largest metropolitan areas are growing rapidly, smaller urban (or "micropolitan") areas and rural counties are creating fewer jobs, many of which include lower wage consumer services or temporary jobs. In addition, the Piedmont Triad has also not yet gained traction in finding a new economic base to replace its declining manufacturing industries.

Overall, about 40 percent of the state's new jobs will require little more than short-term training (see "Below GED" in Executive Summary Figure 2), but in the micropolitan and rural areas, that figure is closer to 50 percent. Unfortunately, these low-skill jobs pay approximately 60 percent of the state's current average earnings.

The metro areas are enduring labor supply shortages even though they offer higher average wages. Increasingly, they are tapping the workforce in nearby micropolitan and rural labor markets for the best and brightest talent, requiring either relocation or extended commuting patterns.

Quite simply, the state's micropolitan and rural economies are not creating enough high- and middle-income jobs to meet all of their local employment needs. For some workers, the option is to settle for underemployment or no employment.

### **Future Prosperity Depends on Achieving Higher Educational Attainment Levels**

Even in the most successful regions, North Carolina's earnings trail the rest of the country. Not only is this true statewide, but also in the state's high earning metro counties and Piedmont region where average earnings trail the US by 4 percent. Based on the mix of industries and occupations projected to grow the fastest in North Carolina, this relative earnings pattern will not change during the coming decade. To close that gap, the future prosperity of North Carolinians relies heavily upon further enhancing workers' education and skills.

Simply put, the more education that an occupation demands, the higher the average earnings. Workers with no post-secondary education or certification are finding it increasingly difficult to compete for jobs in high wage occupations. The highest wage occupations require an advanced degree and pay 106 percent greater than the state average. Those requiring a bachelor's degree pay 90 percent greater than the state average. Those occupations requiring some college or an associate's degree offer earnings 15 percent higher than the state average. Even jobs that required some college or at least one year of training and experience paid about 5 percent above average.

The good news is that, overall, the state's educational attainment levels are rising. In 1990, 70 percent of North Carolina adults aged 25 and older held a high school degree, increasing to 84 percent by 2005. Likewise, in 1990, only 17 percent of adult North Carolinians held a bachelor's degree or higher, but this rate increased to 27 percent by 2005. Even with this significant progress during the past 15 years, the state continues to trail the nation in educational attainment and still has far to go to ensure that workers without a formal post-secondary education, especially those without access to or the resources to take advantage of education opportunities, do not fall farther behind.

### **Baby-boom Retirements Will Deplete Labor Force Talent**

Global demographic shifts will create additional challenges in meeting North Carolina's future workforce needs. Perhaps most pressing is the impending retirement of the first wave of the baby-boom generation (those born between 1946 and 1955). If this segment of the workforce is lost en masse, it could create tremendous upheaval in the workplace.

While the boomers are retiring, the state is projected to add about 30,000 new adults each year as potential workers, enough to replace the retirees but not enough to fill the new jobs being created. With 70,000 new jobs being created each year during the next 10 years, 40,000 net new jobs could go begging for workers annually. The retirement of one-quarter of the workforce, especially many of the state's most experienced workers, in just 13 years has the potential to leave a gaping hole in the supply of workers during the next two decades.

## High Skill In-migrants Can Help Close the Skills Gap

Fortunately, new in-migrating workers are helping to mitigate the state's current labor shortages. New North Carolinians represent several key cohorts – including highly-prized college-educated, young adults (especially those aged 20-29). In addition, Hispanics, Asians, and foreign-born residents are also common in-migrants to North Carolina. While the state's overall age structure is relatively similar to the US, in-migrants are, on average, about seven years younger. In-migrants provide potential solutions to the demand for workers for both high-skill and low-skill occupations.

Attracting young talent is not the only solution for closing the state's skill gap. The state is also attracting retirees and, importantly, pre-retirees (aged 50-64). These pre-retirees are often looking for their eventual retirement destination, but they are not yet ready to leave the workforce. Nearly one in four retirement and pre-retirement age in-migrants chose to move to Charlotte during the last decade. The Raleigh-Durham area has also served as a major destination for pre-retirees. Certainly, Asheville has also benefited from in-migrations among this group, with 9 percent of all 50-and-older in-migrants to North Carolina choosing the Asheville metropolitan area as their new home.

## Low Skill In-migrants Present Opportunities and Challenges

Just as experienced in-migrants help in closing the state's skills gap, the state is also attracting a large number of unskilled or semi-skilled in-migrants. One of the largest cohorts within this group of in-migrants is Hispanic workers. This cohort of new North Carolinians poses new challenges for the state's workforce development leaders. Growth in the state's Hispanic population continues to far outpace the national average. In 2005, North Carolina was ranked 11<sup>th</sup> for total number of Hispanic residents, and official estimates put that number at over 600,000. However, recent research on unauthorized at the Pew Hispanic Center ([www.pewhispanic.org](http://www.pewhispanic.org)) of unauthorized migrants suggests that the total may actually be as high as 1 million (or 11 percent) North Carolinians are of Hispanic origin.

The large scale influx of low-skill Hispanic workers provides a significant source of workers for many industries, including construction, agriculture, food processing and a number of other services. Nevertheless, this population also poses several real challenges for the state's education, workforce and social services providers. Many low-skill workers, especially persons whose first language is not English, could inhibit growth of the state's standard of living. Efforts to acculturate this new in-migrant community will be critically important to the state's economic success.

## Call to Action

**North Carolina's changing economy will demand an adaptable workforce.** During the past decade, jobs losses in traditional manufacturing sectors have resulted in significant economic hardship across the state. Many of those dislocated workers settled for lower paying, low-skill jobs because they did not qualify for the new jobs that offered better wages, but demanded

higher skills or better education. Furthermore, many dislocated workers lacked access to educational resources, could not afford to take advantage of those educational opportunities, or simply were not inclined to disrupt their lives any further by going back to school. These issues continue in those basic sectors as certain manufacturing industries shed more jobs in the future, but North Carolina's future economy will look very different. New industries are emerging, many of which offer high wages to those with the most skills. Consequently, North Carolina finds itself with a widening gap: on one end is a growing shortage of high skill talent needed to fill emerging well paying jobs and on the other end are many low skill workers settling for jobs that do not offer a family-sustaining wage.

The state's workforce and education system faces the challenge of preparing an increasingly larger proportion of North Carolinians for better-paying, higher skill jobs. This challenge is made more daunting by the large existing pool of workers that lack the most basic skills or credentials (e.g., a high school degree or post-secondary training and education) necessary for these new higher quality jobs. As a result, North Carolina must seek to provide the state's existing workforce with better access to longer-term training and education to meet the needs of its fast-growing industries. Importantly the State must also create opportunities throughout all of North Carolina.

As leaders review the key trends facing the state, North Carolina must consider the implications for state policy. How do we respond most effectively to the painful transitions caused by worker dislocations in our traditional industries? How do we prepare workers for emerging, fast-growing industries? How do we help the entire state to prosper while encouraging the state's fast-growing urban economies to continue operating at their fullest capacity? How do we help our citizens to value education more highly to ensure that they are fully prepared for the opportunities that fast-growing new industries offer? These are some of the questions raised and key challenges facing our state.

State and local policy makers and practitioners involved in workforce development, education, and economic development must all participate fully in developing the solutions to address these challenges effectively. The responses from these existing networks and the state's multi-billion dollar investment in education, workforce development and economic development should be directed to efforts that create an environment in which the economy continues to develop and allows all citizens to contribute as valued members of that economy. These solutions must recognize that North Carolina is no longer a source for low-cost, low-skill labor for global markets. Our success will be based on innovation, new ideas, entrepreneurial behaviors, and continuously advancing education levels. How we achieve these ideals and create a more integrated system of life-long learning are at the heart of whether North Carolina can continue to prosper and truly become "The State of Minds."

For a copy of the complete State of the Workforce Report, please visit:

<http://www.nccommerce.com/workforce/swr>

## North Carolina Commission on Workforce Development Members

Sylvia Anderson  
Guilford County Schools  
Greensboro, NC

Dr. June Atkinson  
NC Department of Public  
Instruction  
Raleigh, NC

Commissioner Cherie Berry  
NC Department of Labor  
Raleigh, NC

Lonnie H. Blizzard  
Education Consultant  
Kinston, NC

Ronnie Bugnar  
Person County Schools  
Roxboro, NC

Marianna Clampett  
Clampett Enterprise  
Raleigh, NC

H. Lee Clyburn  
Grubbs & Ellis/Thomas  
Linderman  
Raleigh, NC

Paul Combs  
Paul Combs Enterprises  
Boone, NC

Ray Deane  
William Barnet & Son, LLC  
Kinston, NC

Charley Donohoe  
LifeSteps LLC  
Winston-Salem, NC

Bill Downey  
L.A. Downey & Son  
Durham, NC

Sandy Drum  
Nash-Rocky Mount Public  
Schools  
Nashville, NC

Secretary Jim Fain  
NC Department of Commerce  
Raleigh, NC

Bill Farmer  
Time Warner Cable  
Charlotte, NC

Ken Gregory  
Durham Exchange Club Industries, Inc.  
Durham, NC

Phrantceena Halres  
Aelmings Human Resources Corp.  
Raleigh, NC

Scott T. Hamilton  
Henderson County Partnership for  
Economic Development  
Hendersonville, NC

Jim Henderson  
Castle Worldwide Inc.  
Morrisville, NC

Meredythe Holmes  
Monarch Services  
Durham, NC

Earl Jagers  
AFL-CIO (BCT-31 7-T)  
Burlington, NC

Edward W. Kelly III  
Greensboro, NC

President Martin Lancaster  
NC Community College System  
Raleigh, NC

Susan Lassiter  
Roanoke-Chowan Hospital  
Ahoskie, NC

Helga Mattei  
Consultant  
Raleigh, NC

Martha Matthews  
Biogen Idec  
RTP, NC

David McCune  
McCune Technology  
Fayetteville, NC

MaryBe McMillan NC  
State AFL-CIO Raleigh, NC

Sec. Carmen Hooker-Odom  
NC Dept. Health & Human  
Services  
Raleigh, NC

Michael Okun NC AFL-CIO  
Raleigh, NC

Chairman Harry Payne  
Employment Security  
Commission Raleigh, NC

Juanita Pilgrim  
County of Cumberland  
Fayetteville, NC

Bill Ragland  
Ragland Electrical Supply  
Brevard, NC

Alex Rankin  
Concord Engineering &  
Surveying  
Concord, NC

Chris Rolfe  
Duke Energy Corporation  
Charlotte, NC

Chip Roth  
International Brotherhood of  
Teamsters  
Greensboro, NC

Mark Sorrells  
Golden Leaf Foundation  
Rocky Mount, NC

Terry A. Wethington  
B.R. Retried, Union  
New Bern, NC



NORTH CAROLINA  
*the state of minds*





**North Carolina Commission on Workforce Development**  
4327 Mail Service Center | Raleigh, NC 27699-4327 | 919.715.3300  
[www.nccommerce.com](http://www.nccommerce.com)

Appendix 11

*Wayne County Factor Analysis Report*

# Growth Factors Analysis

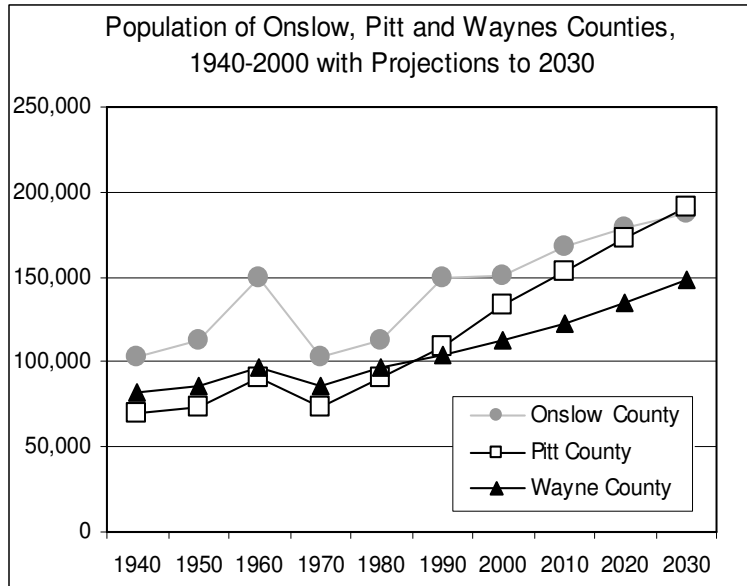
Appendix to the Wayne County Comprehensive Plan

Wayne County, NC and Glenn Harbeck Associates, Inc  
September 2007

U.S. Census Bureau

### Wayne County Population Growth Compared to Selected Counties

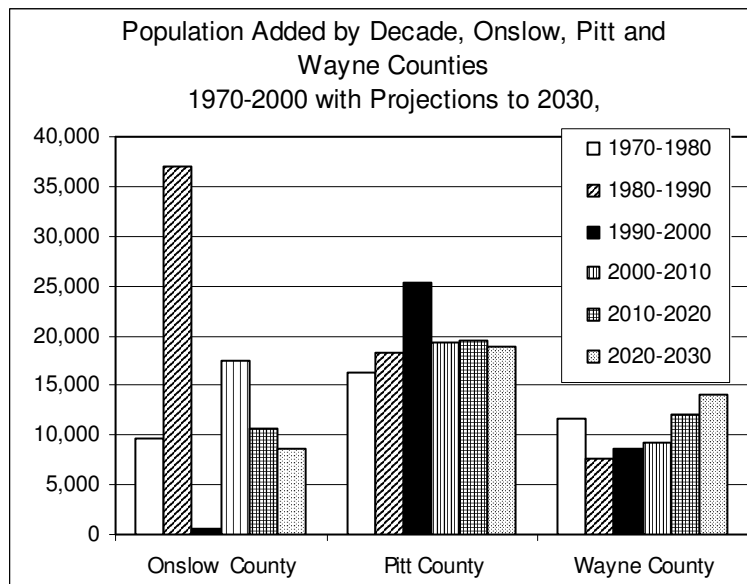
*Note: Much of the data presented in this section compares population statistics for Wayne County with those of two other North Carolina counties: Onslow County and Pitt County. These two counties were selected for comparison due to their location in traditionally rural eastern North Carolina and their population size that is similar to Wayne County. Like Wayne County, Onslow County also has a military presence (Camp Lejeune).*



### Population Change by Selected Counties, 1940-2030, with Projections to 2030

For much of the twentieth century, all three counties had similar (parallel) patterns of growth. Beginning around 1980, however, Pitt County's growth rate began to diverge from Onslow and Wayne Counties. As shown in the graph to the left, Onslow County's population exploded during the 1980's, then leveled off during the 1990's. Pitt County, on the other hand has been on a steady, steeper march upward since 1970. Projections for the first 30 years of the twenty-first century

show Pitt County continuing to outpace the other two.

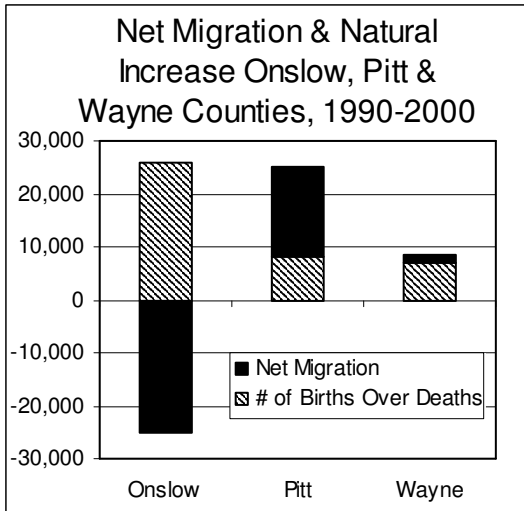


### Population Added by Decade, Selected Counties, 1970-2000, with Projections to 2030

This bar chart clearly depicts the volatile nature of population growth in Onslow County, the substantial additions to Pitt County's population from 1970 to 2000, and the predicted steady growth of population by decade in Wayne County beginning in 1980 and projected to continue through 2030.

### WAYNE COUNTY PROJECTIONS

Year:	Projected Pop	Added Pop
2010:	122,500	8,700
2020:	134,500	12,000
2030:	148,500	14,000

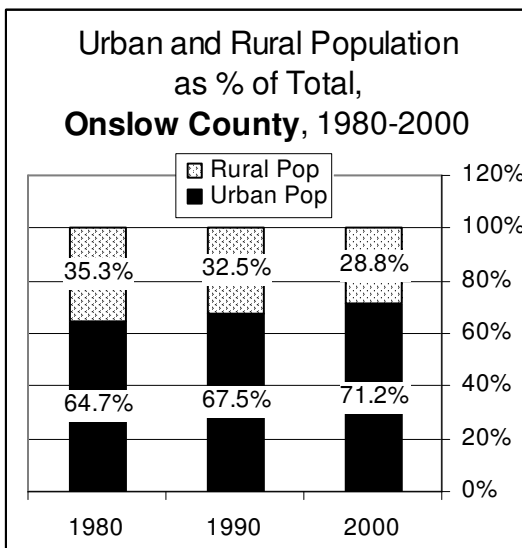
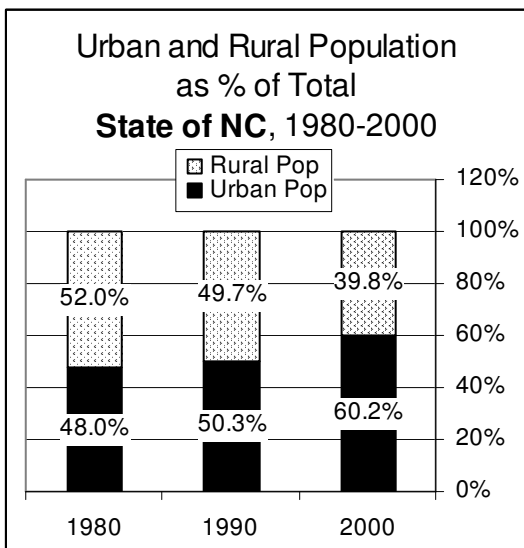


### Net Migration and Natural Increase, Onslow, Pitt and Wayne County, 1990-2000

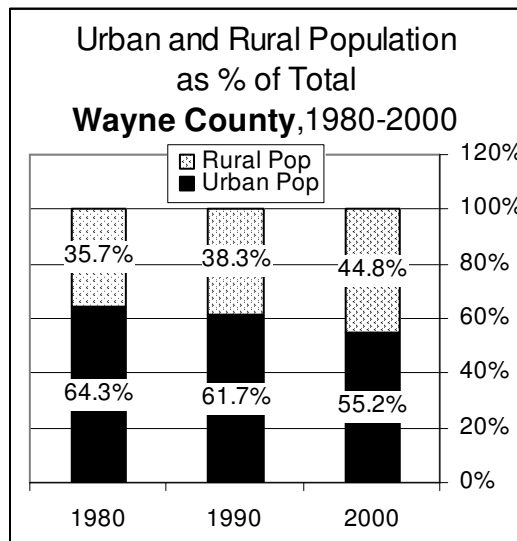
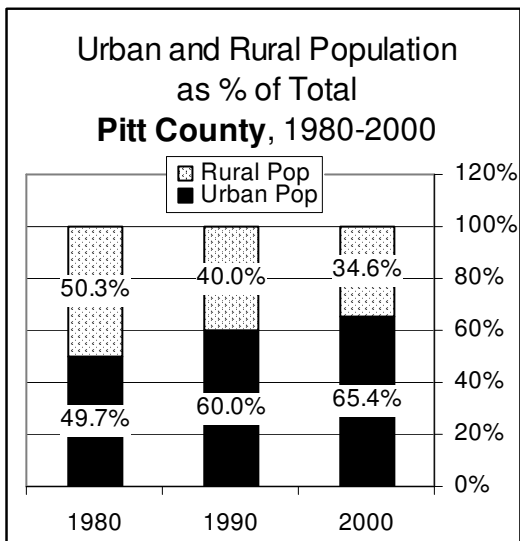
The graph to the left shows the sources of population growth by county—either from people moving into the area (net migration) or a surplus of births over deaths (natural increase). During the 1990's, Onslow County's population growth by natural increase was all but wiped out by the net out-migration of people leaving the county. At the same time, about two-thirds of Pitt County's population increase came from net in-migration. Most of Wayne County's more modest population increase came from births in excess of deaths. As Wayne County comes under increasing influence from the Research Triangle, the proportion of the County's population attributable to

net in-migration will increase substantially.

### Urban Versus Rural Populations, State of NC and Selected Counties 1980-2000

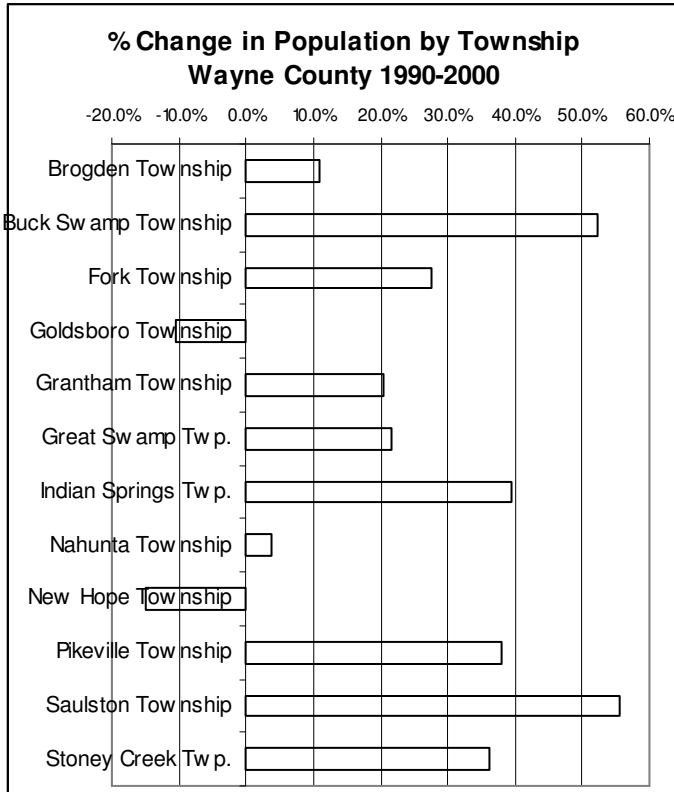
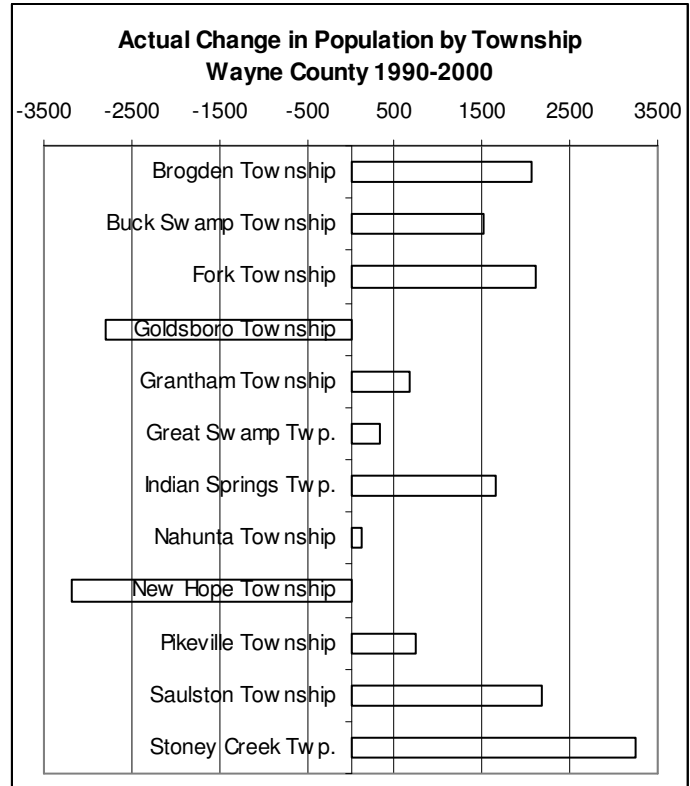
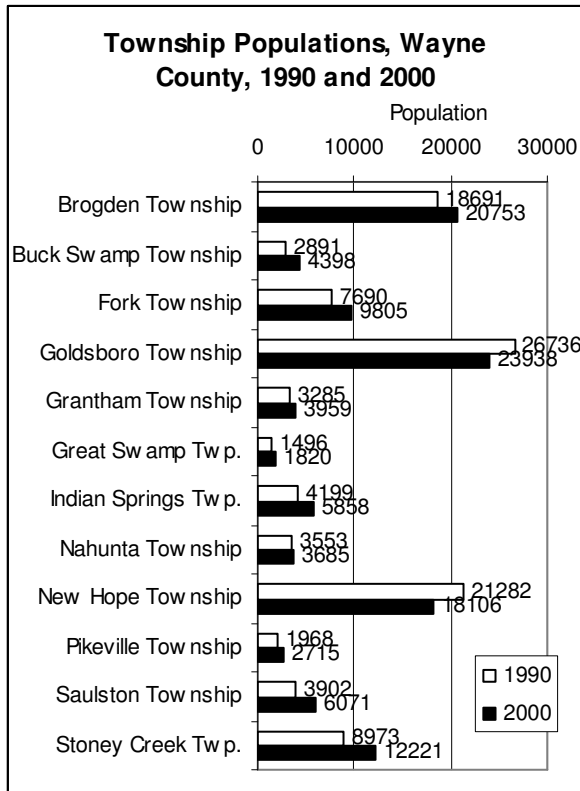


Of the three counties and the State, only Wayne County showed a growing *Rural* population and a declining *Urban* population as a percentage of the total during the 1980's and 1990's. This



growth trend is consistent with population losses by the City of Goldsboro and population increases in the unincorporated area of the county.

## Wayne County Population Change by Township

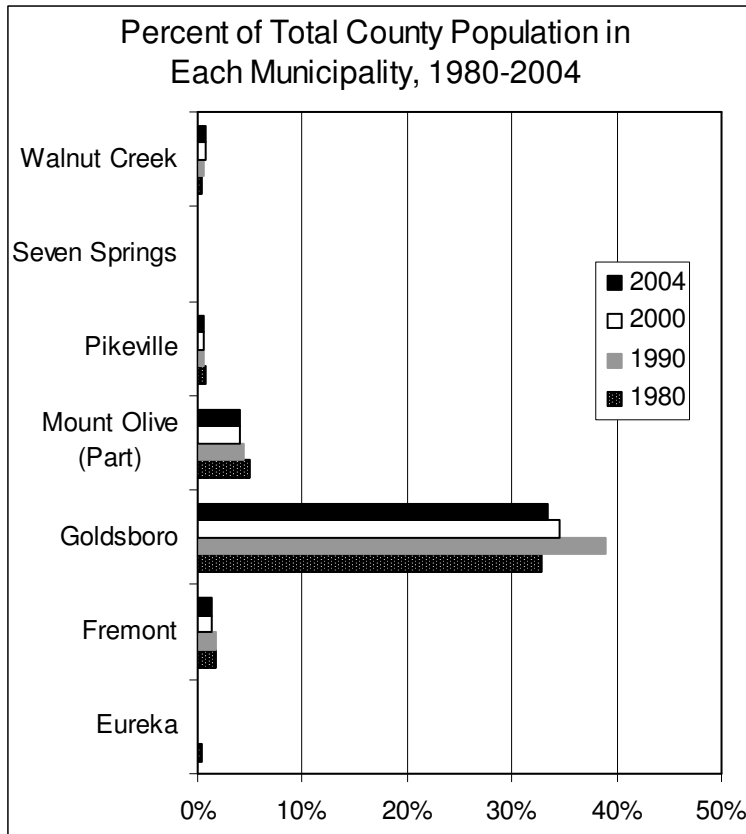


Township Populations, 1990 to 2000

The three charts on this page reveal a clear pattern of suburbanization and rural development in Wayne County. Townships generally north of Goldsboro grew the fastest. These townships included Fork (northwest of Goldsboro), Buck Swamp (north-northwest), Stoney Creek (due north) Saulston (northeast) and Pikeville (north-northeast). Other townships showing substantial growth included Brogden and Indian Springs to the south of Goldsboro. Together, these seven townships saw population increases totaling over 10,000 people, or the majority of the County's population growth for the decade. At the same time, Goldsboro township and New Hope township (on the southeastern side of the City of Goldsboro) witnessed population losses of over 6,000 people. Since Wayne County had a net population increase of about 8,500 during the decade, it is apparent that a significant number of City residents are leaving the Goldsboro urban area to live in the more suburban and rural parts of the county.

Source for all charts on this page: US Census, American FactFinder and Glenn Harbeck Associates

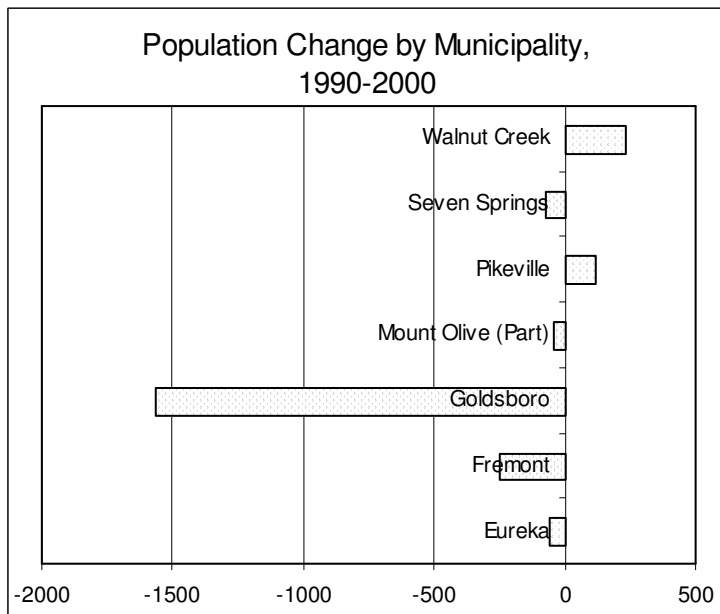
## Wayne County Population Growth by Municipality



*Percent of Total Wayne County Population in Each Municipality, 1980-2004*

As Wayne County has continued to grow, the percentage of the County's population living within the municipalities straddling the Route 117 corridor (Pikeville, Mount Olive, Goldsboro and Fremont) has generally declined. When totaled, population residing in these municipalities represents about 45 percent of the total Wayne County population. Goldsboro holds the highest percentage of the County's population residing in a municipality (about 1/3 of the county total) but this percentage has been steadily declining since 1990.

Source: North Carolina State Data Center  
U.S. Census Bureau

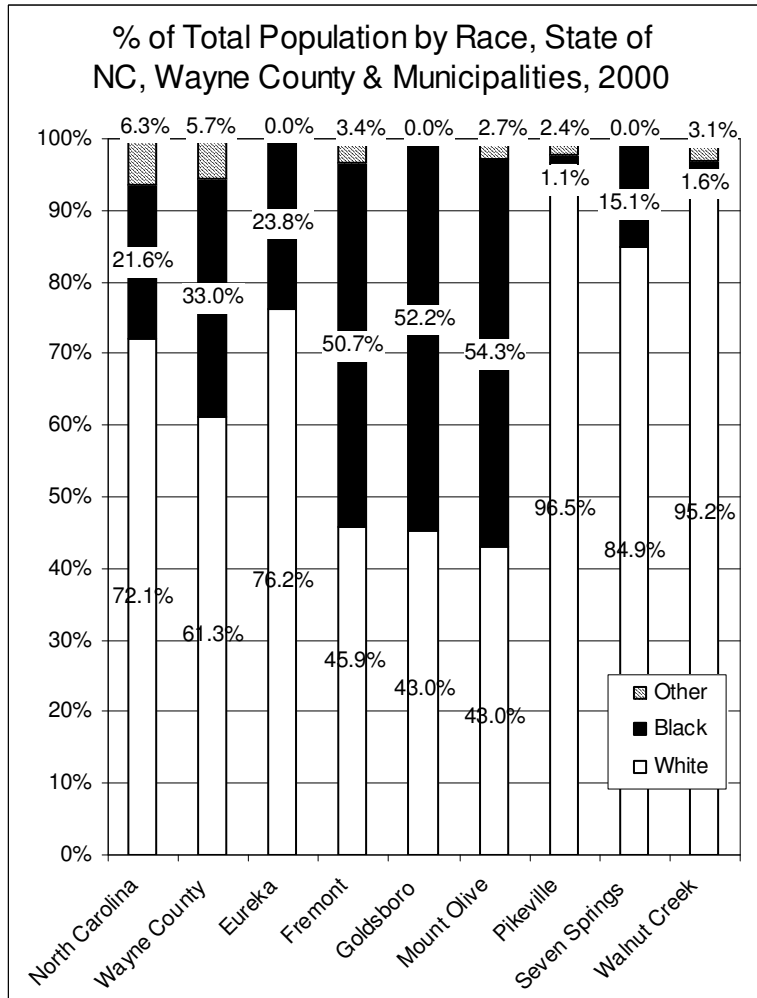


**POPULATION CHANGE BY MUNICIPALITY, WAYNE COUNTY, 1990-2000**

The bar graph to the left shows the actual number of people moving into and out of each Wayne County municipality during the 1990's. Thus, Goldsboro lost over 1,500 residents, while Fremont lost about 250. In contrast, the suburban enclave of Walnut Creek gained over 200 residents, while Pikeville added about 100. (Note that Pikeville's percentage of the total county population nonetheless declined as shown in the chart preceding.)

Source: North Carolina State Data Center  
U.S. Census Bureau

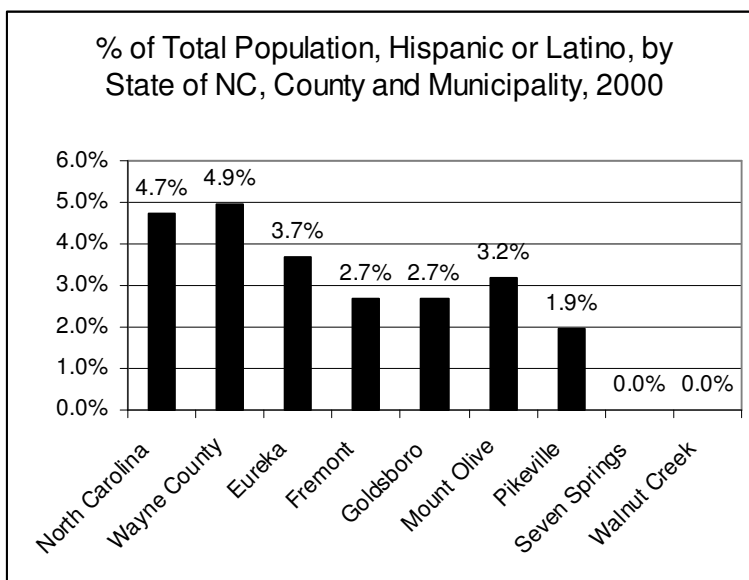
Wayne County Population Composition by Race



**PERCENT OF TOTAL POPULATION BY RACE, STATE OF NC, WAYNE COUNTY AND VARIOUS MUNICIPALITIES, 2000**

Of the State, County and seven municipalities being compared, three jurisdictions (Fremont, Goldsboro and Mount Olive) had Black populations greater than 50% of their total population. These three municipalities are the largest in the county and are the most diverse in terms of ethnicity. Pikeville and Walnut Creek had the least diverse populations with only about 4% and 5%, respectively, of their population non-White.

Source: North Carolina State Data Center  
U.S. Census Bureau

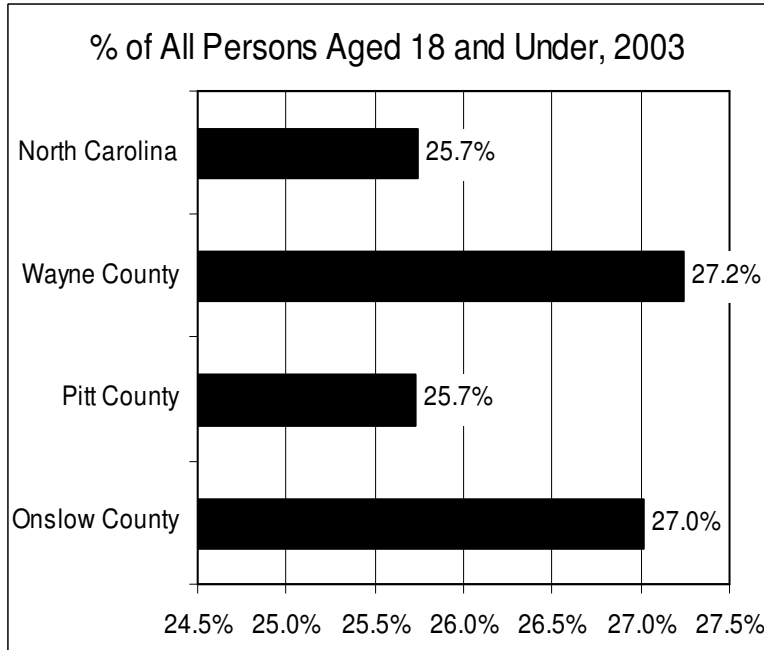


**Percent of Total Population, Hispanic or Latino Descent by State of NC, Wayne County and Municipality, 2000**

Given the strong agricultural economy of Wayne County, it is not surprising that the area has a larger Latino population than the state as a whole. (Latinos have served as migrant farm workers for many decades) The chart also shows clearly that many Latinos in Wayne County have taken up residence outside municipal boundaries. Of the County's seven municipalities, the Town of Eureka had the largest percentage of Hispanic or Latino population in with 3.7 percent.

Source: North Carolina State Data Center  
U.S. Census Bureau

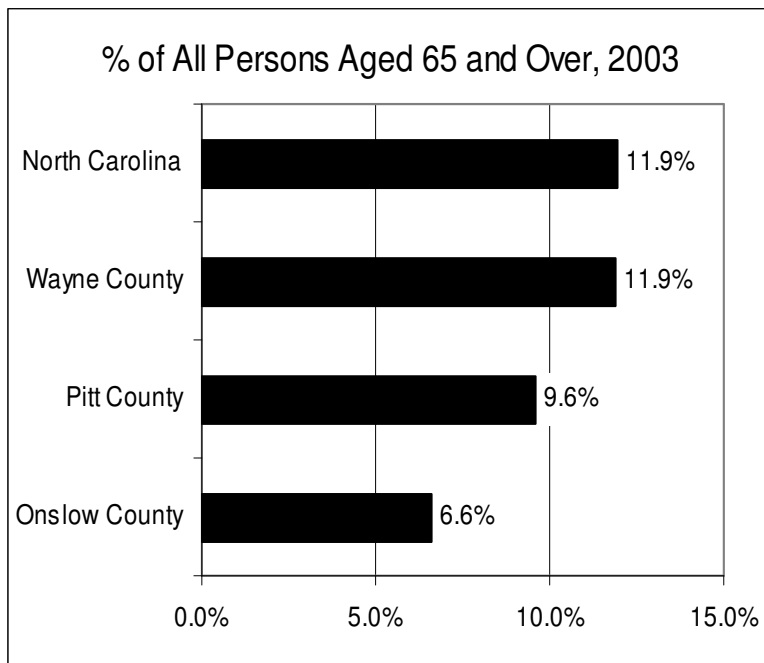
Wayne County Population Composition by Age



**Percent of Persons Aged 18 and Under, State of NC and Selected Counties, 2003**

Wayne County and Onslow County had 27% of their total populations aged 18 years and under, the highest proportion of any of the areas being compared. These higher numbers of youth may be influenced by the larger number of young military families in these two counties.

Source: North Carolina State Data Center  
U.S. Census Bureau



**Persons Aged 65 and Over, State of NC and Selected Counties 2003**

In 2003, Wayne County had a higher percentage of elderly citizens than Onslow or Pitt Counties. Wayne County had the same percentage of persons aged 65 and over as the state average. In the case of Pitt County, the presence of East Carolina University may skew the percentages away from the elderly cohorts. In the case of Onslow County, the total population is skewed toward large numbers of new marines and their young families, thereby reducing the proportion of the population attributable to senior citizens.

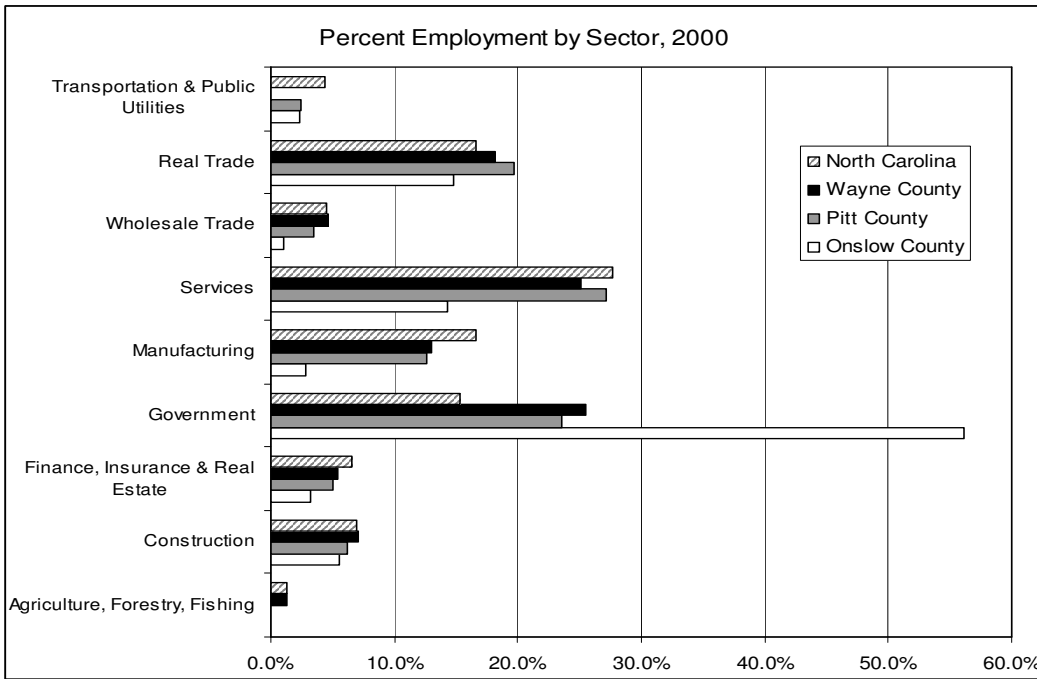
Source: North Carolina State Data Center  
U.S. Census Bureau



## MEASURES OF LOCAL ECONOMIC CONDITIONS

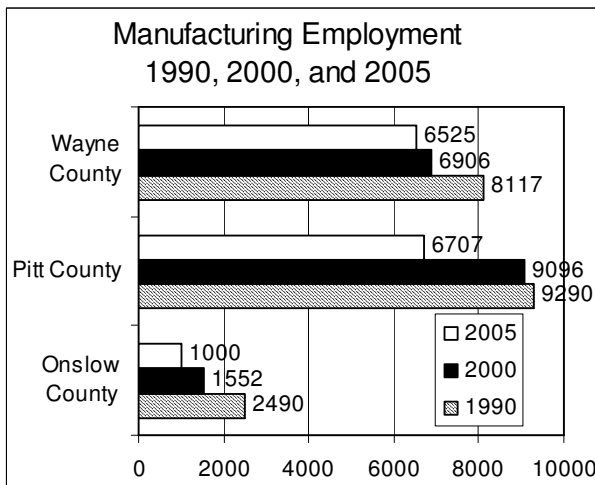
This section compares the general health of the Wayne County economy relative the economies of Pitt County, Onslow County and the State as a whole. At the outset, it is worth noting that Pitt County's local economy is heavily influenced by East Carolina University, and the large medical center there. Onslow County's economy is strongly affected by the presence of the Marine Corps base at Camp Lejeune.

### *Measures of Economic Diversity and Health*



PERCENT EMPLOYMENT BY SECTOR, 2000

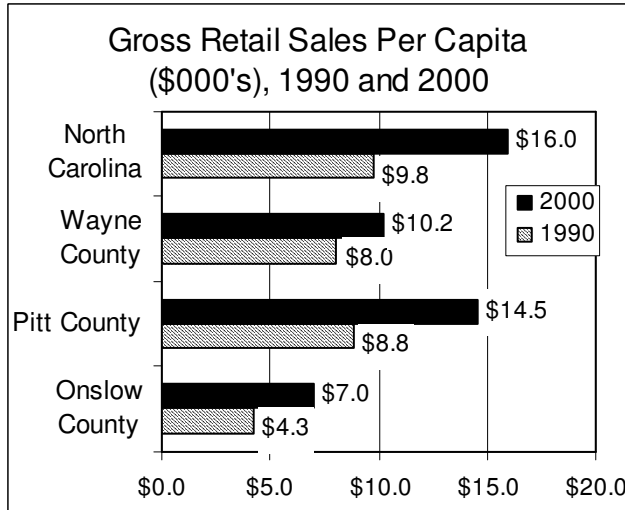
From the chart above, it is clear that Onslow County, with the large number of public employees at Camp Lejeune, is heavily oriented toward government sector employment. In fact, each of the counties being compared had higher percentages of government sector employees than the state average. Onslow County is also noticeable due to its very small percentage of workers in manufacturing and wholesale trade. Wayne County does not appear to be remarkably different from the other areas being studied, other than a total absence of transportation and utility workers; but this may be an anomaly in the data.



Manufacturing Employment, 1990, 2000 and 2005

From 1990 to 2005, all three counties followed the national trend toward declines in manufacturing employment. The lopsided nature of the Onslow County economy, heavily oriented toward military, government, and services employment, is apparent. Wayne County's largest decline in manufacturing employment occurred during the 1990's while Pitt County's decline occurred more recently.

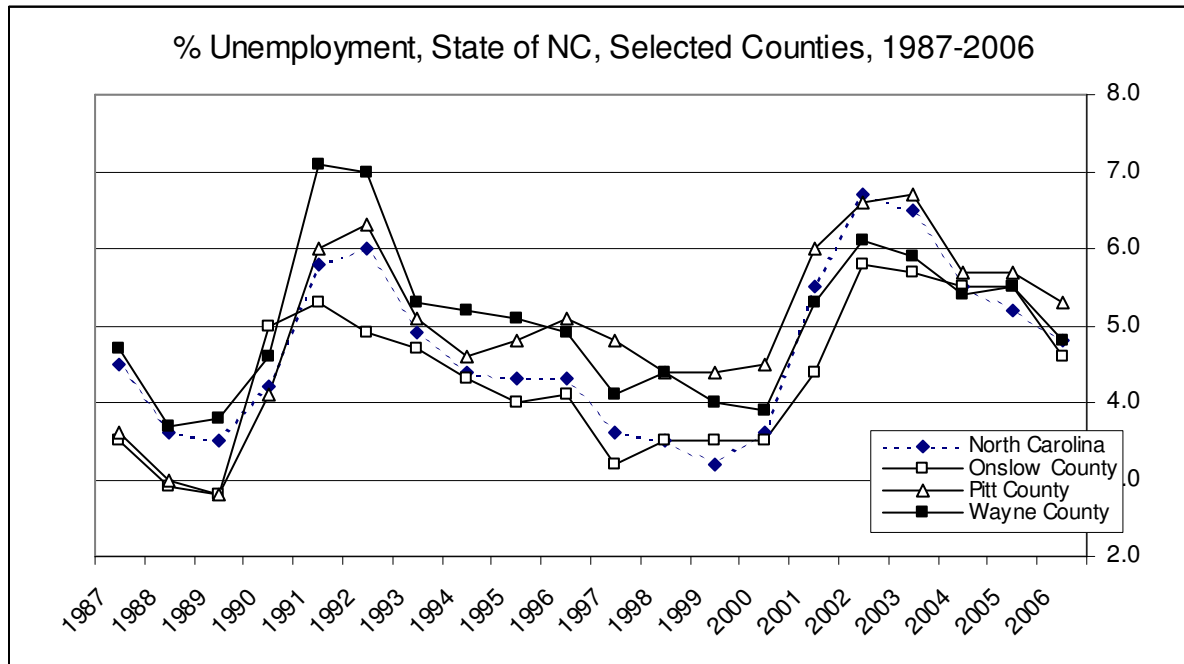
Source: North Carolina State Data Center U.S. Census Bureau



### Gross Retail Sales Per Capita, 1990 and 2000

In 1990, Wayne and Pitt Counties had gross retail sales per capita that were not far below the state average. Note, however, Pitt County's dramatic increase in retail sales between 1990 and 2000. This may be attributed to the growth and urbanization of Pitt County, in concert with expansion of the university and medical complex there. Wayne County, and especially Onslow County, continued to lag behind the state average. In the case of Wayne County, local residents may be doing much of their shopping in the Raleigh area. In the case of Onslow County, many retail purchases are made on-base at government run commissaries, thereby reducing retail sales numbers for that jurisdiction.

Source: North Carolina State Data Center  
U.S. Census Bureau

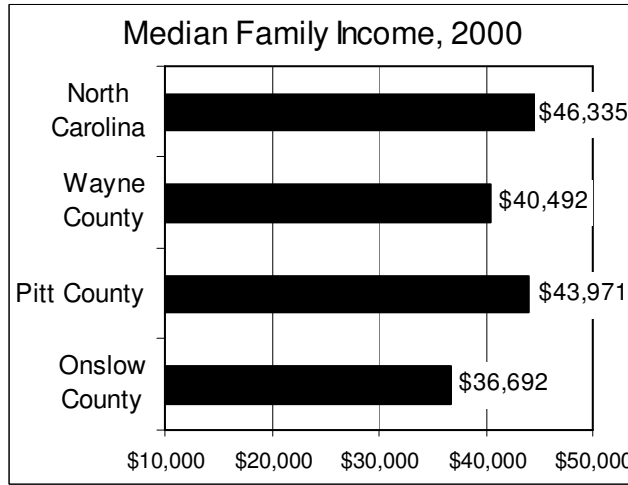


UNEMPLOYMENT RATES, STATE OF NC AND SELECTED COUNTIES, 1987-2006

A comparison of unemployment rates over the twenty-year period from 1987 to 2006 allows for several observations. Wayne County's unemployment rate hit the highest level (over 7%) for all jurisdictions, rising and falling precipitously over a four-year period in the early 1990's. Onslow County consistently has had the lowest levels of unemployment year after year, perhaps due to the large proportion of government workers in that local economy. Since 2004, all three counties plus the state have had relatively similar unemployment rates, ranging from a low of 4.6 (Onslow in 2006) to a high of 5.7 percent (Pitt County in 2005).

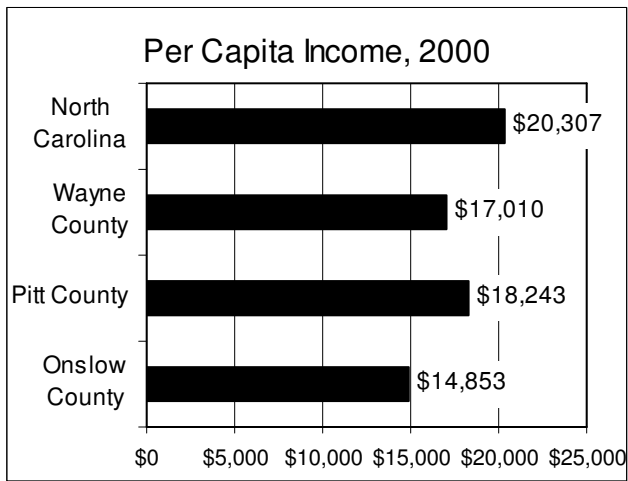
Source: North Carolina Employment Security Commission

Measures of Area Income



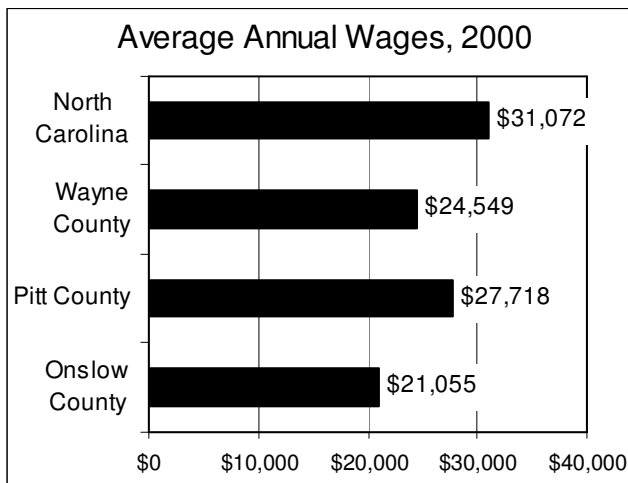
MEDIAN FAMILY INCOME, STATE OF NC AND SELECTED COUNTIES, 2000

All three counties had median family incomes lower than the state average in 2000. Wayne County's median family income fell about midway between Pitt and Onslow. Onslow County's median income may have been lower due to the relatively low pay of many military positions at Camp LeJeune and the non-manufacturing, non-technical economy of that area.



PER CAPITA INCOME, STATE OF NC AND SELECTED COUNTIES, 2000

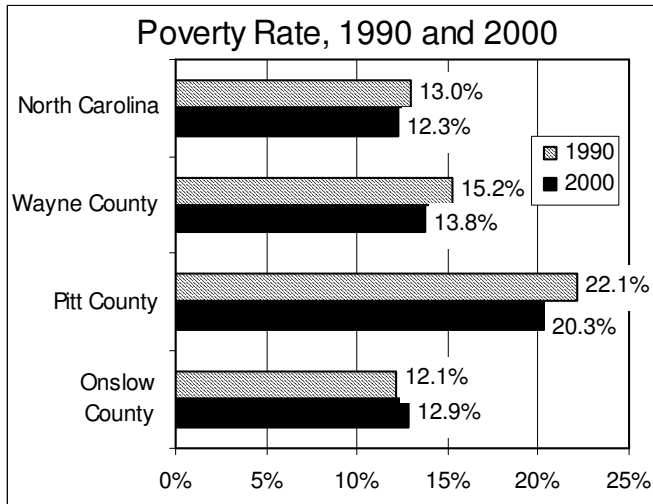
Per capita income is defined as the total personal income of the area divided by the total population. Wayne County's per capita income represented approximately 83 percent of the state average in 2000. Onslow County's per capita income, on the other hand, was only about 73 percent of the statewide figure, far less than Wayne or Pitt Counties. Pitt County's per capita income may be higher due to university and medical center employment in the Greenville area.



AVERAGE WAGE PER WORKER, STATE OF NC AND SELECTED COUNTIES 2000

Data on the average wage paid in each county parallels the data shown above concerning median family income. The average annual wage per worker in Wayne County was about 79 percent of the average statewide in 2000. However, Onslow County had the lowest average wage at only 68 percent of the state average.

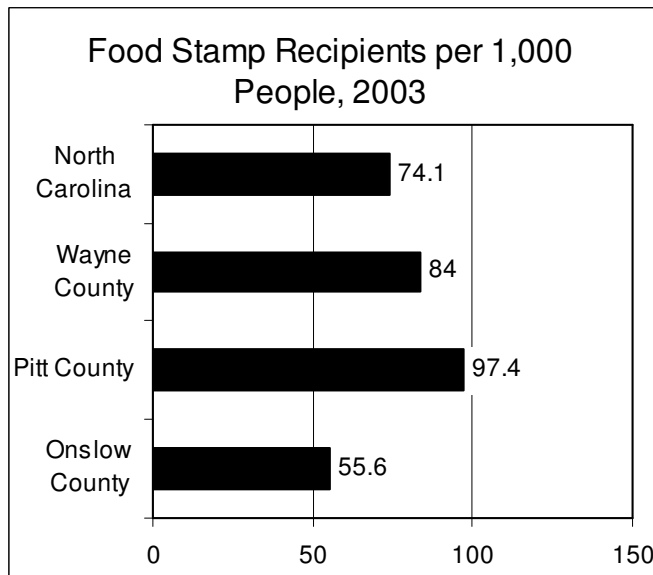
Source for all data on this page: North Carolina State Data Center and U.S. Census Bureau



POVERTY RATE, 1990 AND 2000

Despite higher average wages and incomes overall (see previous page) Pitt County had, by far, the highest rate of poverty among the three counties being compared. Of note, only Onslow County saw an increased poverty rate from 1990 to 2000. Even so, it was comparable to the overall rate of poverty statewide, and still less than either Wayne County or Pitt County.

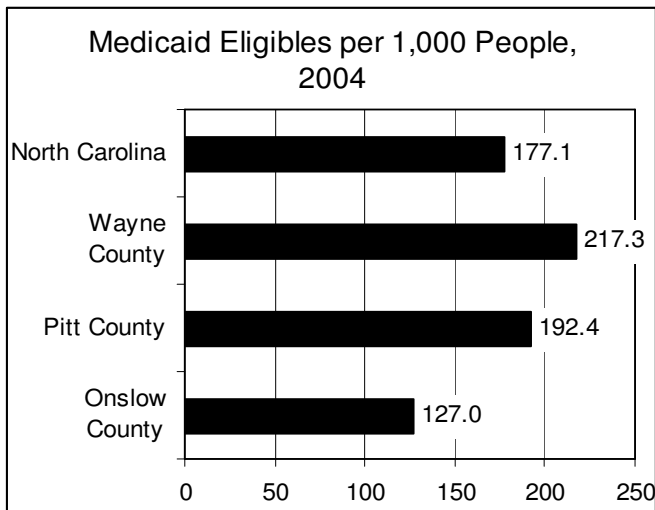
Source: North Carolina State Data Center  
U.S. Census Bureau



**Food Stamp Recipients, 2003**

Not surprisingly, the pattern concerning food stamp recipients very closely matches the pattern regarding poverty rates. Again, Pitt County had a much higher number of persons per thousand receiving food stamps.

Source: North Carolina State Data Center and U.S. Census Bureau



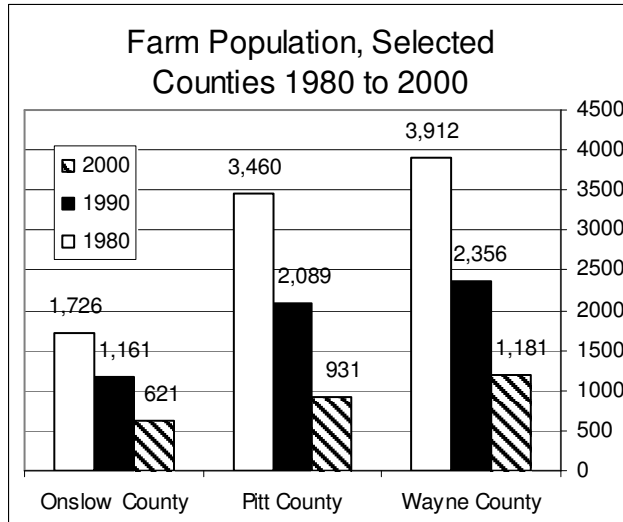
**Medicaid Eligibles, 2004**

In 2004, Wayne County had a higher number of Medicaid eligible persons per thousand than either the State as a whole or the other counties being compared. Due to state-local funding formulas, a high number of Medicaid eligible persons has typically been a major financial burden on the county in which such persons live.

Source: North Carolina State Data Center  
U.S. Census Bureau

## Measures of Agricultural Activity

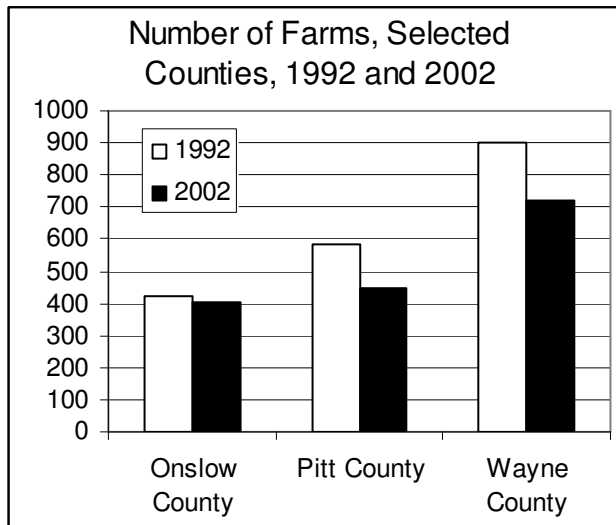
This agricultural section presents a relatively large number of charts due the significance of agriculture to the Wayne County economy.



### FARM POPULATION, SELECTED COUNTIES, 1980-2000

The US Census defines *farm population* as all persons living on places of one acre or more from which at least \$1,000 worth of agricultural products were sold during the previous calendar year. The bar chart clearly shows how many people “left the farm” during the last 20 years of the twentieth century. In Wayne County alone, the farm population declined by nearly 3000 people from 1980 to 2000.

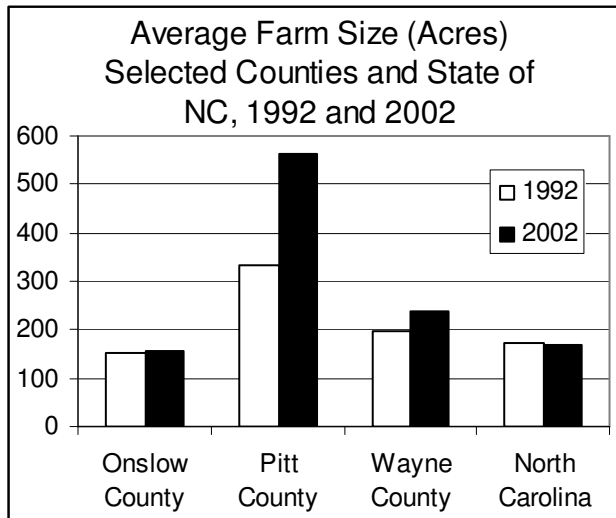
Source: North Carolina State Data Center  
U.S. Census Bureau



### Number of Farms, Selected Counties 1992 and 2002

Consistent with declines in the farm population, all three counties saw a reduction in the total number of farms operating in each area. Onslow County, with the fewest number of farms to start with, saw the fewest reductions.

Source: North Carolina State Data Center and U.S. Census Bureau

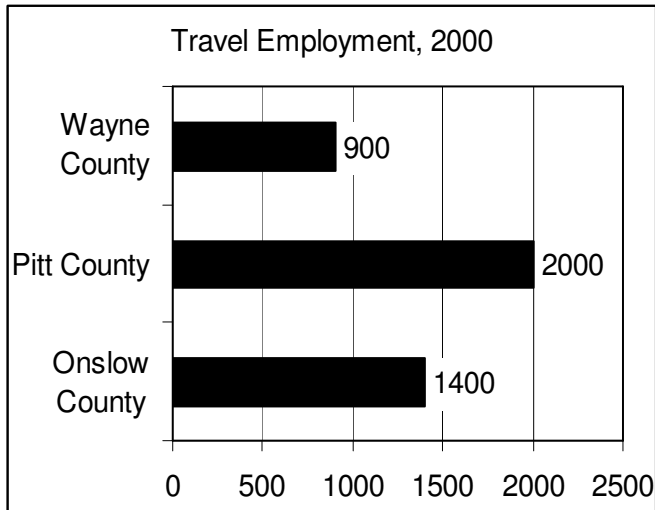


### AVERAGE FARM SIZE, SELECTED COUNTIES AND STATE OF NC, 2002

Pitt County farms are larger than the norm, averaging between 500 and 600 acres each. Onslow County and Wayne County farms are generally similar in size to those throughout the state, averaging 150 to 200 acres. Of note, the average farm size across the state declined slightly during the 1990's, while increasing in size in the three counties being compared.

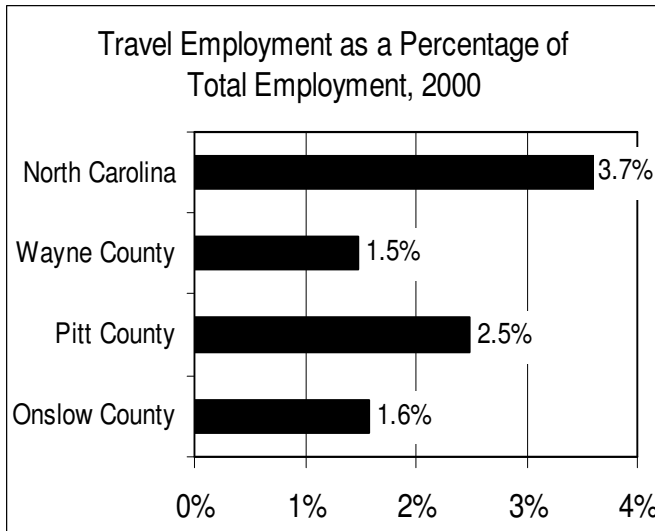
Source: North Carolina State Data Center  
U.S. Census Bureau

Measures of the Travel Industry



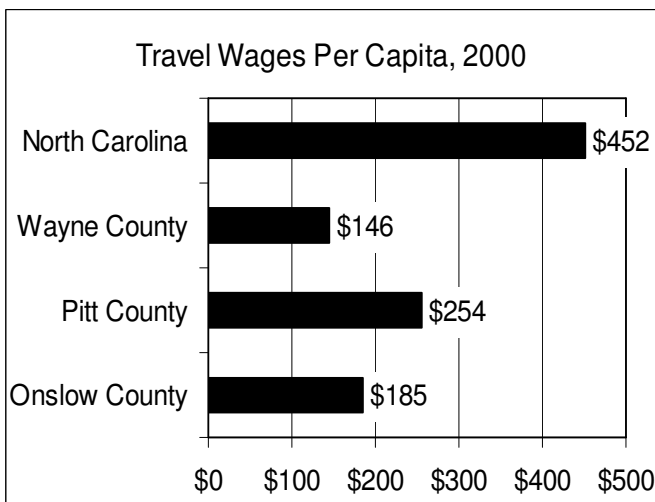
TRAVEL EMPLOYMENT, 2000

In 2000, the travel industry in Pitt County employed 2,000 workers, compared to just 1,400 in Onslow County and only 900 in Wayne County. The larger numbers in Pitt County may be related to the convention center located there as well as travel related to East Carolina University and the medical center.



TRAVEL EMPLOYMENT AS A PERCENT OF TOTAL EMPLOYMENT, 2000

In 2000, the travel industry in Pitt County employed 2.5 percent of the total work force, while Wayne and Onslow Counties employed 1.5 percent of the total work force through the travel industry. All of the counties being compared were well below the state average of 3.5 percent in this category.



TRAVEL WAGES PER CAPITA, 2000

While the travel industry paid out more than \$450 in wages for every person in the state of North Carolina, travel industry wages paid in Wayne County amounted to less than \$150 per capita countywide, the lowest amount of the three counties compared. Source for all charts on this page: North Carolina State Data Center and U.S. Census Bureau

**MINUTES (EXTRACT)**  
**THE TRUSTEES OF WAYNE COMMUNITY COLLEGE**  
**TUESDAY, NOVEMBER 27, 2007**

**A. Opening Prayer**

Chair Cox presided and called the meeting to order and Mr. Al King opened with a prayer.

**B. Pledge of Allegiance**

Mr. Andy Evans led the group with the Pledge of Allegiance.

**C. Conflict of Interest Statement**

The meeting was opened by Chair Cox with the following statement: All members of this board are reminded of their duty to avoid conflicts of interest and appearances of conflict. Are there any known conflicts of interest or appearances of conflict of interest with respect to any matters that appear on today's agenda? There were no conflicts of interest or appearances of conflicts of interest by the Trustees.

Mr. Cox welcomed Ms. Pam Minchew, Clerk of Court, Mr. Gene Smith and Ms. Phyllis Moore to the meeting.

**D. Roll Call**

Tommy Cox, Chair	Ms. Gwyn Wilson
Mr. Tommy Jarrett	Mr. Bobby Strickland
Mr. Keith Stewart	Ms. Bea Lamb
Ms. Joanne Roberts	Ms. Veda McNair
Mr. Al King.	Mr. Corey Harris

The following staff members were in attendance:

Dr. Kay Albertson	Mr. Roy White
Mr. Ken Ritt	Ms. Alice Wadsworth
Ms. Tara Humphries	Dr. Peggy Teague
Mr. Bill Thompson	Ms. Joy Ginn
Dr. Linda Nelms	Mr. Gene Smith

---

**L. REPORT OF THE PRESIDENT ON SPECIAL ITEMS – DR. KAY ALBERTSON**

---

- 1) Dr. Albertson then began her report by presenting the attached Personnel Report. This report reflected three new employees, one resignation, five retirements, one death, seven position vacancies and one change of position..
- 2) Dr. Albertson then presented the attached enrollment reports for curriculum and continuing education programs. Dr. Alberston also discussed the upcoming online earn and learn for high school students.
- 3) Dr. Albertson encouraged the board to review the Manual for Trustees that was in their books for their reference. She commented on the recent NCACCT meeting and thanked Mr. Evans for attending.
- 4) Dr. Albertson announced the 2008 Board of Trustees Retreat to be held on February 22-23, 2008 at the Sheraton in New Bern. Dr. Albertson plans to invite NCACCT Director, Donny Hunter to give a presentation at the retreat.
- 5) Mr. Bill Thompson discussed the Long Range Plan and Facilities Master Plan. There will be an Executive Summary presented concerning these plans at the Board Retreat.

There being no further business, the meeting adjourned at 7:15 p.m.

---

**TOMMY COX, CHAIR**

---

**KAY H. ALBERTSON., SECRETARY**