



A
Matter
of
Facts

The North Carolina
Community College System
Fact Book

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H. Martin Lancaster, President
Raleigh, North Carolina
Telephone 919/807-7100
Fax 919/807-7164
WWW URL <http://www.nccommunitycolleges.edu>

Preface

The North Carolina Community College System Fact Book is an annual publication providing authoritative data on the status of the entire System. Although the target audience is primarily decision-makers and planners dependent on timely information for the success of their endeavors, the Fact Book also serves as an excellent reference and point of entry for anyone researching the N.C. Community College System.

Readers should keep in mind the fluid nature of data, realizing that the Fact Book is a snapshot taken once annually. Any questions or suggestions, concerning the content, purpose, or format of the Fact Book should be directed to Timothy Mizelle, Coordinator for Data Publication, at 919-807-6993.

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OUR PURPOSE

Support of economic growth and prosperity through education was the underlying concept in the development of the Community College System. All of the institutions in the North Carolina Community College System offer technical and occupational training and basic education to prepare adults for the job market. In addition, each community college offers the first two years of a baccalaureate program.

The mission of the System has been defined in the North Carolina General Statutes (115D-1):

. . . the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs . . .

The law further states that:

. . . The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools. . . .

The statutory mission statement serves to keep the System focused on vocational and technical education. It also specifically mandates provision of basic academic education for adults through the high school level. These programs—vocational and technical education, and basic academic education for adults—have priority status because of their specific place in the statutory mission statement.

The mission directs the System to serve adults and other people who have left the public schools and are beyond compulsory school age. This definition provides the background for development of policies governing the institutions' relationship to the public schools.

The "working mission statement" derives from the statutory mission. The State Board of Community Colleges defines the working mission statement as part of its responsibility to focus system resources on North Carolina's current and future educational, economic and societal needs. Within the requirements of NC General Statute 115D, the working mission is dynamic, changing as needed, to reflect changing priorities.

The Working Mission Statement

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals, which improve the quality of life.

Adopted by the State Board of Community Colleges, October 1993; revised March 1994, April 1994; reaffirmed January 1998; revised and adopted June 1998; revised and adopted September 2006.

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. With that change came an awareness that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nevertheless had the need for more than a high school diploma.

In 1950, the State Superintendent of Public Instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state-supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of industrial education centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School (Irving Carlyle, chair). In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and local boards of trustees. The resulting unified Community College System would provide comprehensive post-high school education.

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted G.S. 115A (later changed to 115D), which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 20 industrial education centers, six community colleges (three of which became four-year schools in 1963), and five extension units.

By 1966, there were 43 institutions with 28,250 full-time equivalent (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. The System had grown rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974–75, growth reached the 33 percent mark. The System continues to grow in enrollments nearly every year, but by much more modest margins. The number of colleges has not increased since Brunswick Community College became the 58th in 1979.

The original legislation placed the Community College System under the purview of the State Board of Education and created a State Department of Community Colleges. In the early years of the System, the State Board of Education Chair was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the General Assembly changed the state control of the System. Provision was made for a separate State Board of Community Colleges. The Board was appointed and organized in 1980, and met several times with the State Board of Education. The new Board assumed full responsibility for the System on January 1, 1981. The Board's first chairperson was Duke Power company executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite and then William

F. Simpson in 1989. In 1993, Lt. Governor Dennis A. Wicker was elected chair and served in this capacity until July of 1999. He was succeeded by retired community college president Dr. G. Herman Porter. Mr. James J. Woody of Roxboro served as chair from 2001 until July 2005, when Progress Energy executive Hilda Pinnix-Ragland succeeded him as chair. The Community College System Office has had six presidents: I. E. Ready (1963–1970), Ben E. Fountain, Jr. (1971–1978), Larry J. Blake (1979–1982), Robert W. Scott (1983–1994), Lloyd V. Hackley (1995–1997), and H. Martin Lancaster (July 1997–present). Charles R. Holloman served in an acting capacity from September 1978 to July 1979.

In 1988, the North Carolina Community College System celebrated its 25th anniversary with a highly successful series of events, including a spectacular concert at the Kennedy Center in Washington, DC, featuring Visiting Artists from the colleges. For the celebration of its 40th anniversary in 2003, the system, with the support of the North Carolina Community Colleges Foundation, created the W. Dallas Herring Leadership Development Institute.

In November of 1987, the State Board established the Commission on the Future of the North Carolina Community College System. The 23-member, blue ribbon panel of business, civic and education leaders was charged with establishing a systemwide agenda for policy and action over the next 25 years. The resulting Commission on the Future report, released in 1989, outlined 33 recommendations for action and change. These recommendations for action and change have served as the foundation of the System planning process since 1989. The influence of the Commission on the Future report is evident in the 2005–2007 System Strategic Plan goals and objectives.

STATE BOARD OF COMMUNITY COLLEGES GOALS

1. **Economic and Workforce Development:** To support North Carolina businesses, industries and citizens in growing the North Carolina economy and to enhance the level of workforce technology by preparing competent workers.
2. **Enrollment Management:** To meet increasing diverse learners' needs through innovative non-traditional and traditional programs.
3. **Accountability in the Use of Technology:** To assess the effective and efficient use of information technology.
4. **Development of Resources:** To account for and equitably distribute appropriations and to continuously analyze and articulate resources necessary to fulfill the North Carolina Community College System mission.

PROGRAMS

The North Carolina Community College System offers a comprehensive range of educational programs to meet the needs of local communities for workforce preparedness and higher academic education, basic educational skills, job retraining, personal growth and development, and community and economic development. These programs are organized under several broad categories.

Curriculum programs are made up of credit courses leading to certificates, diplomas, or associate degrees, which range in length from one semester to two years. Most of the programs offered within the Community College System are designed to prepare individuals for entry level technical positions in business and industry with an associate of applied science degree. Each college also offers credit courses in the arts and sciences leading to an associate degree designed for transfer at the junior level into a senior college or university. Developmental education courses are available for students who need to improve their skills so that they can perform at the level required for college transfer, certificate, diploma and associate degree programs. Developmental education programs consist of courses and support services which include, but are not limited to, diagnostic assessment and placement, tutoring, advising, and writing assistance. These courses do not earn credit toward a degree, diploma or certificate but provide the student with courses for academic readiness.

Another category of programs is continuing education. These non-credit courses may be occupational, academic, or avocational in nature. Some are offered as a categorically-funded community service. Others are designed to upgrade occupational skills and are funded through enrollment driven formulas (see Finance). Each of the colleges also offers instruction in basic academic skills which include Adult Basic Education (K–8 basic literacy skills), Adult High School and GED programs (9–12 academic preparation), Compensatory Education, and English as a Second Language (ESL).

Because of the unique character of community colleges, student services programs play an especially important role in the life of the colleges. Students receive academic, personal and career counseling services, special assessment and placement assistance, help in transition to work and job development, and a variety of other services which are essential to the success of the instructional programs.

Finally, there is a broad effort in specialized programming, often targeting the economic development of the community. The New and Expanding Industry Program, the Focused Industrial Training Centers, and the Small Business Center Network all provide direct consulting and custom training to business and industry to promote their success. The Human Resources Development and Job Training Partnership Act Programs provide services and training specifically targeted to the unemployed and disadvantaged. A variety of other programs connects the colleges uniquely to the needs and aspirations of their communities.

GOVERNANCE

The State of North Carolina has assigned the 58 public community colleges to the State Board of Community Colleges. The Board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the System. The North Carolina Community College System Office serves as a resource agency and an administrative arm of the State Board. In 1999, the General Assembly officially changed the System Office name from the Department of Community Colleges to the North Carolina Community College System Office.

The State Board is responsible solely for the Community College System and is not under the domain of any other board or commission. Members of the State Board are selected by the Governor and the General Assembly. Members represent business, industry, education, and government.

The Board consists of 21 members. The Lieutenant Governor and the State Treasurer are ex officio members. The Governor appoints 10 members, four from the state at large and one from each of the six trustee regions. Four are elected by the Senate and four more by the House. The president or vice president of the North Carolina Comprehensive Community College Student Government Association serves as an ex officio member. Terms are staggered and expire every odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

The Board meets at least ten times per year to evaluate the recommendations of the System Office, to set policy for the System, and to oversee its operation. Members elect a board chair to serve as the Board's leader, spokesperson, and presiding officer. The Chair is responsible for projecting the public image of the Board and providing positive leadership.

The System Office, headed by the System President, provides state-level administration and leadership of the Community College System under the direction of the State Board of Community Colleges.

The State Board has three major functions: (1) equitable distribution of funds and fiscal accountability, (2) establishing and maintaining state priorities, and (3) educational program approval and accountability. Through the exercise of its authority in these areas, the State Board can recommit the System to existing policies or alter the direction of the System through changes in policy.

As part of its administrative function, the System Office provides support services for the various program offerings such as nursing, agriculture, and business. The System President's staff assists staff at the colleges by helping to develop and implement curriculums and other programs and by providing technical assistance in a range of areas. The System Office provides other services for the System that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the colleges operates under a board of trustees. Each board is composed of a minimum of twelve citizens from the service area in which the college is located. The president or chairman of the executive board of the student body serves as an ex officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school

board and the board of commissioners of the administrative area of the institution. Four members are appointed by the Governor.

The board of trustees sets local policy. The local board elects and the State Board approves selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, may be made by the president. All personnel employed at the colleges are employees of the college and not of the State of North Carolina.

FUNDING

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the colleges in accordance with the policies and regulations of the Board. The State Board has delegated authority to the local trustees to disburse the funds within these policies and regulations.

Sources of funding include state, federal, and local government as well as tuition. For 2006–07 the tuition rate is \$39.50 per semester hour and \$632.00 maximum tuition charge per semester for in-state students. For out-of-state students, the tuition is \$219.50 per semester hour and \$3,512.00 maximum charge per semester.

State funds may be used by community colleges for current operating expenses, equipment, library books, acquisition of land and capital construction.

Local funds must be used for operating and maintaining facilities or to supplement any state budget item.

The percentages of funding origination for 2006–07 are as follows:

State	69.1%
Local	12.7%
Tuition	12.5%
Federal	2.4%
Other	3.3%

These funds are deposited into the State Treasury. The largest portion is allocated to the colleges based on a formula adopted by the State Board. This formula is stated in Title 23 2D.0300 of the North Carolina Administrative Code (APA). Other funds are appropriated by the legislature and federal government for special purposes.

The State Board allocates the funds to the local boards of trustees which are responsible for using these funds in accordance with State Board policies and state and federal laws and regulations.

It is the intent of the System to minimize the out-of-pocket expense to students. For that reason, tuition is kept as low as possible. In addition, state and federal aid is provided by grants, loans, and scholarships. Many private companies have established scholarship funds at the local and state level.

The Community College System Office audits the enrollment records of the colleges, and the State Auditor's office audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period revert to the general treasury and are available to the Legislature for reappropriation.

THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.

The Need

The System relies primarily on state, local, and federal governmental units and tuition/fees for both operating and capital investment funds. In the early years of the System's history, traditional funding sources were adequate. During the 1970s and 1980s, increased competition for state and local funds, inflation, the need to update programs and equipment, and demographic changes eroded the System's financial base of support.

As the System matured, all 58 community colleges established foundations for the purpose of raising funds from private sources to support a variety of activities and local projects.

The Community College System also realized a need to attract support from large companies and corporations whose presence in North Carolina is pervasive and not related to any particular college. Thus, the NCCCF was established as an avenue to large donors who depend on the Community College System for many of their employees. It is important to note that the NCCCF is not a competitor with local institutional foundations. Rather it is a resource to be used in increasing local support. After several years of inactivity, the Foundation was reorganized in 1998 under the leadership of a Board of Directors recruited from the state's top business, government, and education leaders.

The Foundation Purposes

The North Carolina Community Colleges Foundation, Inc. was chartered on September 11, 1986 as a nonprofit charitable corporation and has a 501(c)(3) designation by the Internal Revenue Service. A board of directors manages the foundation.

The purposes of the foundation are to:

- Support the mission of the Community College System and to foster and promote the growth, progress, and general welfare of the System.
- Support programs, services, and activities of the Community College System which promote the mission of the System.
- Support and promote excellence in administration and instruction throughout the System.
- Foster quality in programs and encourage research to support long-range planning in the System.
- Provide an alternative vehicle for contributions of funds to support programs, services, and activities that are not being funded adequately through traditional resources.
- Broaden the base of the Community College System's support.

- Lend support and prestige to fund-raising efforts of the institutions in the System.
- Communicate to the public the System's mission and responsiveness to local needs.

Foundation Activities

One of the most important activities of the Foundation is funding of fellowships to the W. Dallas Herring Leadership Institute, which prepares outstanding senior executives in North Carolina's community colleges to become community college presidents.

The Foundation sponsors statewide awards, which include cash gifts, to recognize outstanding leadership in the North Carolina Community College System, including:

- The Excellence in Teaching Award, presented by the State Board of Community Colleges and endowed by RJ Reynolds.
- The Staff Person of the Year Award, endowed by BB & T.
- The President of the Year Award, endowed by Wachovia.

The Foundation also assists in funding special events involving the whole system, including the annual Day of Recognition and the Academic Excellence Awards Luncheon honoring the top students from each community college.

The Foundation manages a number of scholarship funds, including the GSK North Carolina Teacher Preparation Endowment. From time to time, the Foundation also awards grants for specific purposes, including innovation and professional development, to individual community colleges.

SERVICE AREA ASSIGNMENTS

Philosophy

Service areas were established in order to control the offering of courses by a community college in specific geographic areas. The assignments do not regulate or establish attendance areas. Citizens may enroll in any course at any college they choose.

Purpose

The purpose of service area assignments is to assign specific geographic areas for all colleges, thereby assigning the authority and responsibility for providing courses in a county other than the one in which the college is located. The assignments also include a coordination procedure, whereby a college may offer courses in another college's service area when there is mutual consent and written agreement (Title 23 2C.0100 of the North Carolina Administrative Code).

COLLEGE	SERVICE AREA (See Special Provisions 1–7, p. 16)
Alamance CC	Alamance
Asheville-Buncombe TCC	Buncombe, Madison
Beaufort County CC	Beaufort, Hyde, Tyrrell, Washington ⁷
Bladen CC	Bladen
Blue Ridge CC	Henderson, Transylvania
Brunswick CC	Brunswick
Caldwell CC & TI	Caldwell, Watauga
Cape Fear CC	New Hanover, Pender
Carteret CC	Carteret
Catawba Valley CC	Alexander, Catawba ⁵
Central Carolina CC	Chatham, Harnett, Lee

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Central Piedmont CC	Mecklenburg
Cleveland CC	Cleveland
Coastal Carolina CC	Onslow
College of The Albemarle	Camden, Chowan, Currituck, Dare, Gates Pasquotank, Perquimans,
Craven CC	Craven
Davidson County CC	Davidson, Davie ⁴
Durham TCC	Durham, Orange
Edgecombe CC	Edgecombe
Fayetteville TCC	Cumberland
Forsyth TCC	Forsyth, Stokes
Gaston College	Gaston, Lincoln
Guilford TCC	Guilford
Halifax CC	Halifax, Northampton (Townships of Gaston, Occoneechee, Pleasant Hill, and Seaboard)
Haywood CC	Haywood
Isothermal CC	Polk, Rutherford
James Sprunt CC	Duplin
Johnston CC	Johnston
Lenoir CC	Greene, Jones, Lenoir
Martin CC	Bertie (Townships of Indian Woods, Merry Hill), Martin, Washington ^{1,7}
Mayland CC	Avery, Mitchell, Yancey
McDowell CC	McDowell

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Mitchell CC	Iredell ⁵
Montgomery CC	Montgomery
Nash CC	Nash
Pamlico CC	Pamlico
Piedmont CC	Caswell, Person ³
Pitt CC	Pitt
Randolph CC	Randolph
Richmond CC	Richmond, Scotland
Roanoke-Chowan CC	Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Hertford, Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee) ¹
Robeson CC	Robeson
Rockingham CC	Rockingham
Rowan-Cabarrus CC	Cabarrus, Rowan ²
Sampson CC	Sampson
Sandhills CC	Hoke, Moore
South Piedmont CC	Anson, Union ⁶
Southeastern CC	Columbus
Southwestern CC	Jackson, Macon, Swain
Stanly CC	Stanly
Surry CC	Surry, Yadkin
Tri-County CC	Cherokee, Clay, Graham
Vance-Granville CC	Franklin, Granville, Vance, Warren

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Wake TCC	Wake
Wayne CC	Wayne
Western Piedmont CC	Burke
Wilkes CC	Alleghany, Ashe, Wilkes
Wilson TCC	Wilson

Special Provisions

1. Bertie County is divided between Roanoke-Chowan CC and Martin CC as stated in the service area assignments. In the case of offering courses within the town or township of Windsor, Martin CC has exclusive authority for offering curriculum and adult basic education courses, and both Martin CC and Roanoke-Chowan CC are authorized to offer other continuing education courses.
2. Cabarrus County is assigned to Rowan-Cabarrus CC which is authorized to offer all courses.
3. Caswell County is assigned to Piedmont CC which is authorized to offer all courses in Caswell County.
4. Davie County is assigned to Davidson County CC which is authorized to offer all courses in Davie County.
5. Catawba Valley CC is authorized to continue offering the furniture training program at the Iredell Prison Unit. This exception shall be re-examined periodically by the System President with his findings reported to the State Board.
6. South Piedmont CC is a multicampus community college authorized to serve Anson and Union Counties.
7. Martin CC is authorized to offer in Washington County all adult basic education, adult high school/GED, fire training, emergency medical training, and in-plant training.

Revised February 2002

STATE-LEVEL STRATEGIC PLANNING

The North Carolina Community College System maintains a biennial system-level strategic plan, approved by the State Board of Community Colleges and developed with comprehensive environmental data and substantive stakeholder input.

The NCCCS state-level plan sets the strategic direction for the System, supports the ongoing effectiveness of individual NCCCS institutions, provides a framework for legislative budget requests, and is designed to achieve several key purposes:

1. Identifying specific and critical issues and trends that have the potential to either prevent or permit effective achievement of the NCCCS mission.
2. Developing conceptual and technical solutions to address the impact of identified critical issues.
3. Acquiring adequate resources to support developed solutions.

After a review of past and current planning processes, the NCCCS initiated several changes aimed at improving the utility and timeliness of its planning efforts in 2005. Environmental scanning was broadened to include representatives from all internal as well as external stakeholder groups, the planning calendar was adjusted and synchronized to take better advantage of the Legislature's budgeting cycle, and a formal review cycle was instituted.

The State Board of Community Colleges approved the first NCCCS Strategic Plan developed under the improved process in April 2006. The primary components of the 2007 NCCCS Strategic Plan are accessible at <http://www.ncccommunitycolleges.edu/Planning/index.html>.

Planning Assumptions: Developed after a comprehensive literature review of environmental trends combined with input from internal and external experts-in-field, the Planning Assumptions provide context and set the tone for the 2007-09 Strategic Plan by projecting what future trends and issues NCCCS institutions can expect.

Critical Issues: Culled from the Planning Assumptions by a representative Planning Council of key internal and external stakeholders, the 2007-09 Strategic Plan identifies five Critical Issues that have potential for affecting the ability of the System Office and NCCCS institutions to effectively achieve their collective missions.

COLLEGE-LEVEL PLANNING

While state-level planning supports the collective mission of all 58 NCCCS institutions, individual colleges are responsible for developing planning and evaluation systems that support local interests and comply with requirements established by the North Carolina General Assembly, the Southern Association of Colleges and Schools (SACS), and the State Board of Community Colleges, which include the following:

- **Institutional Effectiveness Plan Mandate – North Carolina General Assembly:** In its 1989 session, the North Carolina General Assembly adopted a provision (S.L.1989; C.752; S.80) which mandates that, *Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the 'Critical Success Factors' list.*

- **Principles of Accreditation – Commission on Colleges, Southern Association of Colleges & Schools:** Core Requirement 2.5 of the COC *Principles of Accreditation* stipulates that colleges are to *engage in ongoing, integrated, and institution-wide research-based planning and evaluation process that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.*
- In addition, Core Requirement 2.12 requires that all colleges seeking Reaffirmation of Accreditation must engage in developing a Quality Enhancement Plan (QEP), which is to be a course of action for institutional improvement that addresses an issue critical to enhancing educational quality and directly related to student learning and which is part of ongoing planning and evaluation processes. (Specific information on SACS Principles/Philosophy of Accreditation, Core Requirements and Comprehensive Standards is located at <http://www.sacscoc.org>. Additional SACS-related information is also available on the System Office Web site at the following URL: <http://www.ncccs.cc.nc.us/SACS/>.)

INSTITUTIONAL EFFECTIVENESS PLAN GUIDELINES

In 1999, the State Board approved Institutional Effectiveness Plan Guidelines establishing minimum conditions for meeting the state and federal requirements outlined above. College compliance with these approved guidelines is monitored by NCCCS Audit Services staff in conjunction with the annual audit process. Auditors review college plans for general currency and to ensure that any special General Assembly and State Board planning mandates are being observed. College plans are not evaluated for total quality or content, responsibilities that instead are entrusted to individual colleges and the Southern Association of Colleges and Schools.

The following Institutional Effectiveness Plan Guidelines outline the minimum requirements deemed necessary by the State Board of Community Colleges to meet required state and federal mandates. Please note that guidelines are intentionally general in order to allow maximum flexibility for colleges to develop plans best suited for individual institutional situations. Likewise, colleges are encouraged to expand and build upon these guidelines.

1. All colleges must develop and implement an annual planning process that results in an institutional effectiveness plan. Colleges have the flexibility to develop biennial plans as long as a process of annual review and revision is in place. It is expected that each college will follow the principles of good planning.
2. College plans should address, where appropriate, System identified critical issues, goals and objectives as set forth in the NCCCS Strategic Plan. Information about the most recent System-level Plan is available at <http://www.ncccommunitycolleges.edu/Planning/index.html>.
3. Colleges must address any special planning mandates of the General Assembly or the State Board of Community Colleges in their plan unless other processes are developed by the System Office to meet those mandates. Currently planning mandates are in place for Technology and Diversity Plans.
4. Compliance with the institutional effectiveness plan mandate will be determined by the Audit Services staff as part of the annual audit process. The audit staff will determine the currency of the college's plan and that colleges are responding to any special planning mandates

of the General Assembly and the State Board of Community Colleges. The role of the audit staff will be to determine if the college has an ongoing planning process in place and has addressed state mandates where required. The audit staff will not analyze the plans for content or principles of good planning. This responsibility lies with the college and with the Southern Association of Colleges and Schools. Colleges will no longer be required to submit an institutional effectiveness plan to the System Office.

5. The Planning and Research Section of the North Carolina Community College System Office will continue to provide technical assistance to the colleges in the area of planning when requested.
6. These guidelines will be implemented in the 1999-2000 academic year.

CRITICAL SUCCESS FACTORS

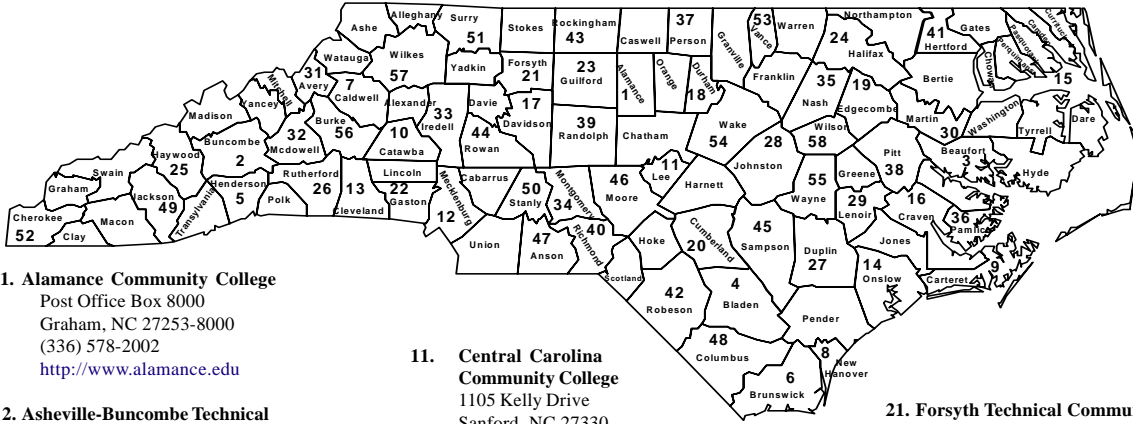
The State Board of Community Colleges has adopted a set of five Critical Success Factors with 42 related performance measures, which assess the overall performance of the System. The 1989 General Assembly mandate requiring Institutional Effectiveness Plans stipulates that colleges develop plans that provide for collection of Critical Success Factors data.

- Core Indicators of Student Success
- Workforce Development
- Diverse Populations Learning Needs
- Resources
- Technology

System and college-level data are collected on 42 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board of Community Colleges and the General Assembly in April 1990. The current Critical Success Factors report can be found at the following URL:

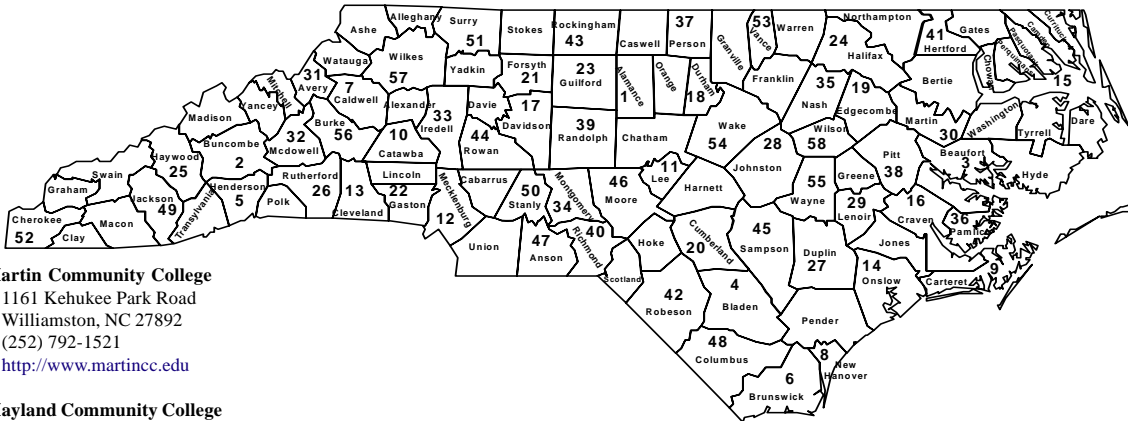
<http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2006.pdf>.

North Carolina Community College System



- 1. Alamance Community College**
 Post Office Box 8000
 Graham, NC 27253-8000
 (336) 578-2002
<http://www.alamance.edu>
- 2. Asheville-Buncombe Technical Community College**
 340 Victoria Road
 Asheville, NC 28801
 (828) 254-1921
<http://www.abtech.edu>
- 3. Beaufort County Community College**
 Post Office Box 1069
 5337 Highway 264 East
 Washington, NC 27889
 (252) 946-6194
<http://www.beaufortcc.edu>
- 4. Bladen Community College**
 Post Office Box 266
 Dublin, NC 28332
 (910) 879-5500
<http://www.bladen.cc.nc.us>
- 5. Blue Ridge Community College**
 180 West Campus Drive
 Flat Rock, NC 28731
 (828) 694-1700
<http://www.blueridge.edu>
- 6. Brunswick Community College**
 Post Office Box 30
 Supply, NC 28462
 (910) 755-7300
<http://www.brunswick.cc.nc.us>
- 7. Caldwell Community College and Technical Institute**
 2855 Hickory Boulevard
 Hudson, NC 28638
 (828) 726-2200
<http://www.ccciti.edu>
- 8. Cape Fear Community College**
 411 North Front Street
 Wilmington, NC 28401
 (910) 362-7000
<http://www.cfcc.edu>
- 9. Carteret Community College**
 3505 Arendell Street
 Morehead City, NC 28557-2894
 (252) 222-6000
<http://www.carteret.edu>
- 10. Catawba Valley Community College**
 2550 Highway 70, Southeast
 Hickory, NC 28602
 (828) 327-7000
<http://www.cvcc.edu>
- 11. Central Carolina Community College**
 1105 Kelly Drive
 Sanford, NC 27330
 (919) 775-5401
<http://www.cccc.edu>
- 12. Central Piedmont Community College**
 Post Office Box 35009
 Charlotte, NC 28235
 (704) 330-2722
<http://www.cpcc.edu>
- 13. Cleveland Community College**
 137 South Post Road
 Shelby, NC 28152-6296
 (704) 484-4000
<http://www.clevelandcommunitycollege.edu>
- 14. Coastal Carolina Community College**
 444 Western Boulevard
 Jacksonville, NC 28546-6899
 (910) 455-1221
<http://www.coastalcarolina.edu>
- 15. College of The Albemarle**
 Post Office Box 2327
 Elizabeth City, NC 27909-2327
 (252) 335-0821
<http://www.albemarle.edu>
- 16. Craven Community College**
 800 College Court
 New Bern, NC 28562
 (252) 638-4131
<http://www.cravenc.edu>
- 17. Davidson County Community College**
 Post Office Box 1287
 Lexington, NC 27295
 (336) 249-8186
<http://www.davidson.cc.nc.us>
- 18. Durham Technical Community College**
 1637 Lawson Street
 Durham, NC 27703
 (919) 686-3300
<http://www.durhamech.edu>
- 19. Edgecombe Community College**
 2009 West Wilson Street
 Tarboro, NC 27886
 (252) 823-5166
<http://www.edgecombe.edu>
- 20. Fayetteville Technical Community College**
 Post Office Box 35236
 Fayetteville, NC 28303-0236
 (910) 678-8400
<http://www.faytechcc.edu>
- 21. Forsyth Technical Community College**
 2100 Silas Creek Parkway
 Winston-Salem, NC 27103-5197
 (336) 723-0371
<http://www.forsythtech.edu>
- 22. Gaston College**
 201 Highway 321, South
 Dallas, NC 28034-1499
 (704) 922-6200
<http://www.gaston.edu>
- 23. Guilford Technical Community College**
 Post Office Box 309
 Jamestown, NC 27282
 (336) 334-4822
<http://www.gtcc.edu>
- 24. Halifax Community College**
 Post Office Drawer 809
 Weldon, NC 27890
 (252) 536-4221
<http://www.halifaxcc.edu>
- 25. Haywood Community College**
 185 Freedlander Drive
 Clyde, NC 28721
 (828) 627-2821
<http://www.haywood.edu>
- 26. Isothermal Community College**
 Post Office Box 804
 Spindale, NC 28160
 (828) 286-3636
<http://www.isothermal.edu>
- 27. James Sprunt Community College**
 Post Office Box 398
 Kenansville, NC 28349-0398
 (910) 296-2400
<http://www.sprunt.com>
- 28. Johnston Community College**
 Post Office Box 2350
 Smithfield, NC 27577
 (919) 934-3051
<http://www.johnstoncc.edu>
- 29. Lenoir Community College**
 Post Office Box 188
 Kinston, NC 28502-0188
 (252) 527-6223
<http://www.lenoircc.edu>

North Carolina Community College System

**30. Martin Community College**

1161 Kehukee Park Road
Williamston, NC 27892
(252) 792-1521
<http://www.martincc.edu>

31. Mayland Community College

200 Mayland Drive
Post Office Box 547
Spruce Pine, NC 28777
(828) 765-7351
<http://www.mayland.edu>

32. McDowell Technical Community College

54 College Drive
Marion, NC 28752
(828) 652-6021
<http://www.mcdowelltech.edu>

33. Mitchell Community College

500 West Broad Street
Statesville, NC 28677
(704) 878-3200
<http://www.mitchellcc.edu>

34. Montgomery Community College

1011 Page Street
Troy, NC 27371
(910) 576-6222
<http://www.montgomery.edu>

35. Nash Community College

522 N. Old Carriage Road
Rocky Mount, NC 27804-0488
(252) 443-4011
<http://www.nashcc.edu>

36. Pamlico Community College

Post Office Box 185
Grantsboro, NC 28529
(252) 249-1851
<http://www.pamlico.cc.nc.us>

37. Piedmont Community College

Post Office Box 1197
Roxboro, NC 27573
(336) 599-1181
<http://www.piedmontcc.edu>

38. Pitt Community College

Post Office Drawer 7007
Greenville, NC 27835-7007
(252) 321-4200
<http://www.pittcc.edu>

39. Randolph Community College

Post Office Box 1009
Asheboro, NC 27204-1009
(336) 633-0200
<http://www.randolph.edu>

40. Richmond Community College

Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000
<http://www.richmondcc.edu>

41. Roanoke-Chowan Community College

109 Community College Road
Ahoskie, NC 27910-9522
(252) 862-1200
<http://www.roanokechowan.edu>

42. Robeson Community College

Post Office Box 1420
Lumberton, NC 28359
(910) 272-3700
<http://www.robeson.cc.nc.us>

43. Rockingham Community College

Post Office Box 38
Wentworth, NC 27375-0038
(336) 342-4261
<http://www.rockinghamcc.edu>

44. Rowan-Cabarrus Community College

Post Office Box 1595
Salisbury, NC 28145-1595
(704) 637-0760
<http://www.rowancabarrus.edu>

45. Sampson Community College

Post Office Box 318, Hwy 24 West
Clinton, NC 28329-0318
(910) 592-8081
<http://www.sampsoncc.edu>

46. Sandhills Community College

3395 Airport Road
Pinehurst, NC 28374
(910) 692-6185
<http://www.sandhills.edu>

47. South Piedmont Community College

Post Office Box 126
Polkton, NC 28135
(704) 272-5300
<http://www.spcc.edu>

48. Southeastern Community College

Post Office Box 151
Whiteville, NC 28472
(910) 642-7141
<http://www.sccnc.edu>

49. Southwestern Community College

447 College Drive
Sylva, NC 28779
(800) 447-4091
<http://www.southwesterncc.edu>

50. Stanly Community College

141 College Drive
Albemarle, NC 28001
(704) 982-0121
<http://www.stanly.edu>

51. Surry Community College

630 South Main Street
Dobson, NC 27017
(336) 386-8121
<http://www.surry.edu>

52. Tri-County Community College

4600 East U.S. 64
Murphy, NC 28906
(828) 837-6810
<http://www.tricountycc.edu>

53. Vance-Granville Community College

Post Office Box 917
Henderson, NC 27536
(252) 492-2061
<http://www.vgcc.edu>

54. Wake Technical Community College

9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400
<http://www.waketech.edu>

55. Wayne Community College

Post Office Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
<http://www.waynec.edu>

56. Western Piedmont Community College

1001 Burkemont Avenue
Morganton, NC 28655
(828) 438-6000
<http://www.wpcc.edu>

57. Wilkes Community College

Post Office Box 120
Wilkesboro, NC 28697
(336) 838-6100
<http://www.wilkescc.edu>

58. Wilson Technical Community College

Post Office Box 4305
Wilson, NC 27893-0305
(252) 291-1195
<http://www.wilsontech.edu>

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CURRICULUM PROGRAMS

The North Carolina Community College System offerings exceed twenty-two hundred curriculum programs under more than two hundred fifty curriculum titles. Programs are offered at the certificate, diploma and the associate of applied science degree levels.

Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester for a full-time student. Associate degree level courses within a certificate program may also be applied toward a diploma or an associate of applied science degree.

Diploma programs range from 36 to 48 semester hour credits and can usually be completed within two semesters and one summer term for a full-time student. Associate degree level courses within a diploma program may also be applied toward an associate of applied science degree.

Most curriculum programs lead to an associate of applied science degree. Associate of applied science degree programs range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. In addition to technical/major course work, associate of applied science degree programs require a minimum of 15 semester hour credits of general education. General education requirements include course work in communications, humanities/fine arts, social/behavioral sciences and natural sciences/mathematics.

New programs are established as a response to local and regional labor market needs and student demand. Each program is approved by the State Board of Community Colleges following a regular curriculum approval process for applications submitted by individual community colleges. Curriculums are designed and developed by the applying college with input from employers and advisory committee members. Many programs being offered are of regional interest and may be offered by only one or a small number of colleges within the System.

Associate in Arts, Associate in Fine Arts, and Associate in Science

Community colleges offer college transfer programs through the associate in arts, associate in fine arts, and associate in science degrees. The associate in arts and the associate in science programs are part of the Comprehensive Articulation Agreement (CAA). This agreement addresses the transfer of students between institutions in the North Carolina Community College System and the constituent institutions of the University of North Carolina. The CAA also provides guidance for students seeking an AFA degree.

Associate in General Education

General education programs are designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year general education program provides students opportunities to study English, literature, fine arts, philosophy, social science, and science and mathematics at the college level. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. The associate in general education degree is offered by 49 of the colleges.

CC—COMMUNITY COLLEGE TCC—TECH. COM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (A10300)	COLLEGE TRANSFER
Alamance CC	✓	✓
Asheville–Buncombe TCC		✓
Beaufort County CC	✓	✓
Bladen CC	✓	✓
Blue Ridge CC	✓	✓
Brunswick CC		✓
Caldwell CC & TI		✓
Cape Fear CC	✓	✓
Carteret CC		✓
Catawba Valley CC	✓	✓
Central Carolina CC	✓	✓
Central Piedmont CC	✓	✓
Cleveland CC	✓	✓
Coastal Carolina CC	✓	✓
College of The Albemarle	✓	✓
Craven CC	✓	✓
Davidson County CC	✓	✓
Durham TCC	✓	✓
Edgecombe CC	✓	✓

CC—COMMUNITY COLLEGE TCC—TECH. COMM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (A10300)	COLLEGE TRANSFER
Fayetteville TCC	✓	✓
Forsyth TCC		✓
Gaston College	✓	✓
Guilford TCC	✓	✓
Halifax CC	✓	✓
Haywood CC	✓	✓
Isothermal CC	✓	✓
James Sprunt CC	✓	✓
Johnston CC	✓	✓
Lenoir CC		✓
Martin CC	✓	✓
Mayland CC	✓	✓
McDowell TCC	✓	✓
Mitchell CC	✓	✓
Montgomery CC	✓	✓
Nash CC	✓	✓
Pamlico CC	✓	✓
Piedmont CC	✓	✓
Pitt CC	✓	✓
Randolph CC	✓	✓
Richmond CC	✓	✓
Roanoke-Chowan CC	✓	✓
Robeson CC	✓	✓
Rockingham CC	✓	✓
Rowan–Cabarrus CC		✓
Sampson CC	✓	✓
Sandhills CC	✓	✓
South Piedmont CC	✓	✓
Southeastern CC	✓	✓
Southwestern CC	✓	✓
Stanly CC		✓
Surry CC	✓	✓
Tri-County CC	✓	✓
Vance-Granville CC	✓	✓
Wake TCC	✓	✓
Wayne CC		✓
Western Piedmont CC	✓	✓
Wilkes CC	✓	✓
Wilson TCC	✓	✓

ACCREDITING AGENCIES OF CURRICULUM PROGRAMS

Accreditation Board for Engineering and Technology, Inc.
Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association
American Bar Association
American Board of Funeral Service Education
American Culinary Federation
American Institute of Banking
American Society of Health System Pharmacists
American Veterinary Medical Associates, Committee on Veterinary Technician Education and Activities
American Welding Society
Commission on Accreditation of Allied Health Education Programs
 Joint Review Committee on Education in Cardiovascular Technology*
 Joint Review Committee on Education in Diagnostic Medical Sonography*
 Joint Review Committee on Education in Radiologic Technology*
 Joint Review Committee on Educational Programs for the EMT–Paramedic*
 Joint Review Committee on Educational Programs in Nuclear Medicine Technology*
Commission on Accreditation of Physical Therapy Education
Commission on Accreditation for Health Information and Information Management
Commission on Accreditation for Polysomnography
Commission on Dental Accreditation of the American Dental Association
Commission on Massage Therapy Accreditation
Commission on Opticianry Accreditation
Committee on Accreditation for Physical Therapy Education
Committee on Accreditation for Respiratory Care
Federal Aviation Administration
National Accrediting Agency for Clinical Laboratory Sciences
National Association for the Education of Young Children/Associate Degree Accreditation
National Association of Industrial Technology
National Automotive Technicians Education Foundation
National Institute of Automotive Service Excellence
National League for Nursing Accrediting Commission, Inc.
North American Wildlife Technology Association
North Carolina Board of Barber Examiners*
North Carolina Board of Funeral Service*
North Carolina Board of Nursing*
North Carolina Criminal Justice Education and Training Standards Commission
North Carolina Real Estate Commission
North Carolina Real Estate Appraisal Board
North Carolina State Board of Cosmetic Arts*
North Carolina State Board of Mortuary Science*
Partnership for Air-Conditioning and Refrigeration
Society of American Foresters
Southern Association of Colleges and Schools
Technological Advisory Council

*Gives approval not accreditation.

ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGES

Role Statement

The community colleges and public schools of North Carolina collaborate to provide flexible, seamless, student-centered educational opportunities for all North Carolina high school students, which maximize the use of resources and educational opportunities not otherwise accessible.

Purpose and Objectives

Cooperative programming efforts between public and non-public agencies responsible for providing educational programs and services are intended to foster the effective utilization of available resources and to provide for more comprehensive educational opportunities. Such programming is intended to enhance educational choices for high school students. Cooperative program agreements between community colleges and high schools have been developed in accordance with this premise, and the resulting plans for offering courses reflect this philosophy.

Cooperative programming is accomplished through a wide array of articulation initiatives that facilitate effective and appropriate planning for the enrollment of high school students authorized initially by the *Huskins Bill*, the *State Board of Community Colleges' concurrent enrollment policies*, and *Intellectually Gifted and Mature Students policies and procedures*. In 2005-2006, the North Carolina Community Colleges provided courses to 7,297 concurrently enrolled students and 14,552 Huskins Bill students.

The objectives of these programs are:

- (1) to provide an opportunity for high school students to participate in college courses not otherwise available;
- (2) to enhance the motivation and achievement of high school students;
- (3) to encourage high school students to utilize post secondary opportunities as a means for pursuing lifelong educational and training goals; and,
- (4) to maximize the use of State resources while not duplicating course offerings.

Currently, NC community colleges are working collaboratively to provide Early College High School on higher education campuses to assist with high school reform. Promising high school students with potential to master college level work are selected to attend. Twenty-nine (29) community colleges have planning or implementation grants to operate 32 sites for 2005-2006. These high schools receive assistance from the Bill and Melinda Gates Foundation through the North Carolina New Schools Project under the leadership of the NC Education Cabinet.

BASIC SKILLS

The mission of the Basic Skills program is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary school education. The system provides educational opportunities for adults to improve their reading, writing, mathematics, and communication skills through five major program components.

Adult Basic Education (ABE)—A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job or in the family.

General Educational Development (GED)—A program of instruction designed to prepare adult students to pass the GED tests that lead to a high school diploma equivalency.

Adult High School (AHS)—A program of instruction offered cooperatively with local public school systems to help adults earn an Adult High School Diploma.

English Literacy/English as a Second Language (ESL)—A program of instruction designed to help adults who have limited English proficiency achieve competence in the English language.

Compensatory Education (CED)—A program to compensate adults with mental retardation who have not had an education or who have received an inadequate one. The program requires specialized diagnosis and consists of a specially designed curriculum.

The main emphasis of the Basic Skills program is helping all individuals gain the competencies and skills they need to function effectively in society; therefore, even students who have a high school diploma may enroll in Basic Skills. Students with a high school diploma are allowed to enroll in Adult Basic Education (ABE) if their skills are below high school level. A **limited** number of adults who score at the high school level may also be served, especially in workplace or family literacy classes. HSG* (High School Graduate) is the designation for students with a high school diploma who enroll in AHS or GED programs. Students must be placed in these programs by a placement test.

ENROLLMENT

YEAR	ESL	ABE	AHS	GED	CED	HSG*	TOTAL
2001–02	41,672	82,294	9,554	23,569	**	5,125	158,658
2002–03	37,448	77,382	8,350	17,437	**	3,886	144,503
2003–04	36,708	77,509	7,661	16,774	**	2,237	140,889
2004–05	36,883	77,708	7,090	16,543	**	1,795	140,019
2005–06	35,258	75,793	6,772	16,258	**	1,811	135,892

* High School Graduate (HSG) is the designation for students with a high school diploma who enroll in AHS or GED programs.

** Compensatory Education (CED) while still a program is no longer considered an educational functioning level in Basic Skills. Students enrolled in the CED program are tested and placed in one of the other programs/levels shown.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

The purpose of the Carl D. Perkins Vocational and Technical Education Act is to make the United States more competitive in the world economy by developing more fully the academic, vocational, and technical skills of students who enroll in vocational and technical education programs. This is achieved through concentrating resources on improving educational programs and services that lead to academic and occupational skill competencies needed to work in a technologically advanced society.

This Act provides federal resources to support programs and activities that strengthen student skills, promote integration of academic and vocational instruction, expand the use of technology, provide professional development, and increase opportunities for special populations students.

Key elements of the Act:

- Requires 85% of the available funds be allocated to local community colleges by a formula based upon the number of Pell Grant recipients in a college as a percentage of such recipients in the System.
- Places major emphasis on providing strong academic and vocational competencies, integrating instruction, providing professional development, and expanding the use of technology in the classroom.
- Maintains emphasis on providing services for students who are members of a special population (persons with disabilities, economically disadvantaged persons, individuals preparing for non-traditional training and employment, single parents, displaced homemakers, and individuals with other barriers to educational achievement including individuals with limited English proficiency).
- Provides greater accountability by requiring the measurement of student achievement against established core indicators of performance.
- Maintains funding for Tech Prep through Title II of the Act. A Tech Prep program combines two years of secondary education with a minimum of two years postsecondary education in a nonduplicative, sequential course of study. The program integrates academic and vocational instruction, utilizes work-based learning, builds student competence in math, science, reading, writing, communications, economics, and workplace skills, and leads to an associate or baccalaureate degree, postsecondary certificate, and/or placement in appropriate employment or further education.

COMMUNITY SERVICE

Community service programs are designed to provide courses, seminars and activities that (1) contribute to the community's overall cultural, civic and intellectual growth; and (2) assist adults in the development of new personal or leisure skills or the upgrading of existing ones.

Community Service Courses—Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs.

Cultural and Civic Activities—The cultural and civic, and intellectual growth component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

Each college must address community service programs in the colleges' institutional effectiveness plan, which is submitted annually to the System Office.

CORRECTIONAL EDUCATION

Correctional education includes classes offered by the North Carolina Community College System (NCCCS) to inmates in Department of Correction (DOC) prisons, federal prisons and local jails.

In 2005–06, 47 community colleges offered instruction to students in a prison setting.

CORRECTIONAL EDUCATION ENROLLMENT

	2001–02	2002–03	2003–04	2004–05	2005–06
Continuing Education:					
Headcount (Duplicated)	47,557	43,864	43,332	42,716	44,349
FTE	4,371	4,241	4,175	4,340	4,283
Curriculum:					
Headcount (Duplicated)	21,192	18,624	19,747	20,133	20,541
FTE	2,803	2,386	2,633	2,746	2,783

Community College Education in North Carolina's Correctional Facilities

In September 1994, the State Board adopted “A Plan for Appropriate Community College Education in North Carolina's Correctional Facilities” (now called the Correctional Education Plan or CEP). The plan addressed the specific legislative concerns of high inmate mobility and low student completion rates.

The cornerstone of the CEP is the matrix classification system, a joint North Carolina Community College System/Department of Correction initiative designed to increase student completion rates by ensuring that course and program lengths are appropriate for the inmate population at any given prison unit.

Under the matrix system, the Department of Correction assigns each unit to one of five matrix categories which define educational programming options at the units. Local college and prison officials use a prison's matrix category to guide course planning. The State Board of Community Colleges and DOC officials use the matrix categories as the first criterion when considering course approvals for a correctional facility.

Correctional education is defined as follows:

Correctional education provided through the NCCCS shall be for the purpose of providing appropriate basic skills, occupational continuing education, and vocational, technical and post-secondary academic education that enables inmates to enhance and maintain their personal growth and development in order that they function effectively in prison and upon returning to the community. All courses and programs provided through the NCCCS shall be appropriate to these purposes and shall not be designed for population control, therapy, recreation, production processes of the enterprise operations of the correctional facility, or other purposes which may be legitimate objectives of DOC program efforts.

DISTANCE LEARNING

The North Carolina Community College System (NCCCS) utilizes distance learning technologies, including telecourses, interactive video and Web-based courses, to provide students across the state with increased access to training and education.

Distance learning (DL) enrollments have risen significantly since online course delivery began to augment telecourse and videoconference courses. Moreover, an increasing number of community colleges prefer distance learning courses as the following chart indicates.

Growth and Importance of Distance Learning

Currently, all 58 North Carolina community colleges provide distance learning courses in an attempt to meet the growing needs for instructional delivery in their service areas. In 2005-06, NCCCS distance learning delivery totaled 201,626 duplicated registrations. These were composed of online instruction, videoconferencing, telecourses/teleweb, and hybrid courses (a blend of face-to-face and online instruction). In addition, most colleges also provided web supplements for traditional courses. Similar growth rates have been identified in Occupational and Continuing Education online courses. The following tables show the distance learning registrations and rate of growth for curriculum and continuing education courses in the NCCCS.

CURRICULUM DISTANCE LEARNING COURSE REGISTRATIONS

Year	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
DL Registration	40,392	60,742	90,337	121,356	155,556	182,249	201,626
Rate of Growth	51.31%	50.38%	48.72%	34.34%	28.18%	17.16%	10.63%

Source: NCCCS Data Warehouse
(Duplicated Registrations)

OCCUPATIONAL AND CONTINUING EDUCATION DISTANCE LEARNING COURSE REGISTRATIONS

Year	2002-2003	2003-2004	2004-2005	2005-2006
Number of Students	16,300	18,389	26,452	25,950
Rate of Growth		12.82%	43.85%	-2.3%

Source: NCCCS Data Warehouse

Distance learning courses are in great demand as they provide a tremendous benefit to adult learners in North Carolina. Distance learning provides learning opportunities directly to students at home or at work. Statistically, the typical distance learner is a working parent with job and family responsibilities. Removing scheduling, travel, and babysitting responsibilities increases the opportunities for education and the likelihood those students can enter and complete programs of study. Current registration data suggests a trend is emerging whereby students are migrating to online and/or hybrid courses or a combination of online/hybrid and traditional courses.

CURRICULUM UNDUPLICATED HEADCOUNT BY COURSE METHOD OF INSTRUCTION

Year	DL Only	DL & Traditional	Traditional Only	Unknown
2001-02	8,213	39,794	203,793	5,512
2002-03	10,566	46,308	200,818	9,252
2003-04	14,086	57,122	192,565	10,756
2004-05	22,795	74,543	169,584	7,501
2005-06	31,769	82,726	146,690	7,236

Source: NCCCS Data Warehouse

Numbers are individual students taking curriculum courses

Advantages of Distance Learning Technologies

These technologies enable community colleges to:

- Expand educational opportunities to all students, in every program, in every community.
- Share courses among themselves.
- Increase college access to students.
- Participate in videoconferences for meetings, training, etc., thereby saving on travel expenses.
- Share expertise in order to improve productivity.
- Cooperate in the use of facilities and equipment.
- Realize savings through the enterprise purchase of licenses for programs and services.
- Offer computer-based courses that are not time-bound or place-bound.
- Complement traditional courses with online resources
- Offer “hybrid” courses that blend traditional instruction with distance learning technology—resulting in reduced face-to-face hours and classroom space requirements.

Centralized Purchase of Programming and Services—Telecourses

The North Carolina Community College System has developed a cost-effective process to centralize or “wholesale” the purchase and licensing of telecourses produced by independent vendors. This results in a savings of 50 to 65 percent compared to what the cost would be if each college purchased its own licenses.

Interactive Video—The N. C. Integrated Information Network

Formerly known as the North Carolina Information Highway (NCIH), the N. C. Integrated Information Network (NCIIN), now provides videoconferencing technology to 47 community colleges and the System Office. There are a total of 76 sites, as some colleges have more than one site on the same campus or a site at a satellite campus. The map on page 37 identifies the location of the community colleges that have NCIIN video sites in each county.

The Data and NCIH Consolidation Project

Expansion of the NCIIN has been made possible by the Data and NCIH Consolidation Project, which is currently in the final stages of completion. The purpose of the Consolidation Project was to: (1) maximize the effectiveness of available funding supporting NCCCS data and videoconferencing services; (2) improve the data capacity at each college; and (3) prepare for

expansion of video services across the state. To accomplish these objectives, two existing funding streams were consolidated. The Consolidation Project was made possible by migration to the new industry standard for videoconferencing and updating data routing equipment. The migration to the H.323 videoconferencing industry standard and upgrade of equipment has enabled NCCCS institutions to continue expansion of data and video services at an affordable rate. As ITS continues to work on behalf of the NCCCS to improve data infrastructure, costs of bandwidth become more economical.

Project Results and Outcomes:

As of July 1, 2005, the following results were realized:

- 47 sites migrated to H.323 videoconferencing – 100% of former H.320 sites
- 13 new videoconferencing sites have been proposed
- 33 colleges and the System Office (56% of college sites) have upgraded data service
- 18 colleges realized a 40% increase in usable bandwidth through migration to H.323

Legislation Promoting Distance Learning

New legislation is making a significant impact on the NCCCS distance learning program. This remarkable and visionary legislation has (1) established the importance of e-learning infrastructure, and (2) promoted collaboration among all North Carolina distance learning and e-learning providers that was not possible before.

The North Carolina E-Learning Commission

Established by Senate Bill 1052 (G.S. 115C-102.15), the Business Education Technology Alliance (BETA) created the North Carolina E-Learning Commission to address infrastructure, policy, instruction, and legislation requirements to enhance e-learning across North Carolina. NCCCS staff members have participated with the NC E-Learning Commission to draft recommendations that address important areas for improvement; establishing a broadband data infrastructure, adopting standards-based learning technology, and supporting migration to scaleable, consortium solutions to providing pre-K through 20 e-learning.

Senate Bill 622 (S. L. 2005-276)

The 2005 session of the North Carolina General Assembly enacted into law S.L. 2005-276 as follows:

“**SECTION 9.5.** Funds appropriated in this act to The University of North Carolina and the North Carolina Community College System for the UNC-NCCCS 2+2 E-Learning Initiative shall be used to fund further development of online courses for 2+2 programs. Based on a mutually agreed upon decision by the State Board of Education Chairman, the President of the North Carolina Community College System, and the President of The University of North Carolina as to the areas of greatest need, funds are available to support joint technology development, systems to track student progress and articulation between a North Carolina community college and a University of North Carolina campus, and to develop technology to support online courses and 2+2 programs.”

Funds in the amount of \$1 million (recurring) were allocated to the North Carolina Community College System (NCCCS) to implement this e-learning initiative. A matching amount of \$1 million (non-recurring) funds was allocated to the University of North Carolina. A committee of staff from both systems has collaboratively developed the strategies and scope of work.

Production of Programming

Teleconferences (telemeetings) and videoconferences are produced and delivered to all 58 community colleges, either by the NCIIN or satellite. In addition, new services from the North Carolina Office of Information Technology Service will complement and expand access to videoconferencing technology. The first service makes possible digitizing and streaming of live teleconferences to anyone with a PC across the state or nation. A second service provides archiving of those digitized teleconferences enabling viewing of a teleconference on demand. A third service provides “collaboration” applications by which an instructor or event originator can either share their computer desktop and associated PC applications with (up to)10 individuals or broadcast to hundreds.

The Virtual Learning Community—Web-based Courses

The North Carolina Community College System Virtual Learning Community (NCCCS VLC) is based on a collaborative model of colleges working jointly to provide quality instruction through Web-based technology. The Combined Virtual Course Library (CVCL) contains courses developed using a model that ensures both quality and flexibility while limiting course duplication. The CVCL consists of Internet-based courses that have been collaboratively developed by faculty from member colleges. The CVCL courses are based on a course template design model that includes competencies and content but allows flexibility in tailoring the courses to meet local needs. Any member college may access and adapt any CVCL course following the same policies that govern the Combined Course Library course offerings.

The Educational Broadband Service (EBS) Project

During the summer of 2005, the FCC resolved to support educational use of ITFS frequencies and established the Educational Broadband Service to update use of these valuable frequencies to accommodate wireless Internet services supporting the educational sector across the United States. When completed, the EBS network will provide broadband wireless connectivity to the Internet for 39 community colleges. This network will provide a means of delivering the courses of the Virtual Learning Community. Contract negotiations are currently underway to solidify this network.

The National Guard Project

The North Carolina National Guard (NCNG) and the North Carolina Community College System have a distance learning partnership that began in 1999. This partnership facilitates the NCNG’s goal of having all of their personnel in the state, both military and civilian, within easy driving distance of a distance learning or telecommunications classroom. Rather than placing these facilities in NCNG armories, they have chosen to place them in community colleges where the facilities can be used by the community colleges and other local, state, and federal agencies. The NCNG pays for state of the art video and computer equipment, installation, and any needed room renovations. There are nine such facilities in community colleges throughout the State. There will be a National Guard network over which most of the military training will be done by military personnel. Career enhancement training, for both military and civilian personnel of the NCNG,

will be done over the state network (NCIIN). As soon as security issues can be solved, the two networks can be interconnected.

N. C. Distance Learning Alliance Conference

The N.C. Distance Learning Alliance Conference is now in its twelfth year. Originally called the NC Community College Distance Learning Conference, the conference merged with several related distance learning organizations to emerge as a K-20 resource for distance learning instructors, staff, and administrators.

Staff from community colleges and the System Office continue to assist the Distance Learning Alliance's leadership in planning and implementation. The Distance Learning Alliance represents public schools, community colleges, public and private colleges and universities, and the NC Virtual Public School. The conference is a professional development activity that focuses on the utilization of all telecommunications or information technologies as a means of enhancing instructional services to the citizens of North Carolina.

NCCCS Strategic Distance Learning Plan

In July 2003, System Office staff began to develop a system wide strategic plan in reaction to the explosive growth of distance learning enrollment at North Carolina community colleges. Enrollment projections, based on four previous years of growth consistently over 30% in distance learning courses, suggested immediate need for effective planning efforts to target distance learning expansion and support for the entire system.

The Plan was also needed to articulate a common vision and set of goals and objectives to facilitate the efforts of hundreds of distance learning instructors, support staff, and administrators. The resulting Plan involved the participation of community college Presidents, System Office staff, and dozens of community college personnel.

The *Vision* for distance education within the North Carolina Community College System:

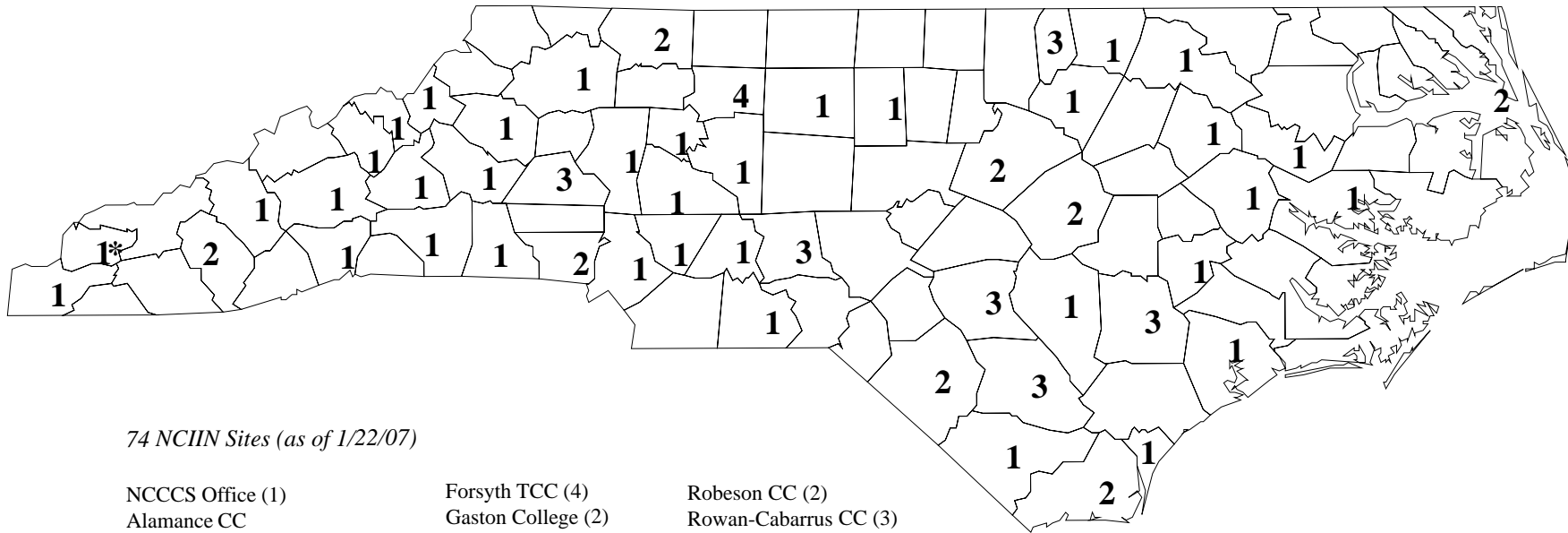
The North Carolina Community College System will assist its colleges in serving students who would otherwise be unserved, expanding learning opportunities, making instruction accessible, and using technology to supplement classroom instruction.

The Virtual Learning Community, supported by Learning Technology Systems, will provide hardware, software, content, and training to administrators and faculty within the North Carolina Community College System for their use in providing their students with Web based courses, telecourses, interactive video courses, and hybrid courses.

This plan expands upon the concepts of the Virtual Learning Community to include: Web-based course development; telecourse acquisition and publishing; interactive video course brokering; hybrid course development; hybrid course faculty training; and consortium purchasing and resource sharing.

The NCCCS Strategic Distance Learning Plan was approved by the North Carolina Community College Presidents' Association, January 2004 and the North Carolina State Board of Community Colleges, February 2004. The plan is currently under review. It is found at the following URL: http://www.nccommunitycolleges.edu/Distance_Learning/docs/DL%20Strategic%20Plan.pdf.

North Carolina Community College System NC Integrated Information Network Sites



74 NCIIN Sites (as of 1/22/07)

- NCCCS Office (1)
- Alamance CC
- Asheville-Buncombe TCC
- Beaufort County CC
- Bladen CC (3)
- Blue Ridge CC
- Brunswick CC (2)
- Caldwell CC & TI
- Cape Fear CC
- Catawba Valley CC (3)
- Central Piedmont CC
- Cleveland CC
- Coastal Carolina CC
- College of The Albemarle (2)
- Davidson CC (2)
- Edgecombe CC
- Fayetteville TCC (3)

- Forsyth TCC (4)
- Gaston College (2)
- Guilford TCC
- Halifax CC
- Haywood CC
- Isothermal
- James Sprunt CC (3)
- Johnston CC (2)
- Lenoir CC
- Martin CC
- Mayland CC (3)
- McDowell TCC
- Mitchell CC
- Montgomery CC
- Pitt CC

- Robeson CC (2)
- Rowan-Cabarrus CC (3)
- Sampson CC
- South Piedmont CC
- Southeastern CC
- Southwestern CC (2)
- Stanly CC (3)
- Surry CC (2)
- Tri-County CC (2)
- Vance-Granville CC (3)
- Wake TCC (2)
- Western Piedmont CC
- Wilkes CC

*Graham County site is operated by Tri-County Community College.

**Numbers shown on map indicate number of sites in counties.

FIRE AND RESCUE TRAINING SERVICES

In 2005–06 the North Carolina Community College System provided training to 160,000 students who serve as both paid and volunteer fire fighters and members of rescue squads in the state. This training serves to improve the fire fighters' skills and education in areas such as basic firefighting and rescue to advanced management training. Service certification is provided in the areas of basic firefighting skills, public education, driver–operator, hazardous materials, arson investigation, rescue, fire officer, and instructional techniques. Several programs are now offered in specialty areas such as advanced rescue techniques, incident command, leadership and management training.

Training is delivered in local fire departments and community colleges. Classes are conducted during the day, evenings and on weekends to meet varying student needs. Numerous regional training seminars were offered by various community colleges where classes are provided during a weekend for the accessibility of volunteer fire and rescue personnel.

All training is provided without fees to members of local fire departments and rescue squads.

YEAR	STUDENTS ENROLLED*	FTE
2001–02	139,827	2,352
2002–03	143,469	2,412
2003–04	148,070	2,553
2004–05	162,508	2,681
2005–06	160,000	2,887

**duplicated headcount*

FOCUSED INDUSTRIAL TRAINING

As the State's remaining businesses and industries attempt to survive, work to recover, and take advantage of any new or evolving technology, many of them are looking to the North Carolina Community College System for assistance in training and/or retraining their workers in the new or evolving technologies. This training is critical in order for North Carolina's industries to remain competitive domestically and globally. The Focused Industrial Training (FIT) Program is designed and dedicated to being creative and innovative in its role as a training provider to the State's existing businesses and industries.

This program was initiated in the 1980's and has developed for nearly a quarter of a century to a level of activity serving an annual average of 721 companies and 10,970 trainees. These statistics are based upon Focused Industrial Training Annual Evaluation Report data from Fiscal Year 1999-00 through Fiscal Year 2005-2006. Consultations between the business/industry community and the FIT Directors averaged 1,864 per year for fiscal years 2002-2003 through 2005-2006.

In fiscal year 2005-2006 the System had 36 FIT Centers and 9 Consortiums that were funded an average of \$88,100 each. FIT Centers are staffed with a director who works closely with local business and industry personnel to review and to assess specific training needs and to develop training programs customized or tailored to those needs.

Year	FIT Centers	Companies	Trainees	Skills Classes
2001-02	40	754	10,488	1,100
2002-03	40	834	8,438	955
2003-04	37	701	10,559	1,071
2004-05	36	797	11,159	1,205
2005-06	36	623	10,557	1,074

BIONETWORK

BioNetwork is the system-wide strategy for meeting the specialized workforce development needs of the growing biomanufacturing and pharmaceutical industry in North Carolina. Working together as the North Carolina Biomanufacturing and Pharmaceutical Training Consortium (BPTC), UNC and NCCCS provide an integrated system of workforce training and educational opportunities to prepare North Carolina's workforce for employment in the biomanufacturing, pharmaceutical, and related industries.

The availability of a qualified, skilled workforce is one of the most critical factors biomanufacturing companies consider in deciding where to locate or expand. Manufacturers place more emphasis on an area's entry and mid-level workforce, which is much less mobile, than the more advanced positions that can be recruited from out of state. North Carolina's displaced workers from manufacturing and agriculture already have a proven work ethic and experience in the workforce. They are a unique resource for biotechnology/life science manufacturing. BioNetwork provides a mechanism to react swiftly to market demands by deploying expertise, curricula, and equipment/facility enhancement resources directly to local community colleges necessary for workforce education and training.

BioNetwork networks community colleges across North Carolina offering specialized biotechnology related training sharing curricula, innovations, information, and resources.

Curriculum Programs Industry Specific Fields (unduplicated count)	Enrollment			
	2002-2003	2003-2004	2004-2005	2005-2006
Biotechnology	144	297	492	514
Bioprocess Technology	56	73	43	111
Industrial Pharmaceutical Technology	92	96	94	88
Chemical Process Technology	7	6	8	7
Chemical Technology	29	29	26	29
Laboratory Technology	3	10	19	39
Nanotechnology	N/A	N/A	3	6
Clinical Trials Research Associate	48	70	75	75
Biomedical Equipment Technology	132	141	114	72
Annual Total	511	722	874	941
Continuing Education Program (duplicated count)				
BioWork: Process Technician Training	274	761	559	903
BioNetwork Capstone Center Course	*	*	*	253

HUMAN RESOURCES DEVELOPMENT

The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Its courses address six core components: (1) assessment of an individual's assets and limitations; (2) development of a positive self-concept; (3) development of employability skills; (4) development of communication skills; (5) development of problem-solving skills; and (6) awareness of the impact of information technology in the workplace.

The goals of the program are to enhance and develop participants' employability skills; assist participants in obtaining meaningful employment and/or training opportunities; increase participants' economic self-sufficiency; and reduce participants' dependency on government assistance benefits—welfare, food stamps, and unemployment insurance.

HRD programs offer short-term training classes, usually 4 – 10 hours; in addition to their traditional employability skills courses that are offered from 40 – 96 hours. Course offerings include topics such as: “Quick” Job Search Workshops, Surviving a Layoff, Career Assessment and Planning, Overcoming Barriers to Employment, and Computer Literacy for the Workplace. HRD programs continue to link their traditional employability skills training courses with Occupational Extension courses/programs in areas such as Clerical Skills, Customer Service, Health-related Occupations, Construction, and Transportation. Also, for students who cannot attend the traditional offerings, a number of HRD programs have established HRD Employability Labs where instruction is designed to be self-directed, self-paced, and structured on an open-entry, open-exit basis to meet the customized needs of individuals.

Career Start Program

As a requirement for receiving food stamps from the Department of Social Services (DSS), many individuals are required to participate in either an employment placement or educational training program. Career Start is an innovative approach to helping individuals meet these requirements. The program helps bridge the gap between the educational needs and job skills essential for participants to succeed in this ever-changing workforce. It integrates the services of the community colleges' Human Resources Development (HRD) Program and the job placement services from the Employment Security Commission. While the partnership between the two agencies has been long standing, the framework of Career Start requires them to provide services to participants simultaneously instead of sequential.

Currently, there are 31 colleges participating in the Career Start Program, and during 2005-2006, those colleges enrolled 13,550 individuals in a Career Start workshop. Forty percent (40%) of the individuals attending the workshop entered into further training with their local community college. On average, 395 economically disadvantaged individuals completed additional educational training at local community colleges.

Year	Enrollment
2001-2002	46,970
2002-2003	52,736
2003-2004	63,573
2004-2005	67,694
2005-2006	80,766

NEW AND EXPANDING INDUSTRIES TRAINING

Attracting and training a skilled and motivated workforce—it's the number one concern most companies face when starting or expanding a business site. No educational system has more experience helping companies with these issues than the North Carolina Community College System (NCCCS). North Carolina pioneered free, customized job training for new and expanding businesses in 1958, and continues to be one of the nation's most recognized state customized job training services. The NEIT Program's value and importance in the economic recovery and development of North Carolina is of paramount importance to the state's economic vitality.

With decades of experience, the community colleges have provided free customized training to literally thousands of new and expanding companies, meeting a wide variety of training needs. Services are made available to companies that create 12 or more new production-related jobs in any one community in North Carolina during a one-year period over and above their previous three-year maximum employment level. The extent of services provided is based on the number of new jobs created, their skill levels, and the level of total capital investment.

Companies that are eligible for new and expanding industry programs include manufacturing, technology-intensive (ex: software, biotech), regional or national warehousing or distribution centers, customer service or data processing services, and air courier services. Training services provided to these companies include instructors and training program development, video and other customized media programs, instructor travel costs and other training-related expenditures such as temporary training facilities, equipment, materials, and supplies.

In 2005-2006, North Carolina Community Colleges provided free customized training to 197 new and expanding companies in the state and trained 23,799 North Carolinians with the skills necessary for successful new employment, economic recovery and growth.

YEAR	# OF PROJECTS	TOTAL EXPENDITURES	# OF TRAINEES	AVG. COST PER TRAINEE
2001-02	155	\$5,391,598.35	14,771	\$365.01
2002-03	131	\$4,005,104.75	10,610	\$377.48
2003-04	121	\$3,841,225.22	10,117	\$379.68
2004-05	164	\$5,484,063.55	12,398	\$442.33
2005-06	197	\$8,382,557.35*	23,799	\$352.22

**Total expenditures do not include Media Development expenditures of \$320,598.65. This amount is not calculated in the "average cost per trainee."*

OCCUPATIONAL CONTINUING EDUCATION

In North Carolina one strategy for meeting the challenge to provide a skilled workforce is through the community college system's workforce continuing education training programs. These programs are a primary tool for providing skill development opportunities for North Carolina's workforce. Short-term skill training courses are offered at each of the community colleges across the state to train, retrain, and upgrade individuals for current or future job skills.

Flexible Low-Cost Offerings - Courses can be offered on demand and customized for specific training needs and are often the first response for meeting critical training needs in communities. Colleges partner with businesses, industry and public/private agencies to develop and implement immediate training to address retraining for dislocated workers, public safety and disaster readiness needs and public health-related training. Course fees remain relatively low. The maximum fee for any course is currently \$65.

- . Short-term occupational training or retraining is available statewide.
- . Skill training courses are offered at a low cost of \$50 to \$65.
- . There are over 1,200 approved courses.

Training Demand - 2005-2006

College workforce continuing education enrollments reached 688,942* in 2005-06. Enrollments were clustered predominately in public safety (44%), health sciences (24%), business (12%), and employability skills (12%).

Enrollments generated a total of 23,619 FTE.

Customer Profile - Students enroll in workforce continuing education courses to develop skills for a job or to improve their skills for their current job. More than two-thirds of workforce continuing education students worked while attending training. The average age for workforce continuing education students was 36.

**Duplicated headcount*

PROPRIETARY SCHOOLS LICENSURE

Proprietary schools are for-profit educational institutions that are privately owned and operated by an individual owner, partnership, or corporation. They offer classes for the purpose of teaching a program of study, several courses or subjects needed to train and educate North Carolina residents for employment. Under Article 8 of the North Carolina General Statutes 115D-87-97, the State Board of Community Colleges is charged with the responsibility of licensing proprietary schools in North Carolina. The charge was transferred from the State Board of Education by action of the General Assembly in 1987.

The licensing process consists of the following steps: (1) The Office of Proprietary Schools receives an inquiry from a prospective applicant; (2) the prospective applicant submits a preliminary application to the Office of Proprietary Schools for review; if a license is found to be required after preliminary review, the applicant is notified to complete the final application process; (3) the final application is submitted to the Office of Proprietary Schools for review and evaluation of program quality as set by state and national standards; (4) a license site visit is conducted to review the physical facility; and (5) the Office of Proprietary Schools makes a recommendation to the State Board of Community Colleges for granting of a license.

To be licensed, the proprietary schools must pay an initial licensing fee and a renewal fee each year thereafter, and meet requirements for licensing including standards for program and course offerings, personnel, financial stability, and operating practices. Each renewal is subject to review and recommendation for approval to the State Board of Community Colleges. A renewal license is effective beginning July 1 of each fiscal year. Newly licensed and existing schools are audited annually to determine the school's status and verify that all requirements of the license are being met.

Licensing is an ongoing process. For an updated listing of licensed proprietary schools, refer to the link at the System Office Web site at: http://www.nccommunitycolleges.edu/Proprietary_Schools/index.html

SMALL BUSINESS CENTERS

The North Carolina Community College Small Business Center Network (SBCN) consists of a small business center at each of the state's 58 community colleges. These centers provide a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help to owners and operators of small businesses.

The mission of each SBC is to help the many small businesses within its service area survive, prosper, and contribute to the economic well-being of the community and the state. This service, supported exclusively with state funds, began with eight centers in 1984. Since then, it has grown gradually; the last five colleges joined the network in 1995. Today, each center receives an annual grant of approximately \$77,000.

Educational Opportunities—Seminars/workshops and courses on the how-to of business operations including business planning, management, finance, computers/software, communications, taxes, behavioral needs, and specialty (technical and targeted market) needs. The SBCN also offers the Export READY Program, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information. Plus, OSHA Regulations training; IRS Small Business Tax Information; Government Purchasing and Contracts; and a Business Start-up series taught in Spanish for the Hispanic population.

Business Counseling—Small Business Centers provide free, confidential counseling for new and existing businesses. The counselor serves as a sounding board for ideas and concerns and will help find solutions to challenging business questions.

Resource and Information Center—Printed and audiovisual materials; computer and software accessibility; Internet access; and teleconference capability.

YEAR	# OF CENTERS	SEMINARS/WORKSHOPS	PARTICIPANTS
2001–02	58	2,793	45,864
2002–03	58	3,038	48,791
2003–04	58	2,979	44,475
2004–05	58	2,931	44,993
2005–06	58	2,219	51,312

YEAR	COUNSELING*	REFERRALS	TOTAL ALL CLIENTS
2001–02	21,528	6,930	74,322
2002–03	14,723	3,113	66,627
2003–04	18,493	5,831	68,799
2004–05	20,090	5,310	70,393
2005–06	6,117	4,873	76,893

*Counseling figures include face to face, telephone and email, and were adjusted in 2005-2006 to "exclude" telephone and short-term counseling.

WORKFORCE INITIATIVES

The Workforce Initiatives Unit within the Economic and Workforce Development Division has the primary responsibility for developing partnerships and workforce policies with other state workforce agencies for the implementation of the Workforce Investment Act of 1998.

The Workforce Investment Act (WIA) was implemented in North Carolina in January 2000. The purpose of WIA is to prepare youth, adults and dislocated workers for employment or further education and training through core, intensive, and training services. The cornerstone of this workforce investment system is “One-Stop” service delivery, which unifies numerous training, education and employment programs into a single, customer-friendly system. The underlying principle of “One-Stop service delivery” is the integration of programs, services and governance structures. In North Carolina, this system is referred to as “JobLink Career Centers.” There are 28+ colleges that serve as sites for local JobLink Career Centers.

NC STARS (North Carolina State Training Accountability and Reporting System)

The North Carolina State Training Accountability and Reporting System (NC STARS), is the eligible training provider system for WIA. This electronic database system, in partnership with the North Carolina Community College System, North Carolina Employment Security Commission, North Carolina Department of Commerce, Division of Employment and Training, and the 24 local workforce development boards, captures specific training information from both public and private training providers in North Carolina. Workforce development boards make on-line approval decisions concerning eligibility of the training providers’ programs to receive WIA funds for customer training.

New Opportunities for Workers (NOW) Program

The New Opportunities for Workers (NOW) program is an entrepreneurial training program for dislocated workers who may want to start a micro-enterprise. NOW is funded by the N.C. Department of Commerce’s Division of Employment and Training (DET) through its statewide Workforce Investment Act (WIA) funds. NOW is a joint venture of the N.C. Rural Center, the N.C. Small Business Center Network of the N.C. Community College System, and NC REAL Enterprises; individuals from each of these organizations comprise the program design team.

Career Readiness Certification

North Carolina’s Career Readiness Certificate (CRC) certifies core employability skills required across multiple industries and occupations. The Career Readiness Certificate is a portable credential that promotes career development and skill attainment for the individual, and confirms to employers that an individual possesses basic workplace skills in reading, applied math, and locating information – skills that most jobs require.

During 2005-2006, CRC continued the process of state-wide implementation with the website (www.crcnc.org) and statewide database in full operation and 19 pilot sites issuing certificates signed by Governor Easley. The successful implementation was accomplished as an initiative of the JobLink Centers administered by the Community Colleges and in partnership with North Carolina Workforce Development Boards, NC Employment Security Commission, NC Department of Commerce, Division of Employment and Training, Division of Vocational Rehabilitation, and the NC Commission on Workforce Development.

CUSTOMIZED INDUSTRY TRAINING (CIT)

The Customized Industry Training (CIT) Program offers programs and training services as new options for assisting business and industry to remain productive, profitable, and within the State. The program provides the flexibility to meet the retraining needs for existing business organizations in North Carolina's communities. It augments the services of the New and Expanding Industry Training (NEIT) and Focused Industrial Training (FIT) Programs when their current guidelines do not apply.

Customized Industry Training Program (CIT)				
Year	# of Projects	Total Expenditures	# of Trainees	Avg. Cost Per Trainee
2005-2006	12	\$101,126.79	297	\$343.86

The CIT program was initiated March 6, 2006, and had obligated \$1,187,679 by June 30, 2006.

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OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS

Community colleges are funded by the General Assembly based on the average number of full-time equivalent students (FTE) for the year which is converted to dollars by formula. The essential elements of this process are outlined below:

- One curriculum student who takes 16 hours of class work for one semester (or 16 weeks) generates 256 hours. If this same student attends classes for two semesters, the student will generate 512 hours, which is equivalent to one annual curriculum FTE. A student who attends non-curriculum classes for two semesters and summer term will generate 688 hours, which is equivalent to one annual non-curriculum FTE.

One fall and spring semester curriculum FTE = 16 hours x 16 weeks x 2 semesters = 512 hours.

One fall, spring, and summer semester non-curriculum FTE = 16 hours x 16 weeks x 2 semesters + 16 hours x 11 weeks = 688 hours.

In order for a college to generate budget, approximately 16.5 FTEs must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and non-curriculum (no-credit) changes depending on funds available.

- The actual dollar amount paid to each college by the state for each FTE earned is determined by the amount of money appropriated by the General Assembly for this purpose. Therefore, it varies from year to year. It is also different for FTEs earned by students in curriculum (degree or certificate) programs and continuing education or extension programs. (If the Legislature fails to increase funding as enrollments increase, the institutions do not receive funds for the full number of FTE credits earned.)
- FTE funds are to be used for current operating expenses such as instructional salaries, supplies and travel, administration, clerical and fiscal support, counselors, librarians, financial aid, placement and other personnel performing services for students. An average of 90–92 percent of these funds is used for salaries.
- The majority of funds (92%) is allocated to the colleges based on applicable FTE formulas. Current operating funds are allotted based on FTE generated in the curriculum programs for the preceding academic year (fall, spring) or the latest three-year average whichever is greater. Continuing Education funds are based on FTE earned in the previous spring semester, summer term, and fall semester or the latest three-year average whichever is greater. Continuing Education programs include Occupational Extension and Basic Skills Education. Funds for Community Service Programs are allotted as a block grant and can only be used for community service programs. Community Service Programs do not generate budget FTE.

- Funds allotted for educational equipment and library books are based on a weighted FTE formula. The previous calendar year's actual FTE (spring, summer, and fall) are used in determining the fund distribution.
- Other State-Aid funds are distributed based on either project proposal or some modified FTE formulas.
- FTE funds may *NOT* be used for plant operation or maintenance. These costs must be paid from local sources.
- Recreational courses must be offered as self-supporting unless they are required as part of a particular curriculum.

DESCRIPTION OF STATE LEVEL EXPENDITURES (Year ended June 30, 2006)

- **Executive Division**—The funds expended in this area include the President's Office, the Executive Vice President and Chief Operating Office, External Affairs, Legal Affairs, Governmental Relations, Personnel Services, Audit Services, and State Board of Community Colleges.
- **Administration**—The funds expended in this area include Vice President's Office, Learning Technology, Planning and Research, Information Resources and Technology, and Information Services.
- **Business and Finance**—The funds expended in this area include Business and Finance Administration, Budgeting and Accounting, and Administrative and Facility Services.
- **Academic and Student Services**—The funds expended in this area include Academic and Student Services Administration, Jobs for the Future, Curriculum and Student Services, Program Services, Tech Prep, Vocational Education, Basic Skills, Special Populations Training, Literacy Resource Center, GED, Grants and Assessment, and Foundation Support & Alumni Affairs.
- **Economic and Workforce Development**—The funds expended in this area include Economic and Workforce Development Administration, Continuing Education, Regional Training, Fire & Law Training, Small Business, HRD, Career Start Program, Workforce Initiatives, Biotechnology, Project H.E.A.L.T.H, Performance Incentive , and Career Readiness.
- **Unallotted Expenses**—The funds expended represent payments at the state level for the benefit of the colleges and include: Workers' Compensation, Adult Basic Education—Special Allotment, Liability Insurance, GED Scoring, Networking, Systemwide Projects, NC Live, Unemployment Compensation Benefits, and freight on books sent to the colleges.
- **Indirect Costs**—Indirect costs are computed on direct current operating expenses allowable under the various federal grants. The funds received for indirect costs are reverted to the State.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM						
STATEMENT OF STATE-WIDE COST BY PURPOSE						
CURRENT OPERATING						
Year Ended June 30, 2006						
PURPOSE		DESCRIPTION	BUDGET	EXPENDITURES	BALANCE	EXPENDED
1XX	INSTITUTIONAL SUPPORT					
	110	Executive Management	\$ 43,610,896	\$ 43,296,492.67	\$ 314,403.33	99.28%
	120	Financial Services	28,750,253	28,602,873.72	147,379.28	99.49%
	130	General Administration	59,211,019	58,599,080.39	611,938.61	98.97%
	140	Information Systems (Admin.)	20,393,387	20,271,055.63	122,331.37	99.40%
	150	Staff Development	522,553	505,876.01	16,676.99	96.81%
		Total Institutional Support	\$ 152,488,108	\$ 151,275,378.42	\$ 1,212,729.58	99.20%
2XX	CURRICULUM INSTRUCTION					
	210	Certificate Programs	19,520,616	19,065,086.23	455,529.77	97.67%
	220	Associate Degree Programs	386,961,899	384,369,627.29	2,592,271.71	99.33%
	230	Diploma Programs	38,748,549	38,165,070.06	583,478.94	98.49%
	240	Transitional Programs	7,447,803	7,332,362.17	115,440.83	98.45%
		Total Curriculum Instruction	\$ 452,678,867	\$ 448,932,145.75	\$ 3,746,721.25	99.17%
3XX	CONTINUING EDUCATION					
	310	Occupational Education Instr.	49,449,133	48,534,095.92	915,037.08	98.15%
	311	Occupational Support	16,563,618	16,427,713.48	135,904.52	99.18%
	321	Adult Basic Education/ESL	43,153,976	41,929,469.88	1,224,506.12	97.16%
	322	Adult High School	12,655,060	12,241,055.35	414,004.65	96.73%
	323	Compensatory Education	9,043,642	8,844,097.37	199,544.63	97.79%
	324	General Education Dev. (GED)	2,466,242	2,425,194.20	41,047.80	98.34%
	331	Community Service	1,075,024	1,032,834.87	42,189.13	96.08%
	351	HRD/Career Start	2,715,387	2,604,965.37	110,421.63	95.93%
	361	New & Expanding Ind. Training	10,189,734	6,255,998.05	3,933,735.95	61.40%
	362	New & Expanding Ind. Train.HB275	3,776,939	2,376,741.55	1,400,197.45	62.93%
	363	Small Business Centers	5,367,673	5,238,603.49	129,069.51	97.60%
	364	Focused Ind. Trng.-St. Apprp.	3,825,364	3,751,443.32	73,920.68	98.07%
	365	BioNetwork - St. Approp. (supplies)	292,260	254,781.27	37,478.73	87.18%
	366	Focused Ind. Training - HB275	783,246	-	783,246.00	0.00%
	367	BioNetwork - St. Approp. (innovation)	309,798	241,919.12	67,878.88	78.09%
	368	Customized Industrial Training	1,045,284	83,726.79	961,557.21	8.01%
	369	BioNetwork - Centers	2,935,043	1,278,382.75	1,656,660.25	43.56%
	370	Military Business Center (FTCC)	1,392,947	856,160.43	536,786.57	61.46%
		Total Continuing Education	\$ 167,040,370	\$ 154,377,183.21	\$ 12,663,186.79	92.42%
4XX	ACADEMIC SUPPORT					
	410	Library/Learning Center	23,399,795	23,198,327.92	201,467.08	99.14%
	421	Curriculum Support	34,949,674	34,774,107.46	175,566.54	99.50%
	422	Continuing Education Support	26,914,193	26,663,423.04	250,769.96	99.07%
	423	Compensatory Education (CED)	1,019,027	1,006,766.37	12,260.63	98.80%
	430	Information Systems (Academic)	6,748,268	6,721,577.63	26,690.37	99.60%
	440	Tech Prep	886,305	840,964.29	45,340.71	94.88%
	450	Technology-HB275	19,806	19,806.00	-	100.00%
		Total Academic Support	\$ 93,937,068	\$ 93,224,972.71	\$ 712,095.29	99.24%
5XX	STUDENT SUPPORT					
	510	Student Services	65,314,231	64,868,245.82	445,985.18	99.32%
	530	Child Care	1,918,054	1,874,589.32	43,464.68	97.73%
		Total Student Support	\$ 67,232,285	\$ 66,742,835.14	\$ 489,449.86	99.27%
6XX	OPERATION & MAINTENANCE OF PLANT					
	690	Plant Operation & Maintenance	1,269,920	1,266,267.45	3,652.55	99.71%
		Total Operation & Maint. Of Plant	\$ 1,269,920	\$ 1,266,267.45	\$ 3,652.55	99.71%
	TOTAL CURRENT EXPENSE		\$ 934,646,618	\$ 915,818,782.68	\$ 18,827,835	97.99%

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM						
Average Cost Per FTE Analysis						
CURRENT OPERATING/112 REPORT EXPENDITURES						
Year Ended June 30, 2006						
	INSTITUTIONAL	CURRICULUM	CONTINUING	ACADEMIC	STUDENT	OPERATION &
	SUPPORT	INSTRUCTION	EDUCATION	SUPPORT	SUPPORT	MAINTENANCE
COMMUNITY COLLEGE		(NOTE 1)	(NOTE 2)			PLANT
ALAMANCE CC	\$ 686.55	\$ 2,985.77	\$ 3,234.87	\$ 536.37	\$ 315.18	\$ -
ASHEVILLE-BUNCOMBE TCC	580.15	2,888.17	3,132.85	433.08	281.49	-
BEAUFORT COUNTY CC	1,039.27	3,498.41	2,949.69	507.74	413.40	-
BLADEN CC	1,158.96	3,146.23	3,357.48	450.55	337.98	-
BLUE RIDGE CC	1,213.67	2,923.86	2,909.18	372.14	309.78	-
BRUNSWICK CC	1,075.58	3,373.02	2,956.62	581.14	304.58	-
CALDWELL CC & TI	981.17	2,822.71	2,776.15	380.94	447.28	-
CAPE FEAR CC	713.96	2,941.98	2,746.21	466.02	294.72	-
CARTERET CC	1,105.15	3,522.81	2,878.56	580.92	268.45	-
CATAWBA VALLEY CC	672.50	3,038.00	2,818.50	714.52	294.44	-
CENTRAL CAROLINA CC	710.53	3,117.38	3,120.45	542.87	285.63	38.56
CENTRAL PIEDMONT CC	861.19	2,546.95	3,184.27	536.98	326.17	-
CLEVELAND CC	729.94	2,996.12	3,651.65	466.02	235.40	-
COASTAL CAROLINA CC	696.21	3,099.19	2,455.42	504.28	321.24	-
COLLEGE OF ALBEMARLE	1,003.73	3,242.94	3,756.25	504.97	450.22	96.71
CRAVEN CC	839.70	3,101.92	3,047.70	584.92	422.48	-
DAVIDSON COUNTY CC	928.60	3,244.04	3,257.27	412.65	374.95	-
DURHAM TCC	702.85	3,035.12	3,374.37	388.24	334.90	-
EDGEcombe CC	844.53	3,206.79	3,457.16	607.52	465.21	17.44
FAYETTEVILLE TCC	512.28	2,913.45	3,382.36	384.36	366.03	-
FORSYTH TCC	661.77	2,898.89	3,437.40	463.60	388.00	-
GASTON COLLEGE	700.43	2,820.27	4,052.91	613.38	409.94	66.40
GUILFORD TCC	654.47	2,803.62	3,430.09	349.04	294.03	-
HALIFAX CC	1,129.02	3,382.89	4,026.94	680.07	399.35	-
HAYWOOD CC	1,168.40	3,255.16	3,792.94	522.58	349.53	-
ISOTHERMAL CC	798.16	2,864.57	3,077.33	685.14	328.35	-
JAMES SPRUNT CC	1,301.42	3,215.48	2,977.76	512.32	414.19	-
JOHNSTON CC	746.73	2,924.92	3,160.13	455.43	326.94	-
LENOIR CC	791.55	2,832.31	3,175.36	401.44	280.25	-
MARTIN CC	1,141.12	2,848.90	4,098.96	431.15	301.27	42.69
MAYLAND CC	977.55	3,189.13	3,163.98	321.20	331.87	32.80
MCDOWELL TCC	1,136.48	3,375.02	3,728.84	398.47	430.47	-
ALL AVERAGES (EXCEPT AS NOTED) ARE BASED ON ANNUALIZED AVERAGE FTE EARNED WITH THE EXCEPTION						
OF SELF-SUPPORTING FTE.						
NOTE 1: AVERAGES BASED ON CURRICULUM FTE ONLY.						
NOTE 2: AVERAGES BASED ON CONTINUING ED FTE - INCLUDING NON-BUDGET FTE						

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Average Cost Per FTE Analysis

CURRENT OPERATING/112 REPORT EXPENDITURES

Year Ended June 30, 2006

	INSTITUTIONAL SUPPORT	CURRICULUM INSTRUCTION (NOTE 1)	CONTINUING EDUCATION (NOTE 2)	ACADEMIC SUPPORT	STUDENT SUPPORT	OPERATION & MAINTENANCE PLANT
COMMUNITY COLLEGE						
MITCHELL CC	\$ 958.05	\$ 2,932.96	\$ 3,117.64	\$ 554.43	\$ 410.71	\$ -
MONTGOMERY CC	1,400.86	3,448.30	2,846.66	399.06	433.30	-
NASH CC	816.84	3,425.70	2,038.87	390.52	398.25	-
PAMLICO CC	1,968.31	3,534.35	3,973.15	1,139.88	547.49	-
PIEDMONT CC	755.71	2,960.25	3,093.91	540.82	274.76	-
PITT CC	622.80	2,834.67	4,153.99	511.41	379.86	-
RANDOLPH CC	868.14	3,117.23	3,250.38	426.74	390.17	-
RICHMOND CC	1,093.66	3,732.60	3,518.45	449.48	423.81	-
ROANOKE CHOWAN CC	1,421.79	3,401.02	3,408.54	457.15	488.35	42.07
ROBESON CC	726.43	2,843.73	2,761.31	395.47	337.20	14.29
ROCKINGHAM CC	915.85	3,417.13	3,131.77	371.80	317.12	-
ROWAN-CABARRUS CC	786.17	3,307.88	3,013.54	535.13	390.68	-
SAMPSON CC	1,006.60	3,626.25	3,087.56	513.48	385.97	-
SANDHILLS CC	820.42	3,122.20	3,124.89	429.43	385.70	-
SOUTH PIEDMONT CC	959.30	2,580.89	3,782.66	400.83	395.26	-
SOUTHEASTERN CC	951.93	3,845.98	2,660.16	597.11	359.48	-
SOUTHWESTERN CC	1,025.22	3,043.21	3,073.82	523.40	277.26	57.07
STANLY CC	1,138.54	3,354.99	3,027.30	322.67	395.74	-
SURRY CC	764.61	3,433.80	3,826.44	559.05	314.72	-
TRI COUNTY CC	1,768.75	3,561.29	3,027.22	471.39	349.64	-
VANCE-GRANVILLE CC	1,066.28	3,190.15	3,853.46	305.68	359.20	53.63
WAKE TCC	334.88	2,773.14	4,285.34	692.29	357.89	-
WAYNE CC	702.51	3,159.86	3,069.00	456.36	376.30	-
WESTERN PIEDMONT CC	754.14	3,073.30	3,016.86	500.58	339.69	-
WILKES CC	817.20	3,276.56	3,436.92	407.83	382.87	-
WILSON TCC	839.17	3,440.05	2,735.38	602.74	377.10	-
TOTAL	\$ 793.48	\$ 3,018.27	\$ 3,251.21	\$ 488.99	\$ 350.08	\$ 143.23
ALL AVERAGES (EXCEPT AS NOTED) ARE BASED ON ANNUALIZED AVERAGE FTE EARNED WITH THE EXCEPTION OF SELF-SUPPORTING FTE.						
NOTE 1: AVERAGES BASED ON CURRICULUM FTE ONLY.						
NOTE 2: AVERAGES BASED ON CONTINUING ED FTE - INCLUDING NON-BUDGET FTE						

FACILITIES/EQUIPMENT/BOOKS

FACILITIES

Building Gross Square Footage	20.9. million ¹
Number of Buildings	1,088 ¹
Building Value (Replacement)	\$2.6 billion ¹
Campus Acreage	6,538 acres
(Does not include off-campus facilities)	

State Appropriations, Capital Improvement

2001–02	\$0.0 million
2002–03	\$0.0 million
2003–04	\$0.0 million
2004–05	\$1.1 million
2005–06	\$19.9 million
2006–07	\$15.0 million ²

EQUIPMENT

State Equipment Inventory (Cost Over \$1,000).... \$451 million

State Appropriations

2001–02	\$32.8 million ³
2002–03	\$15.3 million
2003–04	\$15.3 million
2004–05	\$21.3 million
2005–06	\$30.1 million
2006–07	\$41.2 million

BOOKS

Learning Resource Center Book Volumes..... 2.28 million⁴

¹Data are collected by UNC-GA and reported in the *Facilities Inventory and Utilization Study* Fall of 2005.

²Facilities and Equipment Grant funds from SB 1741.

³Includes \$16.5 million first and second quarter appropriated receipts from HB275.

⁴Learning Resource Center Book Volumes data is collected by UNC-GA and reported in the *Statistical Abstract of Higher Education in North Carolina*.

**NORTH CAROLINA COMMUNITY COLLEGES SYSTEM
SITES APPROVED AS OFF-CAMPUS
CENTERS OR MULTI-CAMPUS COLLEGES**

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
Alamance CC	Graham		
Burlington Ctr.	Burlington		11-17-00
Asheville-Buncombe TCC	Asheville		
Enka Ctr.	Enka		4-14-00
(a) Madison Cty. Ctr.	Marshall		
Bladen CC	Dublin		
Kelly/East Arcadia Ctr.	Kelly		10-16-98
Blue Ridge CC	Flat Rock		
(a) Transylvania Cty. Ctr.	Brevard	9-16-94(e)	
Brunswick CC	Supply		
Education Transition Ctr.	Supply		10-16-98
Leland Ctr.	Leland	3-11-94	
Southport Ctr.	Southport	3-11-94	
Caldwell CC & TI	Hudson		
Adm. Sup./Basic Skills Ctr. (Watauga Cty.)	Boone		10-16-98
(a) Watauga Cty. Campus	Boone		2-16-94 (c)
Watauga Cty. Cont. Ed. Ctr.	Boone	9-15-95	
Cape Fear CC	Wilmington		
(a) Burgaw Ctr. (Pender Cty.)	Burgaw		
Hampstead Ctr. (Pender Cty.) Vacated	Hampstead	7-15-94	
North Campus	Wilmington		4-17-98 (c,d)
Carteret CC	Morehead City		
(a) Davis Ctr. (not being used)	Davis		
Catawba Valley	Hickory		
Alexander Cty. Ctr.	Taylorsville		11-17-00
Central Carolina CC	Sanford		
(a) Chatham Cty. Campus	Pittsboro		6-16-95 (c)
(a) Harnett Cty. Campus	Lillington		6-16-95 (c)
(a) School of Telecommunications (Ctr.)	Sanford		
Siler City. Ctr. (Chatham Cty.)	Siler City	3-11-94	
Western Harnett Cty. Ctr.	Pineview		3-19-04
Central Piedmont CC	Charlotte		
(a) North Campus	Huntersville		5-17-96 (c)
(a) Northeast Campus	Charlotte		5-17-96 (c,d)
South Campus	Matthews	5-20-94	5-17-96 (c)
(a) Southwest Campus	Charlotte		5-17-96 (c.)
West Campus	Charlotte	3-11-94	5-17-96 (c.)
West Center (Allegany St.)	Charlotte	3-11-94	1-16-98
College of The Albemarle	Elizabeth City		
Chowan Cty. Ctr.	Edenton	7-17-98	2-20-03 (e)
Dare Cty. Campus	Manteo	3-11-94	6-20-97 (c)
(a) Riverside Ext. Ctr.	Elizabeth City		
Craven CC	New Bern		
Havelock/Cherry Point Campus.	Havelock	3-11-94	3-15-01 (c)
Davidson County CC	Lexington		
Davie Cty. Campus.	Mocksville	3-11-94	

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
Durham TCC	Durham		
(a) Northern Durham Ctr.	Durham		
Orange County Ctr.	Hillsborough		10-15-04
Edgecombe CC	Tarboro		
(a) Rocky Mount Campus	Rocky Mount		4-18-97(c)
Fayetteville TCC	Fayetteville		
Firefighting Facility Ctr.	Fayetteville	5-15-98	
Horticulture Educational Ctr.	Fayetteville		2-21-02
Spring Lake Ctr.	Spring Lake	5-15-98	2-18-00(e)
Forsyth TCC	Winston-Salem		
Carver Road Ctr. (Woodruff)	Winston Salem		10-21-94
Kernersville Ctr. (Swisher)	Kernersville		10-21-94
Northwest Forsyth Ctr.	King		4-15-04
(a) West Ctr.	Winston-Salem		
Gaston College	Dallas		
(a) Lincoln Cty. Campus	Lincolnton		3-17-00(c)
East Campus and Textile Tech. Ctr.	Belmont		6-30-05
Guilford TCC	Jamestown		
(a) Aviation Ctr.	Greensboro		
(a) Greensboro Campus	Greensboro		7-19-95(c) 2-21-02(e)
(a) High Point Campus.	High Point		5-21-04(c)
Small Business Ctr.	Greensboro		10-16-98
Haywood CC	Clyde		
Continuing Ed. Ctr.	Clyde	3-11-94	
Dayco Retirees Ctr.	Waynesville		2-19-99
(a) High Tech. Ctr.	Waynesville		
(a) Human Resource Development Ctr.	Clyde		
Isothermal CC	Spindale		
(a) Polk Cty. Ctr.	Columbus		
Johnston CC	Smithfield		
Cleveland Facility	Clayton		9/15/06
Workforce Development Center	Clayton		9/15/06
Rudolph Hosell and Son Envir. Learning Ctr.	Four Oaks		9/15/06
Lenoir CC	Kinston		
(a) Aviation Ctr.	Kinston		
(a) Greene Cty. Ctr.	Snow Hill	7-19-96	
(a) Jones Cty. Ctr.	Trenton		
Walstonburg Ctr. (Greene Cty) Vacated	Walstonburg		10-16-98
West Boundary Street Ctr. Vacated	LaGrange		10-16-98
Martin CC	Williamston		
Bertie Cty. Ctr.	Windsor	4-21-95	
Mayland CC	Spruce Pine		
Avery Cty. Ctr.	Newland	6-20-97	
Yancey Cty. Ctr.	Burnsville	6-20-97	
McDowell TCC	Marion		
Marion Ctr.	Marion	3-11-94	
Baldwin Avenue Ctr.	Marion		5-20-05
Mitchell CC	Statesville		
(a) Mooresville Ctr.	Mooresville		

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
Pamlico CC	Grantsboro		
Bayboro Ctr.	Bayboro		9-15-00
Piedmont CC	Roxboro		
(a) Caswell Cty. Campus	Yanceyville		5-20-05(c)
Pitt CC	Pitt		
Greenville Site Ctr.	Pitt		7/15/05
Randolph CC	Asheboro		
(a) Archdale Ctr.	Archdale		
Emergency Services Training Ctr.	Asheboro		7/15/05
Richmond CC	Hamlet		
(a) Continuing Education Ctr.	Rockingham		
(a) James Nursing Bldg. (Ctr.)	Hamlet		
(a) Scotland Cty. Ctr.	Laurinburg		
Robeson CC	Lumberton		
(a) Emergency Training Ctr.	Lumberton		
Lumberton Extension Ctr.	Lumberton		10-16-98
Pembroke Extension Ctr.	Pembroke		10-16-98 7-20-01(e)
Rowan-Cabarrus CC	Salisbury		
(a) Cabarrus Cty. Campus	Concord		9-16-94(c)
Cloverleaf Plaza Ctr.	Kannapolis		9-12-03
Hwy 29 Business and Tech Center	Concord		4-22-05
Sampson CC	Clinton		
(a) Courthouse Annex Ctr. (not being used)	Clinton		
Multi-Purpose Ctr. (not being used)	Clinton	5-20-94	
Sandhills CC	Pinehurst		
(a) Hoke Cty. Ctr.	Raeford	3-11-94	
Westmoore Center	Robbins		7/21/06
South Piedmont CC (East Campus)	Polkton		
Wadesboro Cont. Ed. Ctr.	Wadesboro	7-17-98	
(a) West Campus (Union Cty.)	Monroe		6-18-99(c) 3-19-04(e)
Southwestern CC	Sylva		
(a) Macon Cty. Ctr.	Franklin		2-20-03 (e) 7-16-04 (e)
Swain Cty. Ctr.	Bryson City	3-11-94	
Stanly CC	Albemarle		
Western Stanly Ctr.	Locust		10-17-97
Surry CC	Dobson		
Yadkin Cty. Ctr.	Yadkinville	4-17-98	
Workforce Development Ctr.	Mount Airy		10-21-05
Tri-County CC	Murphy		
Graham Cty. Ctr.	Robbinsville	3-11-94	
Vance-Granville CC	Henderson		
(a) Franklin Cty. Campus	Louisburg	6-16-95	6-20-97(c)
(a) Granville Cty. Campus	Creedmoor		6-20-97(c)
(a) Warren Cty. Ctr.	Warrenton		
Wake TCC	Raleigh		
Adult Education Ctr.	Raleigh	3-11-94	
(a) Health Sciences Campus	Raleigh		6-19-98(c)

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
Northeast Campus (being developed)	Raleigh		2-16-96(c,d)
Public Safety Training Ctr.	Raleigh		5-20-05
Western Wake Center	Cary		7/21/06
Wayne CC	Goldsboro		
Aviation Ctr.	Goldsboro	3-11-94	
Wilkes CC	Wilkesboro		
Alleghany Cty. Ctr.	Sparta		5-15-98 4-19-02 (e)
Ashe Cty. Ctr.	West Jefferson	5-20-94	
Wilson TCC	Wilson		
Police Academy Ctr.	Wilson		10-16-98

- (a) Grandfathered in as a center on March 11, 1994
 (b) Colleges with established off-campus sites were granted an exemption from having to apply for an off-campus center designation.
 (c) Date approved as a multi-campus college.
 (d) Being developed
 (e) Relocation of campus or center

Locations:

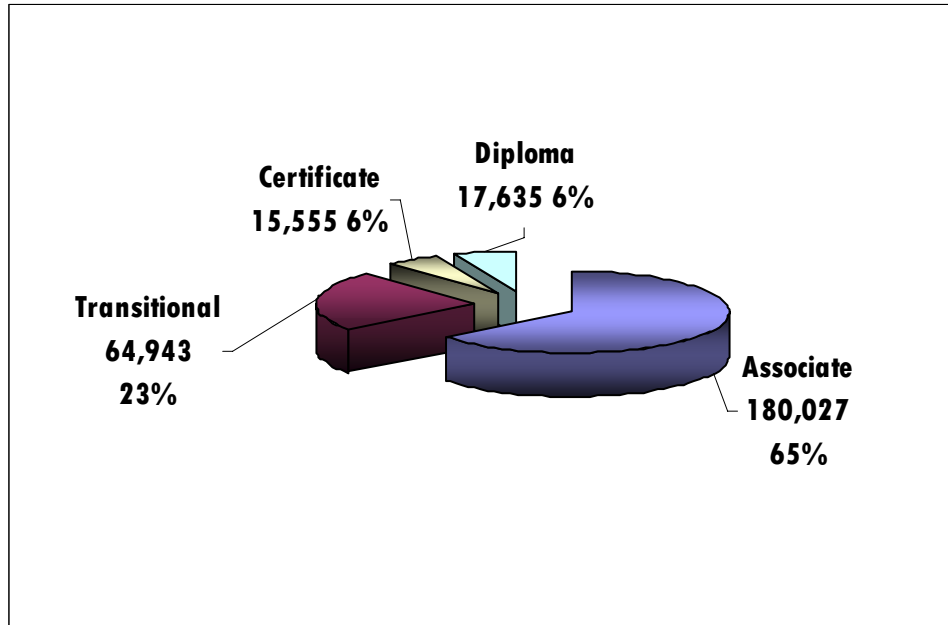
Main Campuses	58
13 Colleges have Additional Campuses:	
In the home county	12 (Includes 1 campus which was approved but is being developed.)
Not in the home county	<u>11</u>
Subtotal	<u>23</u>
45 Colleges have Off-campus centers:	
In the home county	47 (Includes 3 centers which were approved and are not being used.)
Not in the home county	<u>30</u>
Subtotal	<u>75</u>
Total Campuses/centers	156

Number of Counties with approved sites:

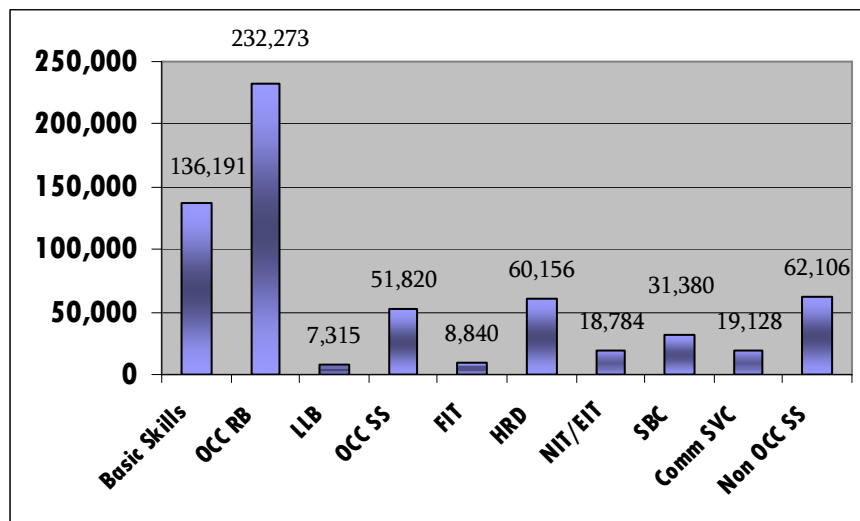
Home Counties (main campus)	58
Other Counties	<u>32</u>
Total Counties	90

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**CURRICULUM ENROLLMENT BY PROGRAM AREA
2005-06***



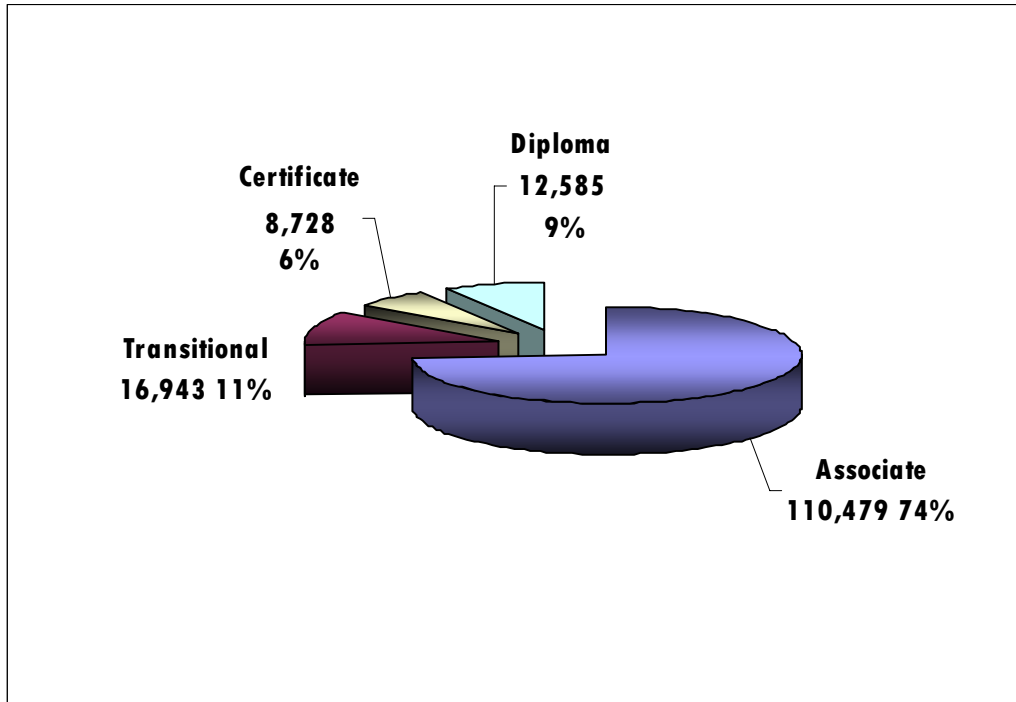
**CONTINUING EDUCATION ENROLLMENT BY PROGRAM AREA
2005-06***



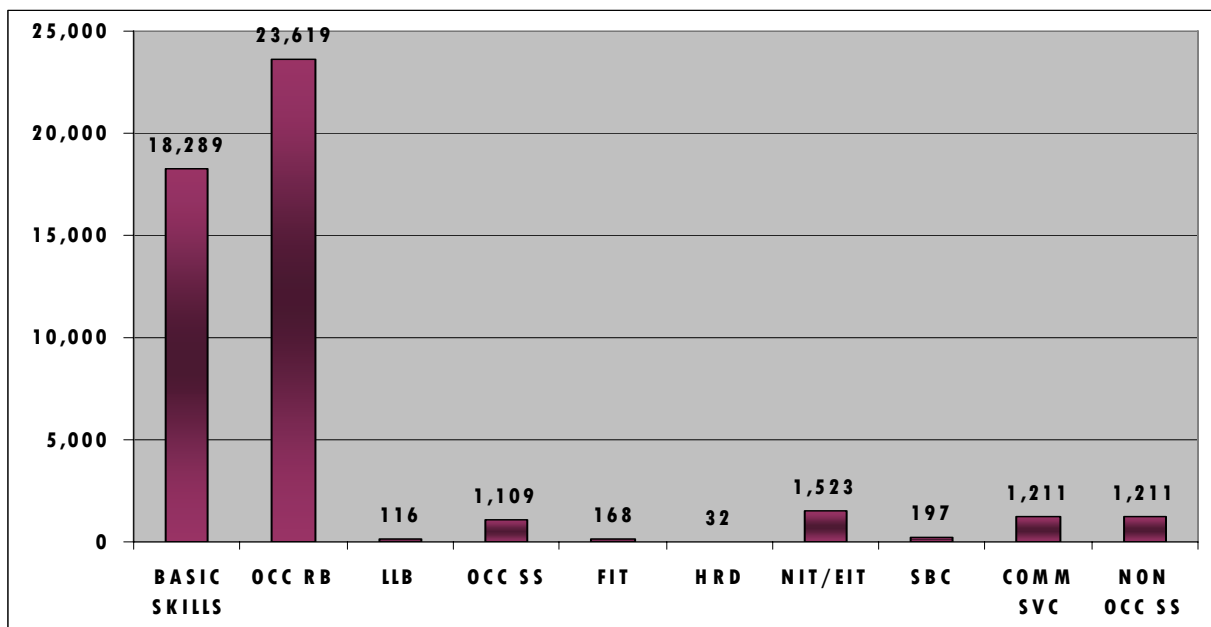
* The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**ANNUAL CURRICULUM FTE BY AREA
2005-06**

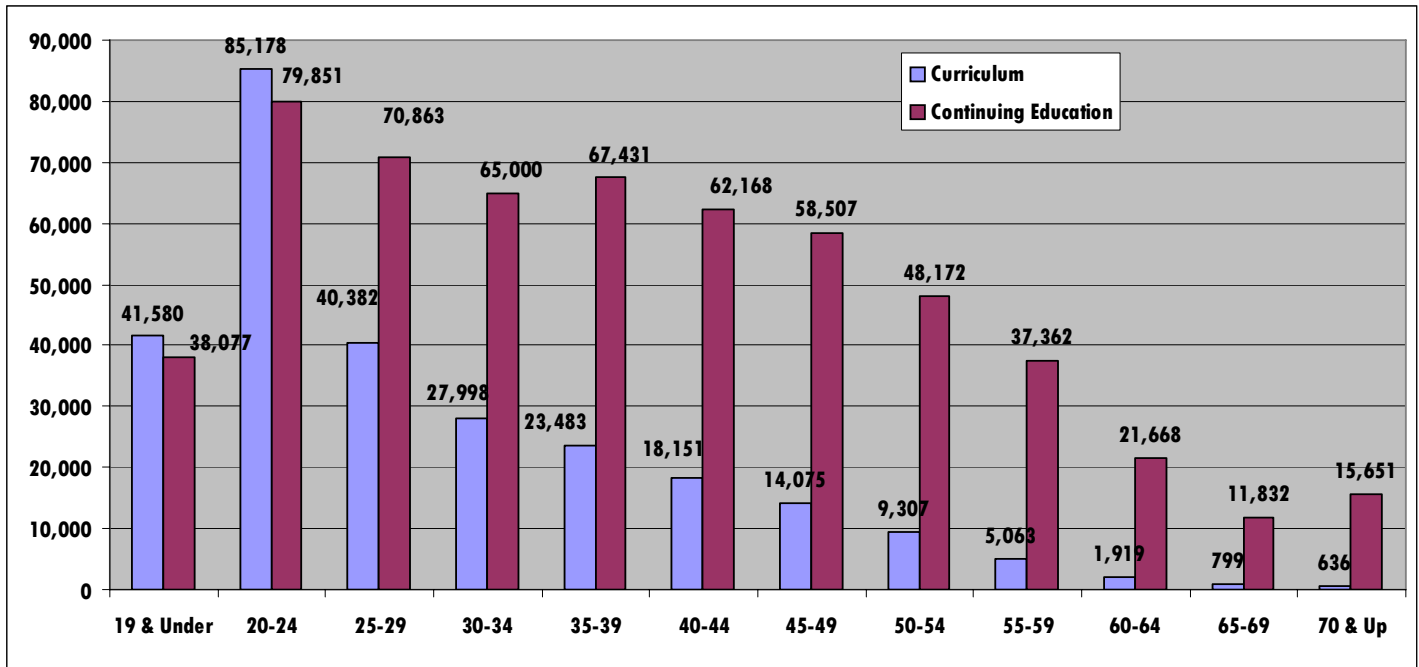


**ANNUAL CONTINUING EDUCATION FTE BY AREA
2005-06**

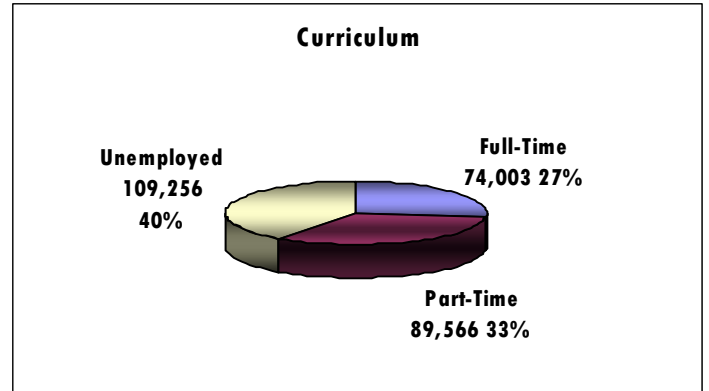
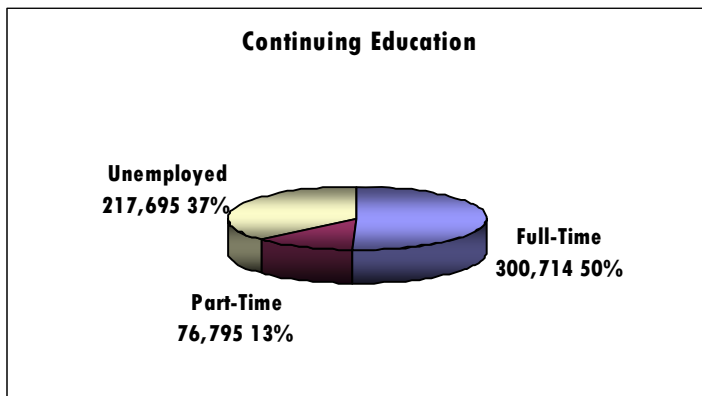


Source: North Carolina Community College System Data Warehouse.

**ENROLLMENT BY AGE GROUPS
2005-06**



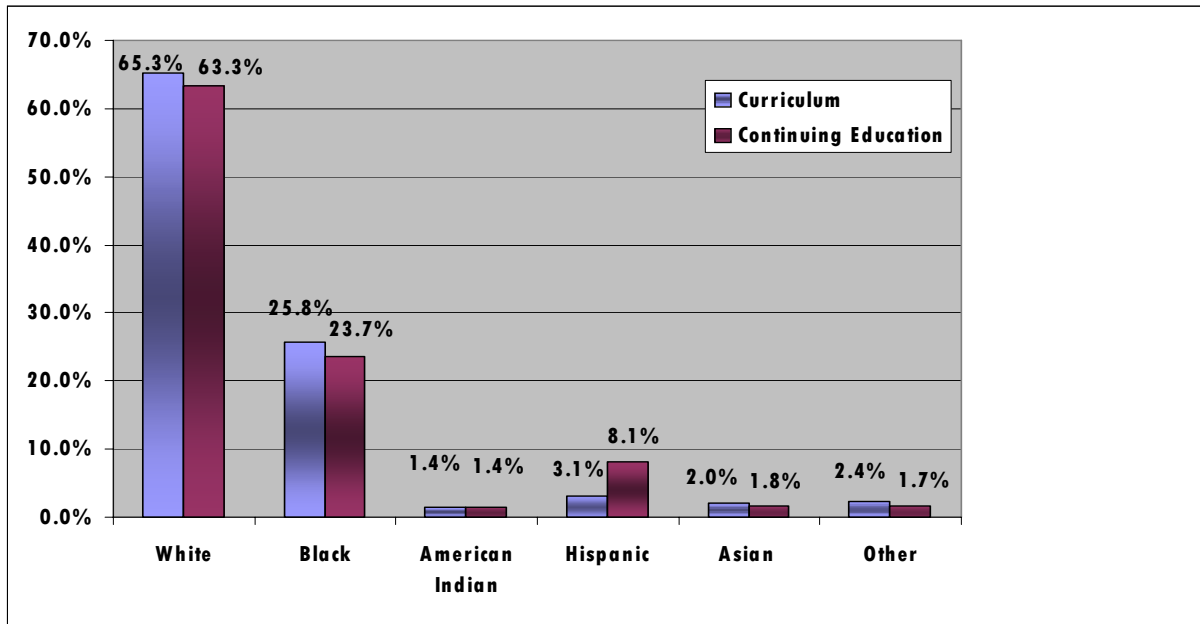
**ENROLLMENT BY EMPLOYMENT STATUS
2005-06***



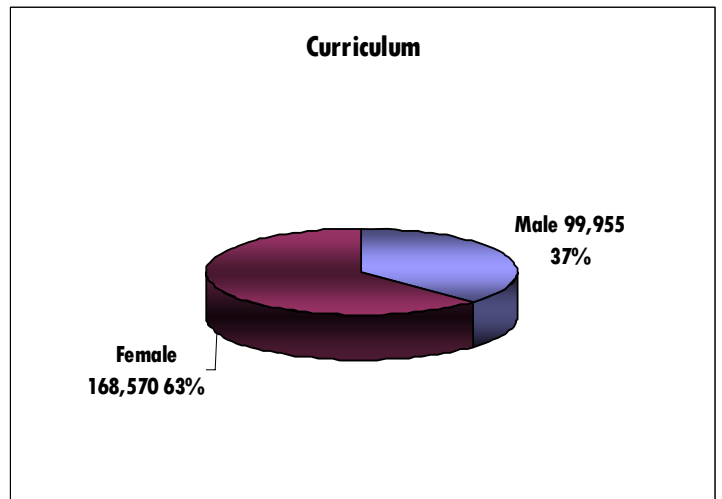
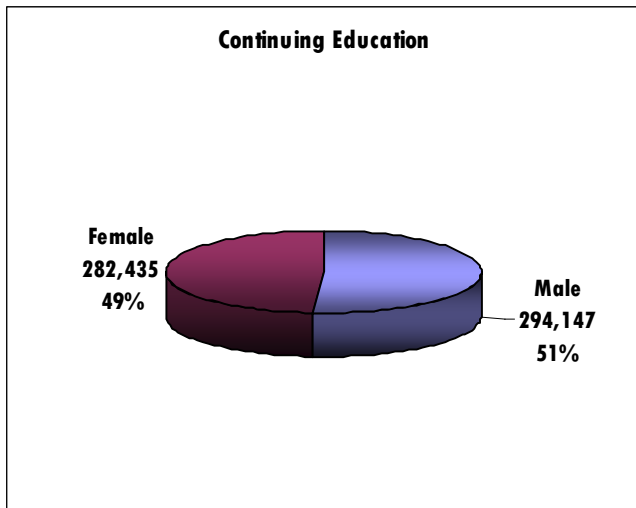
*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**ENROLLMENT BY RACE
2005-06**



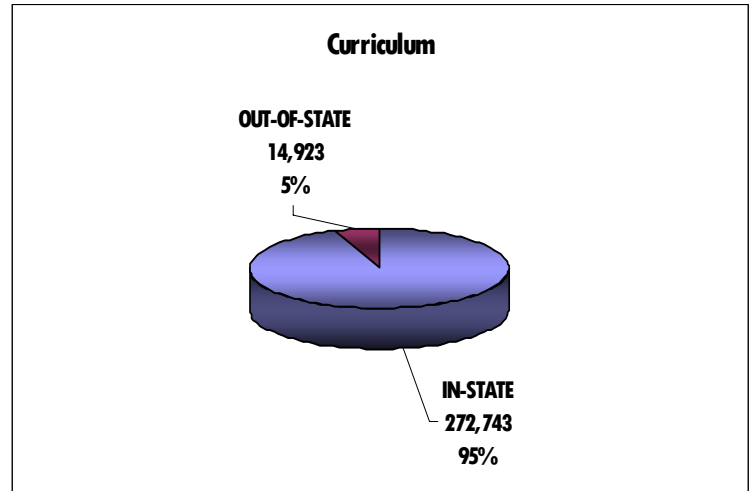
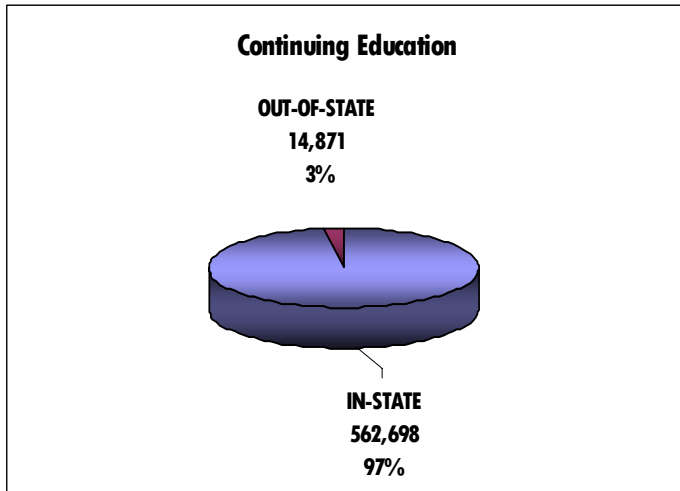
**ENROLLMENT BY GENDER
2005-06***



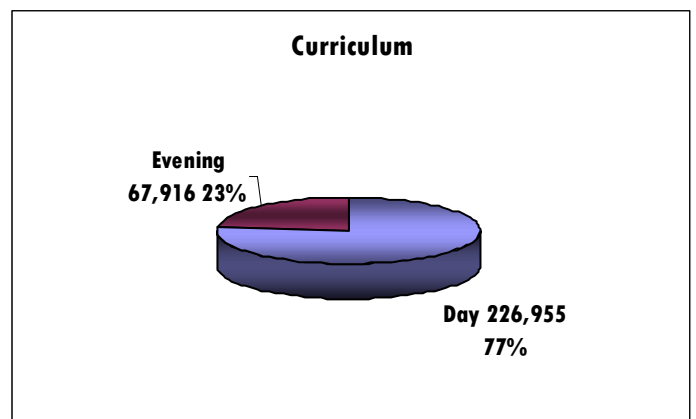
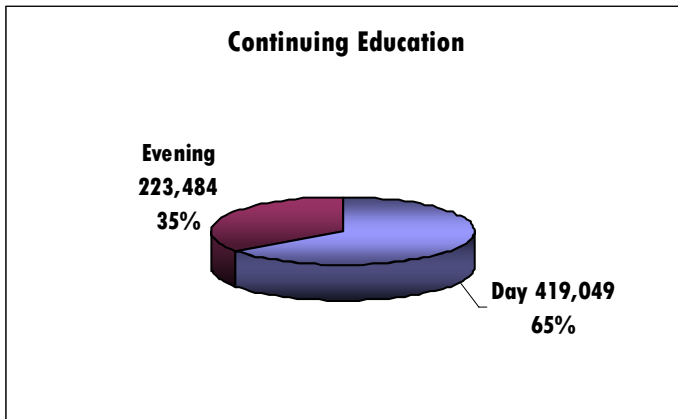
*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**ENROLLMENT BY RESIDENCY STATUS
2005-06***



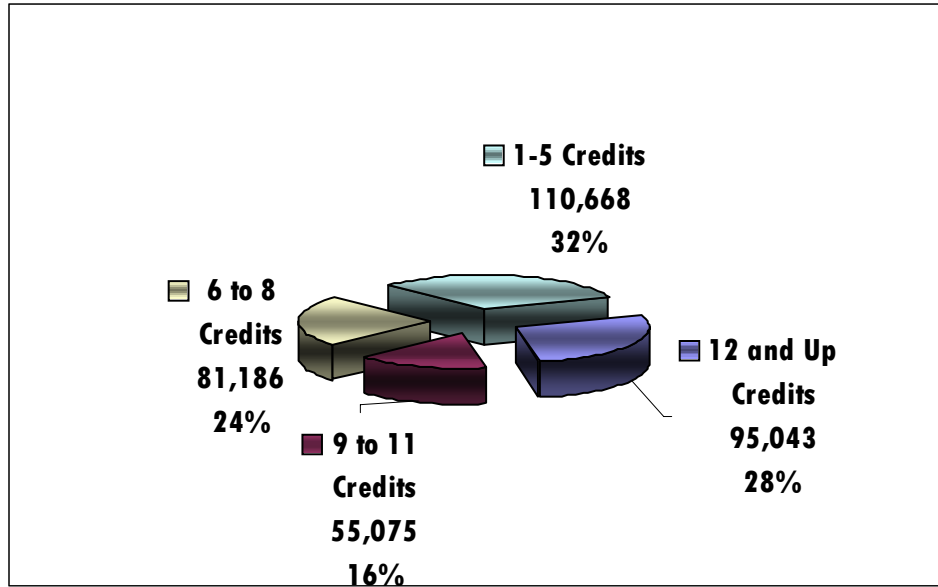
**ENROLLMENT BY DAY/EVENING STATUS
2005-06***



*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**CURRICULUM ENROLLMENT BY CREDIT HOURS
2005-06***



*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

STUDENT COMPLETIONS BY PROGRAM—2005–06

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
A25100	ACCOUNTING	487	A20100	BIOTECHNOLOGY	56
C25100	ACCOUNTING	188	C20100	BIOTECHNOLOGY	6
D25100	ACCOUNTING	22	C35120	BOAT BUILDING	1
A30100	ADVERTISING & GRAPHIC DESIGN	154	D35120	BOAT BUILDING	6
C30100	ADVERTISING & GRAPHIC DESIGN	28	A30120	BROADCASTING & PRODUCTION TECHNOLOGY	13
D30100	ADVERTISING & GRAPHIC DESIGN	5	C30120	BROADCASTING & PRODUCTION TECHNOLOGY	1
A15100	AGRIBUSINESS TECHNOLOGY	11	D30120	BROADCASTING & PRODUCTION TECHNOLOGY	1
C15100	AGRIBUSINESS TECHNOLOGY	1	A35140	BUILDING CONSTRUCTION TECHNOLOGY	26
D15100	AGRIBUSINESS TECHNOLOGY	1	C35140	BUILDING CONSTRUCTION TECHNOLOGY	14
A6024A	AGRICULTURAL SYSTEMS	3	D35140	BUILDING CONSTRUCTION TECHNOLOGY	4
A35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	63	A25120	BUSINESS ADMINISTRATION	778
C35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	380	C25120	BUSINESS ADMINISTRATION	227
D35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	193	D25120	BUSINESS ADMINISTRATION	25
A55100	ANIMAL CARE & MANAGEMENT TECHNOLOGY	5	A1010B	BUSINESS ADMINISTRATION (PRE-MAJOR)	105
A15120	AQUACULTURE TECHNOLOGY	1	A1010C	BUSINESS EDUC & MKTG EDUC (PRE-MAJOR)	17
A40100	ARCHITECTURAL TECHNOLOGY	104	D35160	CABINETMAKING	3
C40100	ARCHITECTURAL TECHNOLOGY	37	A5034A	CAD SYSTEMS MANAGEMENT	8
D40100	ARCHITECTURAL TECHNOLOGY	1	A50150	CAD TECHNOLOGY	1
A1020A	ART	18	A45160	CARDIOVASCULAR SONOGRAPHY	7
A1010A	ART EDUCATION (PRE-MAJOR)	9	C45160	CARDIOVASCULAR SONOGRAPHY	4
A45100	ASSOCIATE DEGREE NURSING (INTEGRATED)	1,123	D45160	CARDIOVASCULAR SONOGRAPHY	19
A45120	ASSOCIATE DEGREE NURSING(NON-INTEGRATED)	828	A45170	CARDIOVASCULAR TECH. (INVASIVE & NON-INV)	12
A10100	ASSOCIATE IN ARTS	3,167	C45140	CARDIOVASCULAR/VASCULAR INTERVENT. TECH.	9
A10200	ASSOCIATE IN FINE ARTS	21	C35180	CARPENTRY	168
A10300	ASSOCIATE IN GENERAL EDUCATION	471	D35180	CARPENTRY	74
A10400	ASSOCIATE IN SCIENCE	458	A20120	CHEMICAL TECHNOLOGY	9
C60100	AUTOBODY REPAIR	58	A1040B	CHEMISTRY & CHEMISTRY EDUC (PRE-MAJOR)	7
D60100	AUTOBODY REPAIR	107	A40140	CIVIL ENGINEERING TECHNOLOGY	28
C40120	AUTOMATION/ROBOTICS TECHNOLOGY	3	C40140	CIVIL ENGINEERING TECHNOLOGY	2
C60140	AUTOMOTIVE RESTORATION TECHNOLOGY	1	A45190	CLINICAL TRIALS RESEARCH ASSOCIATE	5
D60140	AUTOMOTIVE RESTORATION TECHNOLOGY	3	C45190	CLINICAL TRIALS RESEARCH ASSOCIATE	10
A60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	193	A3028B	COMMERCIAL PHOTOGRAPHY	7
C60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	268	A35200	COMMERCIAL REFRIGERATION TECHNOLOGY	3
D60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	58	A55370	COMMUNITY SPANISH INTERPRETER	11
A60180	AVIATION MANAGEMENT & CAREER PILOT TECH.	12	C55370	COMMUNITY SPANISH INTERPRETER	17
C60180	AVIATION MANAGEMENT & CAREER PILOT TECH.	8	A40160	COMPUTER ENGINEERING TECHNOLOGY	96
A60200	AVIATION SYSTEMS TECHNOLOGY	18	C40160	COMPUTER ENGINEERING TECHNOLOGY	63
C60200	AVIATION SYSTEMS TECHNOLOGY	9	D40160	COMPUTER ENGINEERING TECHNOLOGY	1
A55130	BAKING & PASTRY ARTS / BAKER / PASTRY CHEF	7	A25130	COMPUTER PROGRAMMING	122
A2512A	BANKING & FINANCE	14	C25130	COMPUTER PROGRAMMING	65
C55110	BARBERING	5	D25130	COMPUTER PROGRAMMING	7
C55120	BASIC LAW ENFORCEMENT TRAINING	540	A1040C	COMPUTER SCIENCE (PRE-MAJOR)	1
A1040A	BIOLOGY & BIOLOGY EDUC (PRE-MAJOR)	13	A6024B	CONSTRUCTION EQUIPMENT SYSTEMS	16
A50100	BIOMEDICAL EQUIPMENT TECHNOLOGY	21	C6024B	CONSTRUCTION EQUIPMENT SYSTEMS	2
A3028A	BIOMEDICAL PHOTOGRAPHY	8	A35190	CONSTRUCTION MANAGEMENT TECHNOLOGY	6
A50440	BIOPROCESS MANUFACTURING TECHNOLOGY	4	C35190	CONSTRUCTION MANAGEMENT TECHNOLOGY	11
C50440	BIOPROCESS MANUFACTURING TECHNOLOGY	1	A55140	COSMETOLOGY	44

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
C55140	COSMETOLOGY	368	C40200	ELECTRONICS ENGINEERING TECHNOLOGY	33
D55140	COSMETOLOGY	263	D40200	ELECTRONICS ENGINEERING TECHNOLOGY	2
C55160	COSMETOLOGY INSTRUCTOR	25	A50140	ELECTRONICS TECHNOLOGY	3
A25140	COURT REPORTING & CAPTIONING	1	D50140	ELECTRONICS TECHNOLOGY	1
A1010D	CRIMINAL JUSTICE (PRE-MAJOR)	43	A1010P	ELEMENTARY, MIDDLE GRADES & SPECIAL ED	101
A55180	CRIMINAL JUSTICE TECHNOLOGY	530	A1010R	ELEMENTARY EDUCATION	20
C55180	CRIMINAL JUSTICE TECHNOLOGY	67	A45340	EMERGENCY MEDICAL SCIENCE	115
D55180	CRIMINAL JUSTICE TECHNOLOGY	8	A55420	EMERGENCY PREPAREDNESS TECHNOLOGY	4
C45200	CT & MRI TECHNOLOGY	44	C55420	EMERGENCY PREPAREDNESS TECHNOLOGY	1
D45200	CT & MRI TECHNOLOGY	7	D55420	EMERGENCY PREPAREDNESS TECHNOLOGY	1
A55200	CULINARY TECHNOLOGY	98	A1040D	ENGINEERING (PRE-MAJOR)	15
C55200	CULINARY TECHNOLOGY	30	A1010E	ENGLISH (PRE-MAJOR)	13
D55200	CULINARY TECHNOLOGY	10	A1010F	ENGLISH EDUCATION (PRE-MAJOR)	9
A55210	CYBER CRIME TECHNOLOGY	12	A25190	ENTERTAINMENT TECHNOLOGY	10
C45220	CYTOTECHNOLOGY	4	A50160	ENVIRONMENT, HEALTH, & SAFETY TECHNOLOGY	2
A25150	DATABASE MANAGEMENT	1	C50160	ENVIRONMENT, HEALTH, & SAFETY TECHNOLOGY	2
C25150	DATABASE MANAGEMENT	1	A20140	ENVIRONMENTAL SCIENCE TECHNOLOGY	13
D45240	DENTAL ASSISTING	305	A15140	EQUINE TECHNOLOGY	4
A45260	DENTAL HYGIENE	200	C15140	EQUINE TECHNOLOGY	3
A45280	DENTAL LABORATORY TECHNOLOGY	1	D15140	EQUINE TECHNOLOGY	2
C45280	DENTAL LABORATORY TECHNOLOGY	5	C55230	ESTHETICS TECHNOLOGY	216
A4538A	DEVELOPMENTAL DISABILITIES	6	A50190	FACILITY MAINTENANCE TECHNOLOGY	2
C4538A	DEVELOPMENTAL DISABILITIES	6	C50190	FACILITY MAINTENANCE TECHNOLOGY	32
D45300	DIALYSIS TECHNOLOGY	3	C50170	FACILITY MAINTENANCE WORKER	12
A45310	DIETETIC TECHNICIAN	5	D50170	FACILITY MAINTENANCE WORKER	4
C45310	DIETETIC TECHNICIAN	2	A30140	FILM & VIDEO PRODUCTION TECHNOLOGY	12
A30130	DIGITAL EFFECTS & ANIMATION TECHNOLOGY	11	D30140	FILM & VIDEO PRODUCTION TECHNOLOGY	3
A25210	DIGITAL MEDIA PROGRAM	5	A5518B	FINANCIAL CRIME/COMPUTER FRAUD	2
A4032A	DRAFTING & DESIGN	27	A30160	FINE & CREATIVE WOODWORKING	3
C4032A	DRAFTING & DESIGN	9	C30160	FINE & CREATIVE WOODWORKING	2
D4032A	DRAFTING & DESIGN	1	A55240	FIRE PROTECTION TECHNOLOGY	96
A1020C	DRAMA	8	C55240	FIRE PROTECTION TECHNOLOGY	9
A55220	EARLY CHILDHOOD ASSOCIATE	842	D55240	FIRE PROTECTION TECHNOLOGY	2
C55220	EARLY CHILDHOOD ASSOCIATE	644	A15160	FISH & WILDLIFE MANAGEMENT TECHNOLOGY	15
D55220	EARLY CHILDHOOD ASSOCIATE	102	C55250	FOODSERVICE TECHNOLOGY	177
A35210	ELECTRIC LINEMAN TECHNOLOGY	1	D55250	FOODSERVICE TECHNOLOGY	14
C35210	ELECTRIC LINEMAN TECHNOLOGY	9	A15200	FOREST MANAGEMENT TECHNOLOGY	37
A40180	ELECTRICAL ENGINEERING TECHNOLOGY	17	A55260	FUNERAL SERVICE EDUCATION	34
A50130	ELECTRICAL POWER & PRODUCTION TECHNOLOGY	2	D55260	FUNERAL SERVICE EDUCATION	25
A35220	ELECTRICAL/ELECTRONICS TECHNOLOGY	105	A50180	FURNITURE PRODUCTION TECHNOLOGY	1
C35220	ELECTRICAL/ELECTRONICS TECHNOLOGY	255	C50200	FURNITURE PRODUCTION WORKER	41
D35220	ELECTRICAL/ELECTRONICS TECHNOLOGY	145	C50220	FURNITURE UPHOLSTERY	28
A45320	ELECTRONEURODIAGNOSTIC TECHNOLOGY	6	D50220	FURNITURE UPHOLSTERY	3
A25121	ELECTRONIC COMMERCE	20	A55280	GENERAL OCCUPATIONAL TECHNOLOGY	153
A50120	ELECTRONIC SERVICING TECHNOLOGY	13	C55280	GENERAL OCCUPATIONAL TECHNOLOGY	1
D50120	ELECTRONIC SERVICING TECHNOLOGY	42	D55280	GENERAL OCCUPATIONAL TECHNOLOGY	48
A40200	ELECTRONICS ENGINEERING TECHNOLOGY	121	A4538B	GERONTOLOGY	2

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
A40220	GIS/GPS TECHNOLOGY	2	A50260	INDUSTRIAL MANAGEMENT TECHNOLOGY	3
C40220	GIS/GPS TECHNOLOGY	2	C50260	INDUSTRIAL MANAGEMENT TECHNOLOGY	3
C40220	GIS/GPS TECHNOLOGY	2	A20180	INDUSTRIAL PHARMACEUTICAL TECHNOLOGY	13
D40220	GIS/GPS TECHNOLOGY	2	A25260	INFORMATION SYSTEMS	344
A25170	GLOBAL LOGISTICS TECHNOLOGY	5	C25260	INFORMATION SYSTEMS	268
C25170	GLOBAL LOGISTICS TECHNOLOGY	7	D25260	INFORMATION SYSTEMS	43
A1542A	GOLF COURSE MANAGEMENT	8	A25270	INFORMATION SYSTEMS SECURITY	26
A30180	GRAPHIC ARTS & IMAGING TECHNOLOGY	18	A4020A	INSTRUMENTATION	2
C15220	GREENHOUSE & GROUNDS MAINTENANCE	17	A30220	INTERIOR DESIGN	56
A30200	GUNSMITHING	1	C30220	INTERIOR DESIGN	11
C30200	GUNSMITHING	5	D30220	INTERIOR DESIGN	3
C30210	GUNSMITHING	21	A2512D	INTERNATIONAL BUSINESS	15
D30200	GUNSMITHING	2	C2512D	INTERNATIONAL BUSINESS	1
D30210	GUNSMITHING	2	A25290	INTERNET TECHNOLOGIES	98
C45350	HEALTH CARE TECHNOLOGY	7	C25290	INTERNET TECHNOLOGIES	54
A45360	HEALTH INFORMATION TECHNOLOGY	118	A55300	INTERPRETER EDUCATION	19
C45360	HEALTH INFORMATION TECHNOLOGY	1	C55300	INTERPRETER EDUCATION	2
D45360	HEALTH INFORMATION TECHNOLOGY	7	A40260	LANDSCAPE ARCHITECTURE TECHNOLOGY	7
C25220	HEALTH UNIT COORDINATOR	30	A15260	LANDSCAPE GARDENING	12
A25200	HEALTHCARE MANAGEMENT TECHNOLOGY	50	C15260	LANDSCAPE GARDENING	6
C25200	HEALTHCARE MANAGEMENT TECHNOLOGY	22	A40280	LASER & PHOTONICS TECHNOLOGY	3
A60240	HEAVY EQUIPMENT & TRANSPORT TECHNOLOGY	38	A5518A	LATENT EVIDENCE	20
C60240	HEAVY EQUIPMENT & TRANSPORT TECHNOLOGY	2	C5518A	LATENT EVIDENCE	2
D60240	HEAVY EQUIPMENT & TRANSPORT TECHNOLOGY	43	A2536A	LEGAL	26
D35240	HEAVY EQUIPMENT OPERATOR	2	C2536A	LEGAL	15
C2526B	HELPDESK & SUPPORT	4	A55310	LIBRARY & INFORMATION TECHNOLOGY	2
A25230	HIGH PERFORMANCE COMPUTING	2	C55310	LIBRARY & INFORMATION TECHNOLOGY	6
C25230	HIGH PERFORMANCE COMPUTING	1	D55310	LIBRARY & INFORMATION TECHNOLOGY	1
A1010H	HISTORY (PRE-MAJOR)	34	C45390	LICENSED PRACTICAL NURSE REFRESHER	10
A15240	HORTICULTURE TECHNOLOGY	63	A15280	LIVESTOCK & POULTRY TECHNOLOGY	11
C15240	HORTICULTURE TECHNOLOGY	135	C15280	LIVESTOCK & POULTRY TECHNOLOGY	8
D15240	HORTICULTURE TECHNOLOGY	41	C2512E	LOGISTICS MANAGEMENT	5
A25240	HOTEL & RESTAURANT MANAGEMENT	43	A50300	MACHINING TECHNOLOGY	63
C25240	HOTEL & RESTAURANT MANAGEMENT	29	C50300	MACHINING TECHNOLOGY	74
D25240	HOTEL & RESTAURANT MANAGEMENT	3	D50300	MACHINING TECHNOLOGY	35
A2512C	HUMAN RESOURCES MANAGEMENT	75	A1524A	MANAGEMENT	5
C2512C	HUMAN RESOURCES MANAGEMENT	41	C55400	MANICURING/NAIL TECHNOLOGY	51
D2512C	HUMAN RESOURCES MANAGEMENT	3	A40300	MANUFACTURING ENGINEERING TECHNOLOGY	9
A45380	HUMAN SERVICES TECHNOLOGY	150	C40300	MANUFACTURING ENGINEERING TECHNOLOGY	1
C45380	HUMAN SERVICES TECHNOLOGY	10	A50320	MANUFACTURING TECHNOLOGY	12
D45380	HUMAN SERVICES TECHNOLOGY	4	D50320	MANUFACTURING TECHNOLOGY	7
A35260	INDUSTRIAL CONSTRUCTION TECHNOLOGY	1	C60220	MARINE PROPULSION SYSTEMS	6
A40240	INDUSTRIAL ENGINEERING TECHNOLOGY	18	A15310	MARINE SCIENCE	1
C40240	INDUSTRIAL ENGINEERING TECHNOLOGY	6	A6024C	MARINE SYSTEMS	1
A20160	INDUSTRIAL LABORATORY TECHNOLOGY	2	C6024C	MARINE SYSTEMS	24
A50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	65	A15320	MARINE TECHNOLOGY	18
C50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	85	A2512F	MARKETING & RETAILING	55
D50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	20	C2512F	MARKETING & RETAILING	18

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
D35280	MASONRY	18	A45560	OPTICIANRY	10
A1040E	MATHEMATICS (PRE-MAJOR)	6	A55330	OUTDOOR LEADERSHIP	9
A1040F	MATHEMATICS EDUCATION (PRE-MAJOR)	1	A25380	PARALEGAL TECHNOLOGY	241
A50340	MECHANICAL DRAFTING TECHNOLOGY	20	C25380	PARALEGAL TECHNOLOGY	64
C50340	MECHANICAL DRAFTING TECHNOLOGY	32	D25380	PARALEGAL TECHNOLOGY	36
D50340	MECHANICAL DRAFTING TECHNOLOGY	17	C45580	PHARMACY TECHNOLOGY	1
A40320	MECHANICAL ENGINEERING TECHNOLOGY	51	D45580	PHARMACY TECHNOLOGY	71
C40320	MECHANICAL ENGINEERING TECHNOLOGY	20	C45600	PHLEBOTOMY	273
D40320	MECHANICAL ENGINEERING TECHNOLOGY	4	A30280	PHOTOGRAPHIC TECHNOLOGY	18
A25300	MEDIA INTEGRATION TECHNOLOGY	1	C30280	PHOTOGRAPHIC TECHNOLOGY	12
C25300	MEDIA INTEGRATION TECHNOLOGY	2	A3028C	PHOTOJOURNALISM	4
A2536B	MEDICAL	2	A1010J	PHYSICAL EDUCATION (PRE-MAJOR)	6
A45400	MEDICAL ASSISTING	313	A45640	PHYSICAL THERAPIST ASSISTANT (1+1)	46
C45400	MEDICAL ASSISTING	73	A45620	PHYSICAL THERAPIST ASSISTANT (2-YEAR)	37
D45400	MEDICAL ASSISTING	196	A5032A	PLASTICS	5
A45420	MEDICAL LABORATORY TECHNOLOGY	87	C5032A	PLASTICS	9
A25310	MEDICAL OFFICE ADMINISTRATION	603	C35300	PLUMBING	93
C25310	MEDICAL OFFICE ADMINISTRATION	498	D35300	PLUMBING	25
D25310	MEDICAL OFFICE ADMINISTRATION	106	A1010K	POLITICAL SCIENCE (PRE-MAJOR)	15
A45440	MEDICAL SONOGRAPHY	51	C45650	POLYSOMNOGRAPHY	4
D45440	MEDICAL SONOGRAPHY	18	A3028D	PORTRAIT STUDIO MANAGEMENT	8
C25320	MEDICAL TRANSCRIPTION	1	D45660	PRACTICAL NURSING	716
D25320	MEDICAL TRANSCRIPTION	74	A30290	PROFESSIONAL ARTS & CRAFTS: SCULPTURE	3
A4538C	MENTAL HEALTH	18	C30290	PROFESSIONAL ARTS & CRAFTS: SCULPTURE	1
C60260	MOTORCYCLE MECHANICS	6	A30300	PROFESSIONAL CRAFTS: CLAY	4
D60260	MOTORCYCLE MECHANICS	6	C30300	PROFESSIONAL CRAFTS: CLAY	3
A60270	MOTORSPORTS MANAGEMENT TECHNOLOGY	19	D30300	PROFESSIONAL CRAFTS: CLAY	7
A1020D	MUSIC & MUSIC EDUCATION	19	A30320	PROFESSIONAL CRAFTS: FIBER	2
A2526D	NETWORK ADMINISTRATION & SUPPORT	282	A30340	PROFESSIONAL CRAFTS: JEWELRY	5
C2526D	NETWORK ADMINISTRATION & SUPPORT	144	D30340	PROFESSIONAL CRAFTS: JEWELRY	1
A25340	NETWORKING TECHNOLOGY	63	A30360	PROFESSIONAL CRAFTS: WOOD	4
C25340	NETWORKING TECHNOLOGY	37	D30360	PROFESSIONAL CRAFTS: WOOD	4
D25340	NETWORKING TECHNOLOGY	1	D2526E	PROGRAMMING	1
A45460	NUCLEAR MEDICINE TECHNOLOGY	25	A1010L	PSYCHOLOGY (PRE-MAJOR)	71
D45460	NUCLEAR MEDICINE TECHNOLOGY	8	A2512H	PUBLIC ADMINISTRATION	4
A1010I	NURSING (PRE-MAJOR)	15	A50430	PULP & PAPER PRODUCTION TECHNOLOGY	1
C45480	NURSING ASSISTANT	128	A6016A	RACE CAR PERFORMANCE	18
A55320	OCCUPATIONAL EDUCATION ASSOCIATE	3	D6016A	RACE CAR PERFORMANCE	4
C55320	OCCUPATIONAL EDUCATION ASSOCIATE	1	A45680	RADIATION THERAPY TECHNOLOGY	15
A45500	OCCUPATIONAL THERAPY ASSISTANT	30	D45680	RADIATION THERAPY TECHNOLOGY	21
A25360	OFFICE SYSTEMS TECHNOLOGY	337	A45700	RADIOGRAPHY	357
C25360	OFFICE SYSTEMS TECHNOLOGY	347	C25400	REAL ESTATE	3
D25360	OFFICE SYSTEMS TECHNOLOGY	107	A55360	RECREATION & LEISURE STUDIES	3
A2512G	OPERATIONS MANAGEMENT	24	A45720	RESPIRATORY THERAPY	176
C2512G	OPERATIONS MANAGEMENT	4	C60280	SMALL ENGINE & EQUIPMENT REPAIR	28
D45510	OPHTHALMIC MEDICAL ASSISTANT	10	A1010M	SOCIAL SCIENCE SEC EDUC (PRE-MAJOR)	2
C45520	OPTICAL APPRENTICE	8	A4538D	SOCIAL SERVICES	48

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
D2512F	MARKETING & RETAILING	4	C2014A	WATER RESOURCES MANAGEMENT	4
C35280	MASONRY	158	A50420	WELDING TECHNOLOGY	20
C4538D	SOCIAL SERVICES	2	C50420	WELDING TECHNOLOGY	232
D4538D	SOCIAL SERVICES	2	D50420	WELDING TECHNOLOGY	132
A1010Q	SOCIAL WORK	15			
A1010N	SOCIOLOGY (PRE-MAJOR)	27			
A1010S	SPECIAL EDUCATION	8	Total		28,083
A5522A	SPECIAL EDUCATION	34			
C5522A	SPECIAL EDUCATION	3	A= Associate Degree		
D5522A	SPECIAL EDUCATION	2	C=Certificate		
A10100	SPEECH/COMMUNICATIONS (PRE-MAJOR)	9	D=Diploma		
A45730	SPEECH-LANGUAGE PATHOLOGY ASSISTANT	42			
A4538E	SUBSTANCE ABUSE	38			
C4538E	SUBSTANCE ABUSE	21			
A25430	SUPPORT TECHNOLOGIES	1			
A45740	SURGICAL TECHNOLOGY	26			
D45740	SURGICAL TECHNOLOGY	177			
A40380	SURVEYING TECHNOLOGY	24			
C40380	SURVEYING TECHNOLOGY	1			
C15410	SUSTAINABLE AGRICULTURE	3			
A1528B	SWINE MANAGEMENT	3			
C30380	TAXIDERMY	4			
D30380	TAXIDERMY	1			
A5522B	TEACHER ASSOCIATE	278			
C5522B	TEACHER ASSOCIATE	29			
D5522B	TEACHER ASSOCIATE	5			
A40400	TELECOMMUNICATIONS & NETWORK ENGRG TECH	7			
C40400	TELECOMMUNICATIONS & NETWORK ENGRG TECH	2			
C50380	TELECOMMUNICATIONS INSTALLATION & MAINT.	26			
A45750	THERAPEUTIC MASSAGE	31			
D45750	THERAPEUTIC MASSAGE	105			
A45760	THERAPEUTIC RECREATION	5			
A5030A	TOOL, DIE, & MOLD MAKING	14			
A25440	TRAVEL & TOURISM TECHNOLOGY	2			
D25440	TRAVEL & TOURISM TECHNOLOGY	3			
C60300	TRUCK DRIVER TRAINING	395			
A15420	TURFGRASS MANAGEMENT TECHNOLOGY	23			
C15420	TURFGRASS MANAGEMENT TECHNOLOGY	4			
D15420	TURFGRASS MANAGEMENT TECHNOLOGY	4			
C50410	UPHOLSTERY PROD WORKER:SPRING-UP & UPHOL	19			
C50400	UPHOLSTERY PRODUCTION WORKER	10			
A45780	VETERINARY MEDICAL TECHNOLOGY	58			
A2536C	VIRTUAL OFFICE ASSISTANCE	1			
C2536C	VIRTUAL OFFICE ASSISTANCE	1			
A15430	VITICULTURE & ENOLOGY TECHNOLOGY	3			
D15430	VITICULTURE & ENOLOGY TECHNOLOGY	1			
A2014A	WATER RESOURCES MANAGEMENT	4			

**North Carolina Community College System
Curriculum Student Information II
Student Enrollment by College, 2005-06***

	Curriculum				
	Associate	Certificate	Diploma	Transitional	Totals
Alamance CC	3,935	525	451	1,409	6,203
Asheville-Buncombe TCC**	4,450	207	372	3,593	8,452
Beaufort County CC	1,392	66	152	329	1,879
Bladen CC	1,542	53	103	303	1,987
Blue Ridge CC**	1,603	240	143	833	2,737
Brunswick CC	776	95	274	184	1,297
Caldwell CC and TI**	2,720	327	1,055	1,022	5,002
Cape Fear CC**	6,885	720	454	1,655	9,541
Carteret CC**	1,552	90	135	412	2,145
Catawba Valley CC**	4,541	414	314	1,377	6,536
Central Carolina CC**	3,384	868	684	1,570	6,303
Central Piedmont CC	13,939	498	518	9,891	24,396
Cleveland CC	2,468	252	513	1,307	4,437
Coastal Carolina CC	5,018	198	273	949	6,190
College of The Albemarle**	1,963	110	160	646	2,820
Craven CC	3,346	89	159	977	4,506
Davidson County CC**	2,784	338	377	601	3,940
Durham TCC**	4,540	274	223	3,344	8,122
Edgecombe CC	2,396	35	259	899	3,546
Fayetteville TCC**	8,314	162	589	3,652	12,276
Forsyth TCC	7,169	598	524	1,683	9,856
Gaston College	5,353	270	385	1,202	7,139
Guilford TCC**	10,845	42	538	1,548	12,804
Halifax CC	1,359	299	179	234	2,035
Haywood CC	1,398	265	271	955	2,828
Isothermal CC	2,200	129	268	530	3,053
James Sprunt CC	935	158	351	491	1,858
Johnston CC	2,934	844	189	2,306	6,183
Lenoir CC	3,470	198	127	1,024	3,733
Martin CC	846	24	79	344	1,277
Mayland CC**	796	365	207	533	1,836
McDowell TCC	993	180	283	302	1,718
Mitchell CC**	1,727	131	194	476	2,491
Montgomery CC	751	105	96	296	1,224
Nash CC	2,360	216	94	1,183	3,788

**North Carolina Community College System
Curriculum Student Information II
Student Enrollment by College, 2005-06***

					Curriculum Totals
	Associate	Certificate	Diploma	Transitional	
Pamlico CC	256	148	37	140	575
Piedmont CC	1,649	626	231	1,266	3,732
Pitt CC**	6,110	286	252	1,914	8,311
Randolph CC	1,835	113	551	651	3,085
Richmond CC	1,710	102	61	270	2,107
Roanoke-Chowan CC	908	108	98	153	1,249
Robeson CC	2,147	178	148	180	2,612
Rockingham CC**	1,547	551	224	488	2,692
Rowan-Cabarrus CC**	4,124	535	1,597	1,037	7,090
Sampson CC	1,317	117	142	374	1,917
Sandhills CC	3,589	193	83	1,112	4,901
Southeastern CC	1,723	216	176	551	2,590
South Piedmont CC**	1,600	267	316	690	2,769
Southwestern CC	1,847	193	73	579	2,650
Stanly CC	1,737	332	107	874	2,988
Surry CC	2,265	142	703	1,070	4,079
Tri-County CC	890	50	80	403	1,404
Vance-Granville CC	3,870	430	529	823	5,550
Wake TCC	13,588	1,099	680	2,370	17,465
Wayne CC**	3,298	179	201	751	4,346
Western Piedmont CC**	2,701	169	93	814	3,689
Wilkes CC	2,406	65	129	976	3,513
Wilson Technical CC**	1,966	119	176	467	2,678
Grand Total:	180,027	15,555	17,635	64,943	268,421

*Unduplicated headcount are reported in each cell; rows and columns will not add up.

**Due to errors in a data collection program, curriculum headcounts may be under-reported.

Curriculum grand total is unduplicated.

Source: North Carolina Community College System Data Warehouse.

**North Carolina Community College System
Continuing Education Student Information
Student Enrollment By College, 2005-06***

	Basic Skills	Comm SVC	FIT	HRD	LEARN LAB	NIT EIT	NON OCC SS	OCC RB	OCC SS	SBC	Totals
Alamance CC	3,003	908	113	649		38	667	4,264	976	431	10,496
Asheville-Buncombe TCC	3,348	1,215	132	2,053		505	1,475	7,348	1,006	671	16,363
Beaufort County CC	1,062	150	33	286		92	836	3,339	81	318	5,988
Bladen CC	614	58	64	617		93	392	1,373		122	3,116
Blue Ridge CC	1,286		243	2,228	15	217	4,053	4,756	403	216	12,384
Brunswick CC	932	36	30	371		63	1,264	2,859	290	143	5,723
Caldwell CC & TI	2,351	114	351	1,308	1	106	2,239	3,545	451	1,347	10,921
Cape Fear CC	3,413	750	57	1,616	1,922	764	2,979	7,842	528	574	19,324
Carteret CC	807	84	12	434		8	352	2,765	1,046	1,350	6,582
Catawba Valley CC	3,198	874	250	1,317		2,124	2,606	3,725	3,428	480	16,280
Central Carolina CC	4,366	647	39	486		146	394	6,664	466		12,664
Central Piedmont CC	10,641	117	36	478		928	4,898	10,356	12,131	63	36,556
Cleveland Carolina CC	827	332	25	1,330		83	817	2,988	75	601	6,864
Coastal Carolina CC	4,826	273	287	393		489	2,883	8,446	709	862	17,879
College of The Albemarle	2,673		77	84		71	1,100	3,277	146	1,346	8,399
Craven CC	1,535	487	71	402		488	963	4,457	326	284	8,561
Davidson County CC	3,056		249	367		77	767	7,203	648	604	12,557
Durham TCC	4,619		105	2,103		1,386	655	7,269	2,137		17,373
Edgecombe CC	1,988	78	24	1,406		17	23	2,522	111	966	6,288
Fayetteville TCC	5,670	1,757	65	1,918			386	10,038	3,343	818	22,284
Forsyth TCC	5,202	417	855	4,479		1,045	1,956	8,942	2,721	1,358	24,986
Gaston College	2,999	169	99	3,298		368	2,116	4,912	1,470	333	14,946
Guilford TCC	5,866	693	174	2,138		88	5,965	9,377	2,100	520	25,524
Halifax CC	1,160	151	66	219		64	66	2,707	462	595	5,224
Haywood CC	707	140	33	459	845	92	238	2,122	50	371	4,836
Isothermal CC	1,738		77	776		224	4,248	1,858	232	307	8,549
James Sprunt CC	805	126		348	107		2,362	2,668		481	6,670
Johnston CC	1,839	197	78	196		616	1,146	4,640	456	1,256	9,598
Lenoir CC	2,208	241	53	1,138		15	1,637	5,050	18	820	10,403
Martin CC	859	303		382		12	10	1,579	90	222	3,177

**North Carolina Community College System
Continuing Education Student Information
Student Enrollment By College, 2005-06***

	Basic Skills	Comm SVC	FIT	HRD	LEARN LAB	NIT EIT	NON OCC SS	OCC RB	OCC SS	SBC	Totals
Mayland CC	1,185	114	5	593		93	828	2,437	184	436	5,318
McDowell TCC	934	82	81	932		105	1,138	3,332	615	122	6,947
Mitchell CC	2,406	99	197	1,094		417	987	2,863	1,262	443	9,016
Montgomery CC	549	41	3	151		25	38	1,710	341	214	2,938
Nash CC	1,743	305	49	723		983	367	3,761	547	630	8,686
Pamlico CC	291	155		128			11	587		212	1,272
Piedmont CC	1,590	101	47	949		193		1,898	212	473	4,997
Pitt CC	2,781	98	98	1,928		362	180	3,878	2,168	539	11,262
Randolph CC	1,812	182	406	644		184	649	3,876	536	115	8,070
Richmond CC	2,188		110	600		856	30	1,997	164	414	5,969
Roanoke-Chowan CC	755	163	81	184			16	1,218	1	384	2,707
Robeson CC	2,828	388	309	2,226		215	169	5,185	285	399	11,330
Rockingham CC	1,240	252	177	727		320	1,892	3,080	486	375	7,938
Rowan-Cabarrus CC	3,233	109	113	476		228	540	6,326	1,776	501	12,044
Sampson CC	1,232	202	321	1,235			758	2,540	105	334	6,108
Sandhills CC	1,619	313	36	415		92	554	4,218	536	872	8,031
Southeastern CC	1,320	857		1,372		75	15	4,042	34	1,195	7,861
South Piedmont CC	2,177	63	129	1,798			348	2,517	638	708	7,897
Southwestern CC	1,684		23	491		34	385	3,075	516	403	5,715
Stanly CC	1,513	84	84	418		73		2,902	467	276	5,453
Surry CC	1,655	297	308	858		256	964	4,475	132	695	8,867
Tri-County CC	439	568	5	45		141	128	1,675	398	1,124	4,149
Vance-Granville CC	2,737	566	739	1,347		1,720	23	6,746	263	566	13,760
Wake TCC	7,985	2,737	327	3,031	3,986	1,933	327	18,342	2,756	1,118	40,125
Wayne CC	2,829	130	297	1,775	265	30	686	3,911		539	9,386
Western Piedmont CC	2,455	285	149	679	176	59	1,455	4,636	1,023	281	10,339
Wilkes CC	1,577	317	915	2,007		152	147	5,206	525	473	10,323
Wilson TCC	1,897	346	144	211		69	160	3,845	422	295	6,961
Grand Total:	136,191	19,128	8,840	60,156	7,317	18,782	62,023	232,273	51,820	31,380	576,582

*Unduplicated headcount are reported in each cell; rows and columns will not add up. Continuing Education grand total is unduplicated.

Source: North Carolina Community College System Data Warehouse

North Carolina Community College System

Course/FTE Information

Annualized Curriculum And Continuing Education Full-Time Equivalent (FTE), 2005-06

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer & Fall)													SUB TOTAL NON BUDGET	TOTAL
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUB TOTAL BUDGET	Community Service Grant Supported & Receipt Supported	Focused Industry Training (FIT)	Human Resources Development (HRD)	Learning Laboratory	New and Expanded Industry (NIT & EIT)	Self Supported Non Occupational	Self Supported Occupational	Small Business Center (SBC)				
Alamance CC	2,273	178	324	343	3,119	312	293	605	53	2	0	0	8	21	10	5	98	3,823		
Asheville-Buncombe TCC	2,956	164	287	1,216	4,623	373	632	1,005	53	3	0	0	24	58	35	5	178	5,806		
Beaufort County CC	932	38	168	79	1,217	266	201	467	34	1	0	0	8	21	2	2	68	1,752		
Bladen CC	959	35	100	96	1,189	72	202	273	5	1	0	0	5	3	0	1	15	1,477		
Blue Ridge CC	1,001	179	111	259	1,551	155	504	660	1	4	0	1	24	130	14	1	174	2,384		
Brunswick CC	524	78	178	61	841	215	227	442	0	1	0	0	6	37	4	1	48	1,331		
Caldwell CC & TI	1,846	230	579	277	2,932	257	428	785	17	4	0	0	17	19	15	11	82	3,799		
Cape Fear CC	4,500	387	363	341	5,592	412	604	1,016	33	4	0	45	100	23	26	3	234	6,842		
Carteret CC	931	74	129	92	1,227	120	247	367	7	1	0	0	0	7	15	8	38	1,631		
Catawba Valley CC	2,872	228	202	388	3,691	364	427	791	32	6	0	0	25	35	73	3	173	4,655		
Central Carolina CC	2,094	511	519	435	3,558	813	621	1,434	41	3	0	0	28	6	20	0	99	5,091		
Central Piedmont CC	6,797	174	261	3,119	10,352	863	963	1,826	1	1	0	0	187	69	315	0	574	12,753		
Cleveland CC	1,427	139	385	390	2,341	168	257	425	16	1	0	0	12	13	3	1	46	2,813		
Coastal Carolina CC	2,588	107	297	155	3,147	238	777	1,016	33	1	0	0	2	40	8	7	92	4,255		
College of The Albemarle	1,165	86	165	163	1,578	276	214	490	0	2	0	0	5	31	1	11	50	2,118		
Craven CC	1,722	60	124	184	2,090	210	332	542	35	4	0	0	40	30	1	2	111	2,744		
Davidson County CC	1,612	248	275	208	2,343	418	520	939	0	5	0	0	1	18	10	3	38	3,319		
Durham TCC	2,308	105	149	794	3,355	444	715	1,158	0	5	0	0	18	17	20	0	60	4,574		
Edgecombe CC	1,317	19	210	231	1,776	313	256	569	10	1	0	0	1	1	40	4	56	2,401		
Fayetteville TCC	5,962	73	617	1,046	7,698	1,130	1,372	2,502	103	4	0	0	0	10	49	4	169	10,369		
Forsyth TCC	4,094	194	358	321	4,968	564	693	1,257	29	6	0	0	124	56	29	6	250	6,475		
Gaston College	3,248	143	255	273	3,919	276	338	614	5	1	0	0	12	36	25	2	82	4,614		
Guilford TCC	6,269	42	343	322	6,976	727	640	1,367	32	4	0	0	0	72	108	2	220	8,563		
Halifax CC	951	162	153	40	1,307	84	143	227	13	3	0	0	39	2	4	6	67	1,601		
Haywood CC	1,071	88	157	247	1,562	81	162	244	12	1	0	3	25	5	0	2	48	1,854		
Isothermal CC	1,371	67	164	122	1,724	143	218	362	0	1	0	0	3	86	0	2	93	2,179		

North Carolina Community College System

Course/FTE Information

Annualized Curriculum And Continuing Education Full-Time Equivalent (FTE), 2005-06

Colleges	Curriculum Programs					Continuing Education Programs (Spring, Summer & Fall)												
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUB TOTAL BUDGET	Community Service Grant Supported & Receipt Supported Focused Industry Training (FIT)	Human Resources Development (HRD)	Learning Laboratory	New and Expanded Industry (NIT & EIT)	Self Supported Non Occupational	Self Supported Occupational	Small Business Center (SBC)	SUB TOTAL NON BUDGET	TOTAL	
James Sprunt CC	671	107	227	102	1,107	92	161	254	18	0	0	3	0	25	0	3	45	1,410
Johnston CC	1,811	542	190	559	3,102	290	335	626	15	3	0	0	8	29	6	6	64	3,794
Lenoir CC	1,726	185	112	204	2,227	378	553	931	22	2	0	0	1	46	0	5	105	3,235
Martin CC	618	13	71	80	782	158	150	308	37	0	0	0	0	0	1	1	38	1,128
Mayland CC	510	340	127	209	1,185	232	269	501	1	0	33	0	5	13	1	3	34	1,742
McDowell TCC	630	101	214	78	1,023	136	162	297	17	0	0	0	11	8	4	1	60	1,364
Mitchell CC	1,242	128	163	140	1,674	152	289	441	1	0	0	0	31	37	18	3	74	2,205
Montgomery CC	470	68	93	53	684	70	133	203	7	0	0	0	9	2	7	2	22	914
Nash CC	1,275	87	69	254	1,684	210	370	581	22	2	0	0	261	10	11	3	52	2,574
Pamlico CC	129	117	31	37	313	90	72	162	13	0	0	0	0	1	0	1	15	490
Piedmont CC	1,049	364	192	453	2,058	145	247	392	9	2	0	0	12	0	14	2	30	2,488
Pitt CC	4,038	200	204	433	4,874	285	257	542	6	2	0	0	19	3	26	1	2	5,474
Randolph CC	1,222	79	244	93	1,637	325	403	728	17	7	0	0	15	23	8	3	2	2,438
Richmond CC	1,030	58	26	49	1,163	422	204	626	0	3	0	0	32	0	4	2	2	1,829
Roanoke-Chowan CC	622	40	72	25	758	107	85	192	4	0	0	0	0	5	0	3	2	962
Robeson CC	1,493	193	164	42	1,893	1,020	587	1,606	22	9	0	0	29	18	8	3	1	3,585
Rockingham CC	1,008	264	166	115	1,553	110	342	451	19	3	0	0	18	19	5	3	3	2,070
Rowan-Cabarrus CC	2,408	207	880	269	3,765	321	688	1,009	10	2	0	0	58	16	30	3	4	4,893
Sampson CC	821	65	118	71	1,076	328	257	585	29	4	0	0	15	5	1	2	1	1,715
Sandhills CC	2,537	116	54	215	2,922	326	298	624	6	1	0	0	35	16	6	4	6	3,615
Southeastern CC	1,264	133	146	117	1,660	218	344	562	19	0	0	0	7	1	1	7	35	2,258
South Piedmont CC	885	136	239	193	1,453	278	370	648	4	3	0	0	0	13	21	4	36	2,137
Southwestern CC	1,225	61	66	166	1,518	176	429	605	0	1	0	0	4	10	8	4	27	2,150
Stanly CC	1,039	264	51	142	1,496	158	409	567	6	1	0	0	0	0	6	2	14	2,078
Surry CC	1,558	38	397	226	2,219	169	458	627	19	5	0	0	8	24	1	4	62	2,908
Tri-County CC	573	13	81	128	796	39	173	212	30	0	0	0	21	3	7	5	66	1,074

North Carolina Community College System

Course/FTE Information

Annualized Curriculum And Continuing Education Full-Time Equivalent (FTE), 2005-06

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer & Fall)												
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUB TOTAL BUDGET	Community Service Grant Supported & Receipt Supported	Focused Industry Training (FIT)	Human Resources Development (HRD)	Learning Laboratory	New and Expanded Industry (NIT & EIT)	Self Supported Non Occupational	Self Supported Occupational	Small Business Center (SBC)	SUB TOTAL NON BUDGET	TOTAL
Vance-Granville CC	2,140	320	388	246	3,094	361	627	988	31	5	0	0	42	0	2	3	82	4,164
Wake TCC	7,076	286	369	466	8,198	991	1,219	2,210	145	20	0	58	117	9	43	11	402	10,809
Wayne CC	2,048	149	185	133	2,515	365	511	876	19	4	0	4	7	18	0	6	58	3,449
Western Piedmont CC	1,743	104	66	166	2,078	444	337	780	23	5	0	3	3	10	27	3	75	2,933
Wilkes CC	1,672	52	103	191	2,019	238	513	751	41	11	0	0	29	1	8	3	93	2,862
Wilson TCC	1,154	89	204	89	1,536	259	383	642	32	3	0	0	11	3	17	1	67	2,245

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer & Fall)												
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUB TOTAL BUDGET	Community Service Grant Supported & Receipt Supported	Focused Industry Training (FIT)	Human Resources Development (HRD)	Learning Laboratory	New and Expanded Industry (NIT & EIT)	Self Supported Non Occupational Extension	Self Supported Occupational Extension	Small Business Center (SBC)	SUB TOTAL NON BUDGET	TOTAL
Total 2005-06	110,479	8,728	12,585	16,943	148,736	18,289	23,619	41,908	1,211	168	32	116	1,523	1,211	1,109	197	5,567	196,211
Total 2004-05	110,026	8,933	12,875	16,689	148,523	18,270	22,552	40,822	1,345	151	17	102	911	1,134	1,038	192	4,890	194,235
Total 2003-04	108,732	9,023	13,451	17,236	148,441	17,927	21,480	39,407	1,389	188	8	72	748	1,160	1,106	173	4,844	192,693

**ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL
2001–02 THROUGH 2005–06**

	2001–02	2002–03	2003–04	2004–05	2005–06
Associate	156,818	168,526	179,124	182,660	180,027
Certificate	19,550	18,173	17,185	16,532	15,555
Diploma	16,287	18,567	18,994	18,074	17,635
Transitional	74,781	72,470	69,667	67,411	64,943
Curriculum Sub-Total	257,312	266,949	274,529	274,423	268,421
Basic Skills	153,211	143,296	142,215	139,715	136,191
Occupational Regular Budget	226,596	219,506	221,741	230,858	232,273
Learning Lab	7,152	7,365	6,824	7,986	7,317
Occupational Self Supporting	49,715	51,199	50,308	49,846	51,820
Focused Industrial Training	7,263	7,251	8,085	9,265	8,840
Human Resource Development	41,491	45,311	50,012	56,805	60,156
New and Expanding Industry	13,280	9,899	11,865	13,534	18,782
Small Business Centers	26,788	24,659	22,512	26,106	31,380
Community Service	21,310	20,692	23,473	20,608	19,128
Non-Occupational Self Supporting	62,668	56,549	60,116	61,515	62,023
Continuing Education Sub-Total	561,334	538,340	549,137	568,093	576,582
TOTAL	772,280	775,418	763,571	779,228	801,676

Source: North Carolina Community College System Data Warehouse.

**ANNUAL FTE BY PROGRAM AREA AND TOTAL
2001–02 THROUGH 2005–06**

	2001–02	2002–03	2003–04	2004–05	2005–06
Associate	93,347	102,080	108,732	110,026	110,479
Certificate	9,577	9,130	9,023	8,933	8,728
Diploma	11,831	13,265	13,451	12,875	12,585
Transitional	18,157	17,523	17,236	16,689	16,943
Curriculum Sub-Total	132,913	141,998	148,441	148,523	148,736
Basic Skills	17,537	17,579	17,927	18,270	18,289
Occupational Regular Budget	19,088	20,595	21,480	22,552	23,619
Regular Budget Continuing Education Sub-Total	36,625	38,174	39,407	40,822	41,908
Regular Budget Total	169,538	180,172	187,849	189,345	190,644
Learning Lab	64	65	72	102	116
Occupational Self Supporting	1,088	1,071	1,106	1,038	1,109
Focused Industrial Training	231	182	188	151	168
Human Resource Development	756	11	8	17	32
New and Expanding Industry	2,090	1,310	748	911	1,523
Small Business Centers	197	180	173	192	197
Community Service	1,581	1,196	1,389	1,345	1,211
Non-Occupational Self Supporting	1,197	1,303	1,160	1,134	1,211
TOTAL	176,743	185,490	192,693	194,235	196,211

Source: North Carolina Community College System Data Warehouse.

ANNUAL CURRICULUM AND CONTINUING EDUCATION ENROLLMENT
BY RACE, GENDER, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY
2001-02 THROUGH 2005-06*

YEAR	WHITE	BLACK	OTHER	MALE	FEMALE	DAY	NIGHT	UNEMPLOYED	EMPLOYED PART-TIME	EMPLOYED FULL-TIME	NC RESIDENT	NON RESIDENT	TOTAL
Curriculum													
2001-02	179,835	67,884	19,921	105,666	161,974	203,255	81,240	94,719	82,716	87,825	255,161	11,670	257,312
2002-03	177,474	69,177	20,699	101,909	165,136	218,218	76,708	102,682	85,152	84,550	254,946	12,890	266,949
2003-04	180,585	72,337	21,998	102,950	171,690	227,484	76,104	109,917	88,010	81,393	261,595	14,191	275,786
2004-05	179,925	71,565	23,338	101,957	172,562	229,874	73,048	110,857	88,933	77,780	260,082	15,057	274,423
2005-06	175,526	69,371	24,003	99,955	168,570	226,955	67,916	109,256	89,566	74,003	272,743	14,923	268,421
Continuing Education													
2001-02	365,203	128,577	67,554	286,565	274,768	399,487	219,829	210,850	60,789	302,248	544,555	17,160	561,334
2002-03	351,476	120,698	66,166	277,157	260,292	381,495	213,861	208,478	62,303	280,084	523,105	15,235	538,340
2003-04	354,368	126,397	68,372	279,913	268,023	391,435	219,357	215,535	64,489	282,648	533,173	15,964	549,137
2004-05	363,719	132,151	72,223	294,078	273,832	408,955	222,000	219,667	68,731	294,379	551,820	16,841	568,093
2005-06	364,767	136,617	75,198	294,147	282,435	419,049	223,484	217,695	76,795	301,714	562,698	14,871	576,582

ANNUAL CURRICULUM ENROLLMENT BY CREDIT HOUR LOAD
2001-02 THROUGH 2005-06*

YEAR	1/4 TIME		1/2 TIME		3/4 TIME		FULL-TIME		TOTAL NUMBER
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
2001-02	112,053	33%	75,245	22%	50,029	15%	102,772	30%	257,312
2002-03	113,501	32%	79,476	23%	53,384	15%	104,303	30%	266,949
2003-04	113,736	31%	82,133	23%	55,833	15%	110,192	30%	275,786
2004-05	111,308	31%	83,539	23%	56,684	16%	110,729	30%	274,423
2005-06	110,668	32%	81,186	24%	55,075	16%	95,043	28%	268,421

* The data for each segment of the table represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2005-06**

Section I. Grants and Scholarships

Aid Source Code & Description - Section I.	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
01 Federal Pell Grant	83,379	\$167,136,915	4,668	\$6,398,000	88,047	\$174,789,431
02 Federal Supplemental Education Opportunity Grant	9,416	\$2,872,421	534	\$93,987	9,950	\$3,028,795
03 Student Incentive Grant (NCSIG)	2,280	\$1,186,602	99	\$14,000	2,379	\$1,225,727
14 JTPA Workforce Investments Act (WIA)	7,513	\$8,238,703	249	\$411,788	7,762	\$8,478,721
15 Veterans Educational Benefits	1,888	\$6,946,302	142	\$246,531	2,030	\$7,451,941
17 Bureau of Indian Affairs Grant (BIA)	111	\$58,399	42	\$1,525	153	\$76,928
39 Other federal scholarship or grant	862	\$499,704	48	\$42,784	910	\$519,248
49 NC Division of Vocational Rehabilitation	646	\$475,415	40	\$29,102	686	\$496,674
53 NC Veterans Scholarship	200	\$421,017	10	\$4,530	210	\$440,090
59 Tuition Remission (not waivers)	2,285	\$828,210	319	\$180,408	2,604	\$972,315
70 NC Community College Grant	13,981	\$9,723,107	575	\$196,541	14,556	\$10,057,121
79 Other NC state scholarship or grant	2,841	\$1,540,365	71	\$54,026	2,912	\$1,560,249
80 Foundation awarded grant/scholarship (non-athletic)	4,735	\$3,016,642	233	\$106,221	4,968	\$3,180,090
82 Externally administered private grant/scholarship	4,293	\$2,944,058	352	\$134,201	4,645	\$3,334,826
86 Athletic grant-in-aid	133	\$153,690	28	\$34,206	161	\$173,425
88 Tuition waivers	15,922	\$4,935,317	1,301	\$1,390,900	17,223	\$5,920,452
89 Institutional grant/scholarship (need based)	2,939	\$1,477,795	89	\$31,330	3,028	\$1,570,059
90 Institutional grant/scholarship (non-need based)	1,863	\$884,884	54	\$16,940	1,917	\$909,666
99 Other non-federal, non-state scholarship or grant	1,518	\$1,251,638	175	\$104,056	1,693	\$1,425,749
Total Section I. (Unduplicated # Students)	116,989	\$214,591,184	7,116	\$9,491,076	165,834	\$225,611,507

**North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2005-06**

Section II. Scholarship/Loans (loan repayable by service)

Aid Source Code & Description - Section II.	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
51 NC Scholarships for Health, Science, & Math (HSM)	12	\$27,000	1	\$1,500	13	\$28,500
54 Nurse Education Scholarship/Loan (PTSL)	508	\$565,885	8	\$8,536	516	\$574,421
55 Nurse Scholars Program	139	\$313,520	6	\$7,685	145	\$321,205
57 Prospective Teacher Scholarship/Loan (PTSL)	36	\$41,850			36	\$41,850
78 Other NC state scholarship/loan	137	\$143,562	5	\$3,638	142	\$147,200
98 Other non-federal, non-state scholarship/loan	50	\$58,036			50	\$58,036
Total Section II. (Unduplicated # Students)	878	\$1,149,853	19	\$21,359	897	\$1,171,212

**North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2005-06**

Section III. Loans

Aid Source Code & Description - Section III.	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
06 Federal Family Ed. Loan (FFELP) - Subsidized Stafford	7,091	\$14,283,949	921	\$1,759,778	8,012	\$16,043,727
07 FFELP - Undubsidized Stafford	5,073	\$11,164,761	456	\$955,773	5,529	\$12,120,534
08 FFELP - PLUS	124	\$518,120	43	\$182,749	167	\$700,869
09 Federal William D. Ford Direct Loan (FFDLP) Subsidized	149	\$254,001	6	\$7,936	155	\$261,937
10 FFDLP - Unsubsidized Stafford	85	\$212,276	7	\$18,000	92	\$230,276
11 FFDLP - PLUS	12	\$32,900	1	\$2,000	13	\$34,900
37 Other federal loan	18	\$54,063			18	\$54,063
71 NC Community College Loan Program	83	\$24,300	1	\$463	84	\$24,763
77 Other NC state loan	22	\$18,658			22	\$18,658
81 Foundation awarded loan (non-athletic)	35	\$14,711	3	\$1,012	38	\$15,723
83 Externally administered private loan	272	\$1,035,287	54	\$232,878	326	\$1,268,165
91 Institutional loan (need based)	362	\$140,573	23	\$7,988	385	\$148,561
92 Institutional loan (non-need based)	89	\$33,942	2	\$1,501	91	\$35,443
97 Other non-federal, non-state loan	28	\$100,888	3	\$16,666	31	\$117,554
Total Section III. (Unduplicated # Students)	9,348	\$27,888,429	1,113	\$3,186,744	10,461	\$31,075,173

**North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2005-06**

Section IV. Employment

Aid Source Code & Description - Section IV.	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
04 Federal Work Study (FWS)	2,387	\$3,530,690	218	\$335,829	2,605	\$3,866,519

Section V. Grand Total

	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
Section V. Grand Total (Unduplicated # Students)	120,885	\$247,872,947	7,520	\$14,581,051	128,405	\$262,453,998

Source: North Carolina Community College System Data Warehouse.

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY
 (AS OF 12-28-06)

POSITION CATEGORY	NUMBER OF EMPLOYEES
Faculty	6,244
Senior Administration	332
Service/Maintenance	1,136
Staff	2,834
Support	1,672
Technical/Paraprofessional	1,933
Total	14,151

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY GENDER
 (AS OF 12-28-06)

POSITION CATEGORY	FEMALE	MALE	TOTAL
Faculty	3,567	2,677	6,062
Senior Administration	140	192	320
Service/Maintenance	333	803	1,140
Staff	1,856	978	2,676
Support	1,592	80	1,873
Technical/Paraprofessional	1,449	484	1,873
Totals	8,937	5,214	14,151

Source: North Carolina Community College System Data Warehouse.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY RACE
 (AS OF 12-28-06)

POSITION CATEGORY	AMERICAN						TOTAL
	WHITE	BLACK	INDIAN	ASIAN	HISPANIC	OTHER	
Faculty	5,360	684	54	72	70	4	6,244
Senior Administration	287	42	2	0	0	1	332
Service/Maintenance	646	447	11	7	25	0	1,136
Staff	2,245	506	28	23	27	5	2,834
Support	1,250	368	24	14	14	2	1,672
Technical/Paraprofessional	1,509	363	26	14	19	2	1,933
Totals	11,297	2,410	145	130	155	14	14,151

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY
 BY YEARS OF SERVICE AT CURRENT COLLEGE
 (AS OF 12-28-06)

POSITION CATEGORY	UNDER 6 YEARS	6–10 YEARS	11–15 YEARS	16–20 YEARS	21–25 YEARS	26 AND UP YEARS	TOTAL EMPL
Faculty	2,771	1,505	789	566	337	276	6,244
Senior Administration	86	60	43	53	43	47	332
Service/Maintenance	545	291	133	95	50	22	1,136
Staff	1,169	665	337	269	201	193	2,834
Support	743	407	193	154	91	84	1,672
Technical/Paraprofessional	923	450	201	145	99	115	1,933
Total	6,237	3,378	1,696	1,282	821	737	14,151

Source: North Carolina Community College System Data Warehouse.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY HIGHEST EDUCATION LEVEL
 (AS OF 12-28-06)

POSITION CATEGORY	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIV	1-YR COLL	VOC DIPL	2 YRS COLL	ASSOC DEGREE	3-4 YRS COLL	BACH DEGREE	MAST DEGREE	EDUC SPEC DEGREE	DOCT DEGREE	TOTAL EMPL
Faculty	1	116	57	182	46	554	52	1,431	3,399	30	376	6,244
Senior Administration	0	0	0	0	0	2	0	28	175	2	125	332
Service/Maintenance	92	669	71	80	43	131	8	36	6	0	0	1,136
Staff	2	66	35	28	19	269	27	1,044	1,217	15	112	2,834
Support	2	340	143	49	93	771	31	226	17	0	0	1,672
Technical/Paraprofessional	2	214	116	55	59	829	43	509	104	1	2	1,933
Total	99	1,405	421	394	260	2,556	161	3,274	4,918	52	615	14,151

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
 2006–2007 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY MONTHS OF EMPLOYMENT
 (9–12 MONTHS EMPLOYED ONLY)
 (AS OF 12-28-06)

POSITION CATEGORY	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS	TOTAL EMPLOYEES
Faculty	5,799	3	0	441	6,243
Senior Administration	0	0	0	332	332
Service/Maintenance	2	0	10	1,124	1,136
Staff	11	15	3	2,805	2,834
Support	2	7	0	1,663	1,672
Technical/Paraprofessional	24	4	6	1,899	1,933
Total	5,838	29	19	8,264	14,150

Source: North Carolina Community College System, Information Services.

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GLOSSARY

Academic Semester—A sixteen-week period during which credit classes are offered.

Academic Year—The academic year includes fall and spring semesters as well as an eleven-week summer term.

Accreditation—A formal means of recognizing an institution for maintaining standards that qualify the graduates for admission to higher institutions or for professional practice. Accrediting agencies are responsible for establishing the standards and evaluating the schools' compliance with them (e.g. Southern Association of Colleges and Schools, American Dental Association, Engineering).

Accountability—The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

Adult Basic Education (ABE)—A program of basic skills for adults, 16 years of age or older and out of school, who function at less than a high school level.

Adult Education—Programs that provide opportunities for adults and out-of-school youth to further their education.

Affirmative Action—The planned, aggressive, coherent, management program to provide for equal employment opportunity. It is a results-oriented program designed to achieve equal employment opportunity rather than simply a policy to assure nondiscrimination. As an ongoing management program, it requires periodic evaluation.

Appropriation—The act by which the legislature provides the state dollars for the operation of an institution. Funds are appropriated to the State Board of Community Colleges to be distributed to the institutions.

Associate in Applied Science Programs (AAS)—These programs range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. In addition to major course work, associate in applied science degree programs require a minimum of 15 semester hour credits of general education. General education requirements include course work in communications, humanities/fine arts, social/behavioral sciences and natural sciences/mathematics. Certain courses in associate degree programs may be accepted by a four-year college or university for transfer credit in an associated field.

Association of Community College Trustees (ACCT)—A nonprofit international association with headquarters in Washington, DC, that seeks to unify, promote, encourage, and develop two-year institutions through the expertise and insight of trustee leadership.

Association of Governing Boards of Universities and Colleges (AGB)—A nonprofit educational organization of governing, coordinating, and advisory boards of post-secondary education. AGB exists to help its members fulfill their roles and meet their responsibilities. Headquarters are in Washington, DC.

Base Budget—Appropriations made by the Legislature to fund the current level of operation.

Biennium—A two-year period for which an agency builds a budget.

Capital Outlay—Capital outlay expenditures are those that result in the acquisition of fixed assets or additions to fixed assets (i.e. expenditures for land, buildings, or equipment).

Categorical Funds (restricted)—Funds from a federal, state, local, or private source that are restricted to expenditures in a particular category or program.

Certificate Programs—These programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student. Associate degree level courses within a certificate program may also be applied toward a diploma or an associate in applied science degree.

Certification—A voluntary form of recognition for knowledge and skill in a particular profession.

Clock Hour—One hour of instruction given one student. Class periods from 50–60 minutes may be counted as one clock hour depending on the type of instruction delivered.

College Transfer Programs—These programs are offered through the Associate in Arts (AA), Associate in Fine Arts (AFA) and Associate in Science (AS) degrees. The Associate in Arts and the Associate in Science programs are part of the Comprehensive Articulation Agreement (CAA). This agreement addresses the transfer of students between institutions in the North Carolina Community College System and the constituent institutions of the University of North Carolina

Compensatory Education—A special state-funded educational program for mentally retarded adults (over 17 years of age).

Competency-Based Instruction—Instruction based on measurable student performance outcomes consistent with the skills and knowledge needed by entry-level employees in a particular field.

Cooperative Skills Training—A training program specifically designed to provide customized training for existing industry. This training can be provided on campus or at the industrial site.

Credit Hour—An instructional unit used for recognition of the amount of credit a student earns for a given course. Example: Semester Credit Hour—A student who spends one classroom hour per week in a class for sixteen weeks earns one semester hour credit.

Current Expense—Funds used for the general operation of the institution to include salaries, benefits, and other instructional costs.

Curriculum Programs—A term used to describe a wide variety of planned educational programs which range in length from one semester to two years. These programs lead to certificates, diplomas or associate degrees, depending on the nature of the curriculum. Curriculum programs include certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs.

Developmental Education—A program providing specialized credit courses for students who need to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

Diploma Programs—These programs range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer term. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree.

English as a Second Language (ESL)—A program of instruction to help adults with limited or no English language proficiency.

Expansion Budget—Additional funds from the legislature to increase the quantity or quality of services rendered.

Fiscal Year—The twelve-month period upon which the institution's budget is based, July 1–June 30.

Full-Time Equivalent (FTE)—One full-time equivalent (FTE) student represents 16 student membership hours per week for 16 weeks or 256 student membership hours for each semester enrolled.

- **Annual Curriculum FTE**—The total of fall and spring FTE.
- **Annual Extension FTE**—The total of spring, summer and fall sequenced periods FTE.
- **Budget Full-Time Equivalent (B/FTE)**—Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.
- **Equipment Full-Time Equivalent (E/FTE)**—Used to prepare the equipment budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.
- **Library Full-Time Equivalent (L/FTE)**—Used to prepare the library budget to provide for an equitable distribution of library funds allocated for the purchase of library books and audiovisual materials.
- **Credit Hour Full-Time Equivalent (H/FTE)**—Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.

- **Construction Full-Time Equivalent (C/FTE)**—Used to determine priorities and institutional eligibility for federal and state construction funds for the institutions.

Full-Time Students—A student is considered full time if he/she carries 12 or more semester credit hours of classes.

General Educational Development (GED)—A high school equivalency program enabling adults to take the General Education Development Tests to determine if they are at the 12th grade completion level of English, social studies, science, reading, and math. Individuals achieving the required scores on the GED are awarded the High School Equivalency Diploma. The program is open to individuals 18 years or older.

General Education Programs—These programs are designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. Successful completion of 64-65 semester hour credits leads to an associate in general education degree (AGE).

Human Resource Development (HRD)—A program with prevocational training and counseling for chronically unemployed adults.

Non-Credit (Extension) Courses—Courses for professional training, upgrading or general interest.

Occupational Education—Any type of instruction or training (credit or non-credit) that prepares one to enter an occupation.

Other Costs—A term used to describe current instructional and operating instructional support costs excluding personnel and the associated fringe benefits. The term is used for supplies, travel, postage, etc.

Pell Grants—Needs-based federally funded grants.

Transitional—Programs that do not lead to a formal award. They include special credit, Huskins Bill, high school, and dual enrolled high school programs.

Unduplicated Headcount—The total number of students (both full-time and part-time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he/she takes or the number of semesters for which he/she registers.

STATE BOARD OF COMMUNITY COLLEGES 2006 - 2007

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Term Expires 6/30/2011

Mr. Jonathan Smith
President
N4CSGA
Ahoskie, NC
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Term Expires 6/30/2007

Correspondence and contacts to members of the State Board of Community Colleges should be directed to:

Office of State Board Affairs
Mr. Richard W. Sullins, Executive Director
North Carolina Community College System
5001 Mail Service Center
Raleigh, NC 27613
919.807.6969
sullinsr@nccommunitycolleges.edu

<p style="text-align: center;">NORTH CAROLINA COMMUNITY COLLEGE SYSTEM 200 West Jones Street, Raleigh, NC 27603-1379 Mailing Address: 5001 MSC, Raleigh, NC 27699-5001 Telephone (919) 807-7100 Main Fax: (919) 807-7164 H. Martin Lancaster, System President COMMUNITY COLLEGE PRESIDENTS</p>		
<p>Dr. Martin Nadelman Alamance Community College PO Box 8000 Courier 17-49-01 Graham, NC 27253-8000 Phone: (336) 578-2002 Fax: (336) 578-1987</p>	<p>Dr. Matthew S. Garrett Central Carolina Community College 1105 Kelly Dr. Courier 14-43-14 Sanford, NC 27330 Phone: (919) 775-5401 Fax: (919) 775-1221</p>	<p>Dr. Gary Green Forsyth Technical Community College 2100 Silas Creek Parkway Courier 13-05-01 Winston-Salem, NC 27103-5197 Phone: (336) 723-0371 Fax: (336) 761-2399</p>
<p>Kenneth Ray Bailey Asheville-Buncombe Tech. Com. Coll. 340 Victoria Road Courier 12-64-01 Asheville, NC 28801 Phone: (828) 254-1921 Fax: (828) 251-6355</p>	<p>Dr. Paul Anthony Zeiss Central Piedmont Community College PO Box 35009 Courier 05-18-40 Charlotte, NC 28235 Phone: (704) 330-2722 Fax: (704) 330-5045</p>	<p>Dr. Patricia A. Skinner Gaston College Courier 06-33-01 201 Highway 321 South Dallas, NC 28034-1499 Phone: (704) 922-6200 Fax: (704) 922-6440</p>
<p>Dr. David McLawhorn Beaufort County Community College PO Box 1069 Courier 16-03-01 Washington, NC 27889 Phone: (252) 946-6194 Fax: (252) 946-0271</p>	<p>Dr. L. Steve Thornburg Cleveland Community College 137 S. Post Road Courier 06-52-04 Shelby, NC 28152 Phone: (704) 484-4000 Fax: (704) 484-4036</p>	<p>Dr. Donald W. Cameron Guilford Technical Community College PO Box 309 Courier 13-29-01 Jamestown, NC 27282 Phone: (336) 334-4822 Fax: (336) 454-2510</p>
<p>Dr. Darrell Page Bladen Community College PO Box 266 Dublin, NC 28332 Phone: (910) 862-2164 Fax: (910) 862-3484</p>	<p>Dr. Ronald K. Lingle Coastal Carolina Community College 444 Western Blvd. Courier 11-07-26 Jacksonville, NC 28546 Phone: (910) 455-1221 Fax: (910) 455-7027</p>	<p>Dr. Ervin Griffin, Sr. Halifax Community College PO Drawer 809 Courier 07-47-01 Weldon, NC 27890 Phone: (252) 536-2551 Fax: (252) 536-4144</p>
<p>Dr. David W. Sink, Jr. Blue Ridge Community College 180 West Campus Drive Courier 06-76-01 Flat Rock, NC 28731 Phone: (828) 694-1700 Fax: (828) 692-2441</p>	<p>Ms. Lynne M. Bunch, College of The Albemarle PO Box 2327 Courier 10-39-32 Elizabeth City, NC 27906-2327 Phone: (252) 335-0821 Fax: (252) 335-2011</p>	<p>Dr. Rose Harrell Johnson Haywood Community College 185 Freedlander Drive Courier 08-10-01 Clyde, NC 28721 Phone: (828) 627-2821 Fax: (828) 627-3606</p>
<p>Dr. Stephen G. Greiner Brunswick Community College PO Box 30 Courier 04-24-01 Supply, NC 28462 Phone: (910) 754-6900 Fax: (910) 754-7805</p>	<p>Dr. Scott Ralls Craven Community College 800 College Court Courier 16-62-01 New Bern, NC 28562 Phone: (252) 638-4131 Fax: (252) 638-4232</p>	<p>Dr. Willard L. Lewis, III Isothermal Community College PO Box 804 Courier 06-63-04 Spindale, NC 28160 Phone: (828) 286-3636 Fax: (828) 286-1120</p>
<p>Dr. Kenneth A. Boham Caldwell Community Coll. & Tech. Inst. 2855 Hickory Blvd. Courier 15-26-22 Hudson, NC 28638 Phone: (828) 726-2200 Fax: (828) 726-2216</p>	<p>Dr. Mary E. Ritling Davidson County Community College PO Box 1287 Courier 13-53-20 Lexington, NC 27293-1287 Phone: (336) 249-8186 Fax: (336) 249-0088</p>	<p>Dr. Lawrence Rouse James Sprunt Community College PO Box 398 Courier 11-20-10 Kenansville, NC 28349-0398 Phone: (910) 296-2400 Fax: (910) 296-1636</p>
<p>Dr. Eric McKeithan Cape Fear Community College 411 N. Front Street Courier 04-12-06 Wilmington, NC 28401 Phone: (910) 362-7000 Fax: (910) 763-2279</p>	<p>Dr. Phail Wynn, Jr. Durham Technical Community College 1637 Lawson St. Courier 17-21-01 Durham, NC 27703 Phone: (919) 686-3300 Fax: (919) 686-3601</p>	<p>Dr. Donald Reichard Johnston Community College PO Box 2350 Courier 01-65-35 Smithfield, NC 27577 Phone: (919) 934-3051 Fax: (919) 209-2142</p>
<p>Dr. Joseph T. Barwick Carteret Community College 3505 Arendell Street Courier 11-12-08 Morehead City, NC 28557 Phone: (252) 222-6000 Fax: (252) 222-6219</p>	<p>Dr. Deborah L. Lamm, Edgecombe Community College 2009 W. Wilson St. Courier 07-51-11 Tarboro, NC 27886 Phone: (252) 823-5166 Fax: (252) 823-6817</p>	<p>Dr. Brantley Briley Lenoir Community College PO Box 188 Courier 01-23-27 Kinston, NC 28502-0188 Phone: (252) 527-6223 Fax: (252) 527-1199</p>
<p>Dr. Garrett Hinshaw Catawba Valley Community College 2550 Highway 70 SE Courier 09-72-01 Hickory, NC 28602 Phone: (828) 327-7000 Fax: (828) 327-7276</p>	<p>Dr. Larry B. Norris Fayetteville Tech. Community College PO Box 35236 Courier 14-51-41 Fayetteville, NC 28303-0236 Phone: (910) 678-8400 Fax: (910) 484-6600</p>	<p>Dr. Ann R. Britt Martin Community College 1161 Kehukee Park Road Courier 10-81-09 Williamston, NC 27892 Phone: (252) 792-1521 Fax: (252) 792-4425</p>

COMMUNITY COLLEGE PRESIDENTS (CONTINUED)

<p>Dr. Suzanne Y. Owens Mayland Community College PO Box 547 Courier 12-70-01 Spruce Pine, NC 28777 Phone: (828) 765-7351 Fax: (828) 765-0728</p>	<p>Dr. Charles Victor Chrestman Robeson Community College PO Box 1420 Courier 14-93-02 Lumberton, NC 28359 Phone: (910) 738-7101 Fax: (910) 671-4143</p>	<p>Mr. George R. "Randy" Parker Vance-Granville Community College PO Box 917 Courier 07-20-01 Henderson, NC 27536 Phone: (252) 492-2061 Fax: (252) 430-0460</p>
<p>Dr. Bryan Wilson McDowell Tech. Community College 54 College Drive Courier 12-91-03 Marion, NC 28752-8728 Phone: (828) 652-6021 Fax: (828) 652-1014</p>	<p>Dr. Robert C. Keys Rockingham Community College PO Box 38 Courier 02-23-05 Wentworth, NC 27375-0038 Phone: (336) 342-4261 Fax: (336) 349-9986</p>	<p>Dr. Stephen C. Scott Wake Technical Community College 9101 Fayetteville Road Courier 14-79-01 Raleigh, NC 27603 Phone: (919) 662-3400 Fax: (919) 779-3360</p>
<p>Dr. Douglas Eason Mitchell Community College 500 West Broad Street Courier 09-32-08 Statesville, NC 28677 Phone: (704) 878-3200 Fax: (704) 878-0872</p>	<p>Dr. Richard L. Brownell Rowan-Cabarrus Community College PO Box 1595 Courier 05-32-03 Salisbury, NC 28145-1595 Phone: (704) 637-0760 Fax: (704) 637-3692</p>	<p>Dr. Edward H. Wilson Wayne Community College PO Box 8002 Courier 01-13-20 Goldsboro, NC 27533-8002 Phone: (919) 735-5151 Fax: (919) 736-9425</p>
<p>Dr. Mary Kirk Montgomery Community College 1011 Page Street Courier 03-97-20 Troy, NC 27371 Phone: (910) 576-6222 Fax: (910) 576-2176</p>	<p>Dr. William C. Aiken Sampson Community College PO Box 318 Courier 11-34-32 Clinton, NC 28329 Phone: (910) 592-8081 Fax: (910) 592-8048</p>	<p>Dr. Jim Burnett Western Piedmont Community College 1001 Burkemont Avenue Courier 15-06-01 Morganton, NC 28655 Phone: (828) 438-6000 Fax: (828) 438-6015</p>
<p>Mr. William S. Carver, II Nash Community College PO Box 7488 Courier 07-70-01 Rocky Mount, NC 27804-0488 Phone: (252) 443-4011 Fax: (252) 443-0828</p>	<p>Dr. John R. Dempsey Sandhills Community College 3395 Airport Road Courier 03-43-01 Pinehurst, NC 28374 Phone: (910) 692-6185 Fax: (910) 695-1823</p>	<p>Dr. Gordon G. Burns, Jr. Wilkes Community College PO Box 120 Courier 15-11-04 Wilkesboro, NC 28697 Phone: (336) 838-6100 Fax: (336) 838-6277</p>
<p>Dr. Francis Marion Altman, Jr. Pamlico Community College P.O. Box 185 Grantsboro, NC 28529 Phone: (252) 249-1851 Fax: (252) 249-2377</p>	<p>Dr. John R. McKay South Piedmont Community College PO Box 126 Courier 03-83-01 Polkton, NC 28135 Phone: (704) 272-5300 Fax: (704) 272-5350</p>	<p>Dr. C.H. "Rusty" Stephens Wilson Technical Community College PO Box 4305 Courier 01-51-04 Wilson, NC 27893-0305 Phone: (252) 291-1195 Fax: (252) 243-7148</p>
<p>Dr. H. James Owen Piedmont Community College PO Box 1197 Courier 02-32-10 Roxboro, NC 27573 Phone: (336) 599-1181 Fax: (336) 597-3817</p>	<p>Dr. Kathleen S. Matlock Southeastern Community College PO Box 151 Courier 04-22-24 Whiteville, NC 28472 Phone: (910) 642-7141 Fax: (910) 642-5658</p>	
<p>Dr. G. Dennis Massey Pitt Community College PO Drawer 7007 Courier 01-45-28 Greenville, NC 27835-7007 Phone: (252) 321-4200 Fax: (252) 321-4401</p>	<p>Dr. Cecil L. Groves Southwestern Community College 447 College Drive Courier 08-23-14 Sylva, NC 28779 Phone: (828) 586-4091 Fax: (828) 586-3129</p>	
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<p>Dr. F. Diane Honeycutt Richmond Community College PO Box 1189 Courier 03-80-03 Hamlet, NC 28345 Phone: (910) 582-7000 Fax: (910) 582-7028</p>	<p>Dr. G. Frank Sells Surry Community College 630 South Main Street Courier 09-91-01 Dobson, NC 27017 Phone: (336) 386-8121 Fax: (336) 386-8951</p>	
<p>Dr. Ralph Soney Roanoke-Chowan Community College 109 Community College Road Courier 10-11-10 Ahoskie, NC 27910 Phone: (252) 862-1200 Fax: (252) 862-1358</p>	<p>John A. Cabe, Interim President Tri-County Community College 4600 Hwy 64 East Courier 08-53-06 Murphy, NC 28906 Phone: (828) 837-6810 Fax: (828) 837-3266</p>	

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE

STAFF DIRECTORY

February 2007

MAIN TELEPHONE NUMBER 919-807-7100 ~ **FAX NUMBER** 919-807-7164 ~
WWW URL <http://www.nccommunitycolleges.edu>

Staff located at the System Office may be reached at their direct telephone number or by dialing the main switchboard number.

The general mailing address of System Office Employees is:

North Carolina Community College System
 XXXX Mail Service Center
 Raleigh, NC 27699-XXXX

The XXXX is the box number and is listed in this directory by the employee's name.

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OFFICE OF THE PRESIDENT

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and Industry and in collaboration with the University of North Carolina System and private colleges and universities..
- Services to communities and individuals, which improve the quality of life.

Name/Position	Address	Telephone #	Room #
<i>President</i> —H. Martin Lancaster	5001 Mail Service Center	807-6950	101D
Special Assistant to the President —Pia McKenzie		807-6951	101E
Executive Assistant —Marion Patrick		807-6952	101
<i>Executive Vice Pres. & Chief Operating Officer</i> —Fred Williams		807-6955	101C
Executive Assistant —Sandra Hall		807-6953	101D
Special Assistant to the President for Education Policy Liaison —Weaver Rogers		807-6957	171A
President's Support Team			
Executive Director of the State Board & Executive Assistant to the President —Richard W. Sullins			
		807-6969	184A
Administrative Assistant —Mary Gardner		807-6970	184
Director for Hispanic/Latino Initiative —Richard W. Sullins		807-6969	184A
Assistant to the Pres. for Governmental Relations —Suzanne E. Williams		807-6960	144F
Assistant to the President for Legal Affairs —David Sullivan		807-6961	171C
Legal Assistant —Marjorie Young		807-7225	171B
Assistant to the President for External Affairs —Chancy M. Kapp		807-6962	144E
Assistant to the President for Public Information —Audrey K. Bailey		807-6963	144H
Special Events Coordinator/Writer —Peggy Beach		807-6964	144G
Graphics Design & Publications Coordinator —Hilda Raynor		807-6965	144I
Audit Services			
Executive Director —Glynda Lawrence		807-7224	144D
Research & Information Manager —Polly Murphy		807-7695	144B
Auditor II —Fayetteville Tech. CC—Walter Currie		(910) 678-8363	
Auditor I —Southwestern Community College—Richard Garrett		(828) 586-4091	
Auditor I —Wilkes Community College—Anne Miller		(336) 667-8243	
Auditor I —Pitt Community College—Veronica Ross		(252) 493-7439	
Auditor I —Richmond Community College—Elizabeth Self		(910) 582-7116	
Auditor I —Vacant			
Personnel Services			
Director —Jane Phillips		807-6972	130E
Personnel Analyst —Kris C. Ross		807-6973	130C
Personnel Technician —Karen McAllister		807-6971	130D
Personnel Assistant —April Tibbs		807-6974	130A

ACADEMIC AND STUDENT SERVICES DIVISION

The Academic and Student Services Division provides leadership and support to North Carolina community colleges in offering quality education for diverse learners in a changing workplace. The division enhances teaching and learning at the college level through resource development, internal/external partnerships, professional development, assessment and dissemination of best practices, program accountability, recruitment and retention of faculty and staff, global education, and technology. The division supports the open door policy and emphasizes lifelong learning, critical for functioning effectively in a dynamic world.

Name/Position	Address	Telephone #	Room #
<i>Vice President</i> —Dr. Delores A. Parker	5016 Mail Service Center	807-7096	401C
<i>Executive Assistant</i> —Carol Bowers		807-7097	401B
<i>Associate Vice President for</i>			
<i>Academic and Student Services</i> —Ken Whitehurst		807-7098	401E
<i>Administrative Secretary</i> —Pauline Kury		807-7099	401J
<i>Director for Joint High School Programs</i> —Tony Jordan		807-7133	401D
Student Development Services			
<i>Director</i> —Wanda White		807-7104	499
<i>Office Assistant</i> —Shlonda Brouchet		807-7105	495
<i>Associate Director for Student Development Services</i> —Karen Yerby		807-7107	498
<i>Associate Director for Student Support Services</i> —Charletta Sims Evans		807-7106	493
<i>Associate Director for Student Financial Aid</i> —Monty Hickman		807-7195	496
Proprietary Schools & Resource Development			
<i>Director</i> —Dr. John Pettitt		807-7146	172G
<i>Education Program Auditor</i> —Diannette Jackson		807-7149	172D
<i>Resource Development Coordinator</i> —Vonna Viglione		807-7147	172E
<i>Foundation and Alumni Support Coordinator</i> —Barbara Currier		807-7101	172F
<i>Office Assistant</i> —Doris Nixon		807-7148	172B
Program Services			
<i>Associate Vice President for Instructional Development and Technology</i> —Dr. Judith C. Mann			
<i>Administrative Secretary</i> —Alice Holt		807-7108	434D
<i>Distance Education Coordinator</i> —Dr. Linda Nelms		807-7112	401K
<i>Distance Education Coordinator</i> —Dr. Linda Nelms		807-7123	401M
<i>Distance Education Research Assistant</i> —Kathy Davis		807-7109	401L
<i>Office Assistant</i> —Annette Jones		807-7110	401Q
<i>Research Assistant</i> —Victoria Richard		807-7227	434P
<i>Information Processing Technician</i> —Kimberly Pearce		807-7123	434C
Program Director; Math & Science, Biological & Chemical Technologies, Developmental Education —Dr. Edith Lang			
		807-7119	434H
Program Director; Arts & Sciences (College Transfer), Commercial & Artistic Production Technologies —Jennifer Frazelle			
		807-7120	434I
Coordinator for Engineering, Transportation, Industrial Technologies —Frank Scuiletti			
		807-7114	434F
Coordinator for Ag/Natural Resources, Construction, Criminal Justice —Tracy McPherson			
		807-7117	434G
Coordinator for Business Technologies —Carolyn Snell			
		807-7116	434K
<i>Office Assistant</i> —Gail Robertson		807-7115	434O

Name/Position	Address	Telephone #	Room #
Coordinator for Health Sciences—Kim Jernigan	5016 Mail Service Center	807-7118	434L
Coordinator for Early Childhood/Public Service Technologies—Dr. Peggy Teague		807-7122	434J
Office Assistant—Sandra Johnson		807-7121	434A
Basic Skills			
Associate Vice President for Academic and Student Services and Basic Skills—Dr. Randy Whitfield		807-7132	485
Office Assistant—Chavon Casey		807-7135	480
Coordinator for Compensatory Education—Sillar Smith		807-7134	489
Coordinator for GED & AHS—Lou Ann Parker		807-7214	486
GED & AHS Tech—Karen O’Neal		807-7138	460C
Office Assistant—Melissa Lentz		807-7137	460D
Training Specialist—Katie Waters		807-7136	473A
Training Assistant—Monique Bloomfield		807-7142	473
Training Technician—Judy Howell		807-7141	460B
Coordinator for ABE/ESL—Karen Brown		807-7140	481
Coordinator for Literacy Resource Center—Bob Allen		807-7144	538A
Office Assistant—Jannai Johnson		807-7185	538E
Vocational Education			
Director—Elizabeth Brown		807-7128	554C
Administrative Secretary—Bernice Heller		807-7129	554E
Coordinator for Vocational Education—Doug Long		807-7130	565B
Coordinator for Vocational Education—Nancy Massey		807-7131	554B
Associate Director for Tech Prep—Bob Witchger		807-7126	401F
Office Assistant—Darice McDougald		807-7127	401I

ECONOMIC AND WORKFORCE DEVELOPMENT

The mission of the Economic and Workforce Development Division is to support North Carolina's community colleges to provide high quality training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina businesses and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.

Position/Name	Address	Telephone #	Room #
Vice President —Dr. Larry Keen	5003 Mail Service Center	807-7150	501B
Executive Assistant —Donna Miller		807-7151	501C
Associate Vice President —Willa Dickens		807-7152	501E
Program Assistant —Terry Satterwhite		807-7153	501J-2
Director for Emergency Services —Scott Bullard		807-7228	546A
Information & Research Manager —Lynda Wilkins		807-7154	536D
New & Expanding Industry Training Regional Training Directors			
Senior Regional Training Director - Charlotte Region —Maureen Little (South Piedmont CC)		(704) 290-5218	
Administrative Assistant —Carol Beers		(704) 290-5223	
GTP Region — Tim Rhodes (Education & Training Ctr., Kinston)		(252) 523-1351	
Northeastern Region —James Whitley (Nash CC)		(252) 451-8349	
Western Region —Dr. Patricia Freeman (Haynes Corporate Trning Ctr., Asheville-Buncombe TCC)		(828) 254-1921	
Research Triangle Region —Cleveland Lewis (System Office)		807-7184	536A
Piedmont/Triad Region —Don Huneycutt (Guilford TCC)		(336) 334-4822	
Southeastern Region —Vacant		(919) 807-7150	
Media Development Director —Bill Joyner (Wilkes CC)		(336) 838-6505	
BioNetwork Director —Matthew Meyer		807-7155	501D
Program Assistant —Jerrie Farmer		807-7183	538B
BioNetwork Coordinator —Kristine Allsbury		807-7180	501F
*BioNetwork Marketing & Recruitment Director —Norman Smit		807-7181	501G
BioNetwork Grants Management Associate —Libby Stucky		807-7156	546B
Director for Small Business Center Network —George Millsaps		807-7217	536B
Director for Workforce Initiatives —Stephanie Deese		807-7159	536C
Project HEALTH Coordinator —Diane Steinbeiser		807-7216	538C
Director for Career Readiness Certification —Pam Gobel		807-7215	530E
Office Assistant —Bobbie Lancaster		807-7160	530D
Director for Continuing Education —Barbara Boyce		807-7158	501H
Office Assistant —JoAnn Ingoglia		807-7223	546D
Director for Human Resources Development —Robin Coates		807-7182	536F
Career Start Program Coordinator —Janice Hastings		807-7145	565F
Career Start Program Coordinator —Alicia Booker		807-7100	536G
Program Assistant —Temeka Hester		807-7127	565E

**Position shared with Office of the President.*

BUSINESS AND FINANCE DIVISION

The Division of Business and Finance supports the efforts of the colleges and the System Office by providing equitable and fair distribution of resources and by assisting them in assuring the citizens of the State of North Carolina that Community Colleges are good stewards of public resources.

Name/Position	Telephone #	Room #
<i>Vice President</i> —Kennon D. Briggs	807-7068	201B
<i>Associate Vice President</i> —Alice L. Smith	807-7074	201E
<i>Executive Assistant</i> —Jan M. Hopkins	807-7069	201C
Manager, Systems Accounting and Special Projects —Kim Van Metre	807-7071	201J
Manager, System Office Funds —Bobbie Jo Moore	807-7075	201D
Payroll Officer —Helen McCrimmon	807-7076	201F
Workers Comp Adm —Vacant	807-7077	201G
Accounts Payable Clerk —Levette Reams	807-7078	201N
Manager, State Aid Funds —Annette Dishner	807-7079	201K
Accountant —Linda H. Wilson	807-7085	234F
Accountant —Vacant	807-7082	234D
Accounting Technician —Gina Sampson	807-7083	201L
Accounting Technician Construction —Dorrine Fokes	807-7080	234K
Accounting Technician —Tangi Crotts	807-7081	234I
Accounting Clerk —Connie Becoat	807-7084	234J
Manager, Administrative and Facility Services —Sharon Rosado	807-7087	258B
Assistant Manager for Facility Services —Dee Burns	807-7088	258C
Coordinator for Facility Services —Patricia Edmondson	807-7220	258D
Assistant Manager for Administrative Services —Wade Quinn	807-7089	258E
Facilities Program Assistant —Marlene Hocutt	807-7091	258A
Receptionist/Switchboard Operator —Candid Carrington	807-7093	Lobby
Purchasing Clerk —Karen Kelly	807-7090	258G
Coordinator for Departmental Services —Ricky Tart	807-7092	B20B
Building Services Assistant & Printer —Michael Farmer	807-7095	B39-2
Warehouse Clerk —Milton Tart	807-7094	B39D

ADMINISTRATION DIVISION

The Division of Administration provides leadership and support to the 58 institutions in the North Carolina Community College System through policy development, planning and accountability, information and reporting systems, and technical assistance. The Division supports the staff of the System Office through information technology, planning and research, and the dissemination of reports. The Division engages in planning, research, staff training, library systems technology, learning technologies, and the implementation of a comprehensive information system. A commitment to college services and the use of information in improving accountability practices and programs unifies work units with diverse functions.

Name/Position	Address	Telephone #
Vice President —Dr. Saundra Wall Williams	5006 Mail Service Center	807-6976
Executive Assistant —Sheila Hohnsbehn		807-6977
Associate Vice President for Planning, Accountability, Research & Evaluation —Keith Brown		807-6979
Office Assistant —Vivian Barrett		807-6980
Coordinator for Research and Evaluation —Dr. Soyoung Yim		807-6981
Director of Planning and Data Coordination —Terry Shelwood		807-6983
Associate Director for Planning and Effectiveness —Dr. Betty Adams		807-6982
Coordinator for Data Publication —Timothy Mizelle		807-6993
Director of State-Level Data Reporting/Data Warehouse —Rick Newsome		807-7039
Application Analyst Programmer II —Joy Barefoot		807-7045
Application Analyst Programmer I —Sean Hall		807-7043
Application Analyst Programmer I —Jonathan McDougald		807-7042
Application Programmer/Data Load Specialist —Jung Fan		807-7046
Application Analyst Programmer I —Mei Hsin Ju		807-7044
Quality Assurance Specialist —Paul Newberry		807-7047
Database Analyst —Thomas O'Neal		807-7040
Database Specialist —Thomas Williams		807-7041
Associate Vice President for Information Resources and Technology —Robert Blackmun		807-6988
Administrative Assistant —Robert Brown		807-6994
Director of IT Project Office and CIS Project Co-Manager —Bruce Humphrey		807-6991
Associate Director of Project Management Office —Chris Cline		807-6985
Operations Project Manager —Johnny Gary		807-6986
Director of College User Support Team —Annette Busby		807-7049
Technical Support Analyst - Documentation —Doug Bowler		807-7053
Technical Support Analyst - Documentation —Joyce Valentine		807-7052
Technical Support Analyst - Training Specialist —Vacant		
Technical Support Analyst - Training Specialist —Vacant		

Director of Information Services —Arthur Hohnsbehn	807-6992
Office Assistant —Sonia White	807-7209
Associate Director for College Business Team —Pat Hawkins	807-7036
Business and Technology Applications Specialist —Danny Gilchrist	807-7032
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Kenneth MacKenzie	807-7034
Business and Technology Applications Analyst —Kathy Tai-Rowlands	807-7033
Business and Technology Applications Analyst —Laurence Leung	807-7186
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Catherine Cooper	807-7206
Business and Technology Applications Analyst —Duane Maxie	807-7188
Business and Technology Applications Analyst —Philomena Schmidt	807-7204
Associate Director for College Student Records Team —Rick Bundy	807-7023
Business and Technology Applications Specialist —Vicki Strayer	807-7026
Business and Technology Applications Specialist —Angelica Pickett	807-7027
Business and Technology Applications Analyst —James Bengel	807-7028
Business and Technology Applications Analyst —Gloria Johnson	807-7025
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Vacant	
Business and Technology Applications Analyst —Susan Hwang	807-7192
Business and Technology Applications Analyst —Rosallene Massey	807-7189
Business and Technology Applications Analyst —Dennis Smith	807-7190
Associate Director for System Testing and Service Desk Team —Gloria Jones	807-7024
System Tester —Terrence McDonald	807-7211
System Tester —Vacant	
System Tester —Vacant	
System Tester —Cathy Daniels	807-7035
Service Desk Manager —Suzanne Baker	807-7050
Service Desk Specialist —Vacant	
Service Desk Specialist —Vacant	
Service Desk Specialist —Vacant	
Service Desk Analyst —Vacant	
Service Desk Analyst —Vacant	
Associate Director for Change Control Team —Vacant	
Configuration Management Specialist —Subba Bandhuvula	807-7210
Technical Support Analyst—Documentation —Vacant	
Technical Support Analyst—Documentation —Vacant	
Configuration Management Specialist —Vacant	
Subject Matter Expert —Vacant	
Subject Matter Expert —Vacant	
Subject Matter Expert —Vacant	
Common Course Library Consultant —Vacant	

Associate Director for College Technical Support Team—Vacant	
Senior Colleague Database Administrator—Cinda Goff	807-7060
Colleague CIS Technical Specialist—Marcus Howard	807-7193
Colleague Database Administrator—Agnetta Kamugisha	807-7194
Colleague Database Administrator—Vacant	
Unix System Administrator—Brian Vanlandingham	807-6996
Colleague CIS Technical Specialist—Vacant	
Colleague CIS Technical Specialist—Vacant	
Associate Director for Systems Team—Larry Butts	807-7059
Computer Security Consultant—Jim Clark	807-7199
GroupWise Administrator—Mike Flynt	807-7057
PC Consultant—Vacant	
Web Master—Vacant	
<i>Associate Vice President for</i>	
<i>Learning Technology Systems—Dr. Bill Randall</i>	807-7061
Director of Learning Services Technology—Ruth Bryan	807-7063
Director of Learning Services—Colleen Turnage	807-7066
Video Coordinator—Cindy Pannill	807-7062
Learning Services Assistant—Doug Bechtol	807-7065
Learning Services Assistant—Loreta Arballo	807-7064