

A
Matter
of
Facts

The North Carolina
Community College System
Fact Book

North Carolina Community College System

2008

A
Matter
Of

Facts

The North Carolina
Community College System
Fact Book

2008

North Carolina Community College System
Dr. R. Scott Ralls, President
Raleigh, North Carolina
Telephone 919/807-7100
Fax 919/807-7168
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 Terry Shelwood, Director of Planning and Data Coordination, at 919-807-6983.

INTRODUCTION	1
OUR PURPOSE.....	2
<i>The Working Mission Statement</i>	3
HISTORY	4
GOALS	5
PROGRAMS	6
GOVERNANCE.....	7
FUNDING	9
THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.	10
SERVICE AREA ASSIGNMENTS	12
STATE-LEVEL STRATEGIC PLANNING	16
MAP.....	19
PROGRAM BRIEFS.....	21
CURRICULUM PROGRAMS	22
ACCREDITING AGENCIES OF CURRICULUM PROGRAMS	25
ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGES	26
BASIC SKILLS	27
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006	28
COMMUNITY SERVICE.....	29
CORRECTIONAL EDUCATION.....	30
DISTANCE LEARNING	31
FIRE AND RESCUE TRAINING SERVICES.....	37
FOCUSED INDUSTRY TRAINING	38
BIONETWORK.....	39
HUMAN RESOURCES DEVELOPMENT	40
NEW AND EXPANDING INDUSTRY TRAINING.....	41
OCCUPATIONAL CONTINUING EDUCATION.....	42
PROPRIETARY SCHOOLS LICENSURE.....	43
SMALL BUSINESS CENTERS.....	44
WORKFORCE INITIATIVES	45
CUSTOMIZED INDUSTRY TRAINING (CIT).....	46
FINANCE/FACILITIES/EQUIPMENT PAGE	47
OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS.....	48
DESCRIPTION OF STATE LEVEL EXPENDITURES (YEAR ENDED JUNE 30, 2007)	50
REGULAR PROGRAM COST BY PURPOSE	51
AVERAGE COST PER FTE BY INSTITUTION.....	52
FACILITIES/EQUIPMENT/BOOKS	54
STUDENT DATA.....	59
CURRICULUM ENROLLMENT BY PROGRAM AREA.....	60
CONTINUING EDUCATION ENROLLMENT BY PROGRAM AREA	60
ANNUAL CURRICULUM FTE BY AREA.....	61
ANNUAL CONTINUING EDUCATION FTE BY AREA	61
ENROLLMENTS BY AGE GROUPS	62
ENROLLMENT BY EMPLOYMENT STATUS	62
ENROLLMENT BY RACE	63
ENROLLMENT BY GENDER.....	63
ENROLLMENT BY RESIDENCY STATUS.....	64
ENROLLMENT BY DAY/EVENING STATUS.....	64
CURRICULUM ENROLLMENT BY CREDIT HOURS.....	65
STUDENT COMPLETIONS BY PROGRAM.....	66
CURRICULUM STUDENT ENROLLMENT BY COLLEGE (UNDUPLICATED HEADCOUNT)	69
CONTINUING EDUCATION STUDENT ENROLLMENT BY COLLEGE (UNDUPLICATED HEADCOUNT).....	70

ANNUAL FTE BY PROGRAM BY COLLEGE	71
ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL, 2002-03 THROUGH 2006-07	73
ANNUAL FTE BY PROGRAM AREA AND TOTAL 2002-03 THROUGH 2006-07	74
ANNUAL CURRICULUM AND CONTINUING EDUCATION ENROLMENT BY RACE, GENDER, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY 2001-02 THROUGH 2006-07*	75
ANNUAL CURRICULUM ENROLLMENT BY CREDIT HOUR LOAD 2001-02 THROUGH 2006-07*	75
STUDENT FINANCIAL AID SUMMARY FOR UNDERGRADUATE STUDENTS	76
STAFF/FACULTY DATA.....	79
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY.....	80
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY GENDER	80
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY RACE.....	81
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY YEARS OF SERVICE AT CURRENT COLLEGE	81
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY EDUCATION LEVEL	82
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY POSITION CATEGORY BY MONTHS OF EMPLOYMENT.....	82
APPENDIX	81
GLOSSARY	84
STATE BOARD OF COMMUNITY COLLEGES	88
COMMUNITY COLLEGE PRESIDENTS.....	90
COMMUNITY COLLEGE SYSTEM OFFICE STAFF	92

INTRODUCTION

OUR PURPOSE..... 2
 The Working Mission Statement..... 3
HISTORY 4
 GOALS 5
PROGRAMS 6
GOVERNANCE..... 7
FUNDING 9
THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC. 10
SERVICE AREA ASSIGNMENTS 12
STATE-LEVEL STRATEGIC PLANNING 16
MAP..... 19

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 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 North Carolina Community College System has had seven presidents: I. E. Ready (1963-1970), Ben E. Fountain, Jr. (1971-1978), Larry J. Blake (1979-1982), Robert W. Scott (1983-1995), Lloyd V. Hackley (1995-1997), Martin Lancaster (1997-2008) and Scott Ralls (2008-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. Customized Training and the Small Business Center Network 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.

Section I – Introduction

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 2007–08 the tuition rate is \$42.00 per semester hour and \$672.00 maximum tuition charge per semester for in-state students. For out-of-state students, the tuition is \$233.30 per semester hour and \$3,732.80 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 2007–08 are as follows:

State.....	70.7%
Local.....	12.8%
Tuition.....	12.1%
Federal.....	2.3%
Other.....	2.1%

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 re-appropriation.

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

While service areas were established in order to regulate 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.0107 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, p. 16)
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

Section I – Introduction

COLLEGE	SERVICE AREA (See Special Provisions 1–7, p. 16)
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

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.

2007-09 Strategic Plan: Approved by the State Board of Community Colleges in April 2006, the primary components of the 2007-09 NCCCS Strategic Plan include a set of Critical Issues gleaned from a comprehensive set of planning assumptions. These components are described below and are accessible at the URLs provided:

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.

http://www.ncccommunitycolleges.edu/Planning/docs/strategic_plan_docs/Planning_assumptions_final.pdf

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 achieve effectively their collective missions: Changing Demographics, Fiscal Resources, Human Resources, Technology, and Increasingly Competitive Market.

http://www.ncccommunitycolleges.edu/Planning/docs/strategic_plan_docs/2007_09_draft_NCCCSplan.pdf

2009-11 Strategic Plan: Preparation of the 2009-2011 Strategic Plan is slated to commence pending an organizational review by incoming NCCCS President, Dr. Scott Ralls.

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

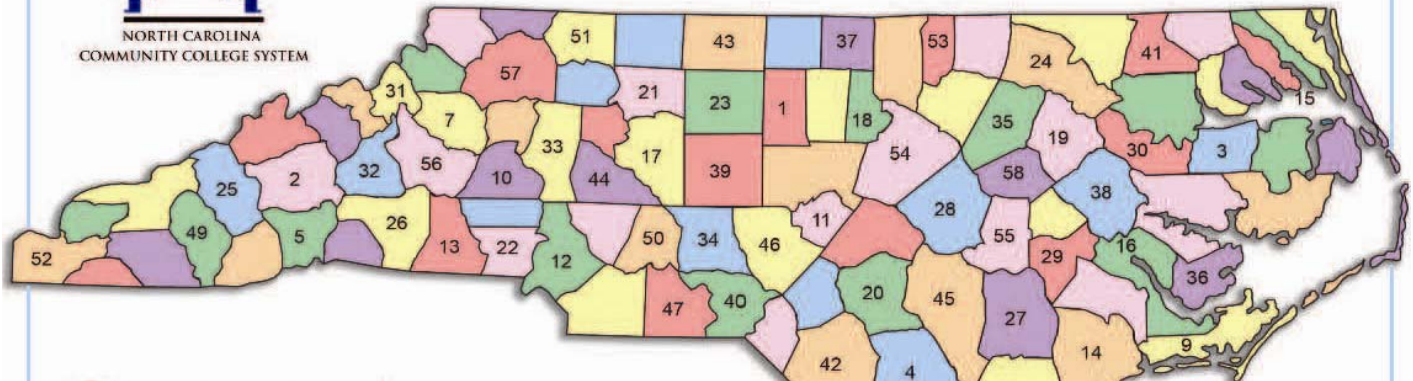
System and college-level data are collected on 42 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board of Community Colleges and the General Assembly in April 1990. The current Critical Success Factors report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

<http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2007.pdf>.



North Carolina Community Colleges

Creating Success in All 100 Counties



- 1 **Alamance Community College**
<http://www.alamancecc.edu/>
- 2 **Asheville-Buncombe Technical Community College**
<http://www.abtech.edu/>
- 3 **Beaufort County Community College**
<http://www.beaufortccc.edu/>
- 4 **Bladen Community College**
<http://www.bladenc.edu/>
- 5 **Blue Ridge Community College**
<http://www.blueridge.edu/>
- 6 **Brunswick Community College**
<http://www.brunswickcc.edu/>
- 7 **Caldwell Community College and Technical Institute**
<http://cccti.edu/>
- 8 **Cape Fear Community College**
<http://cfcc.edu/index.php>
- 9 **Carteret Community College**
<http://www.carteret.edu/>
- 10 **Catawba Valley Community College**
<http://www.cvcc.edu/>
- 11 **Central Carolina Community College**
<http://www.cccc.edu/>
- 12 **Central Piedmont Community College**
<http://www1.cpcc.edu/>
- 13 **Cleveland Community College**
<http://www.clevelandcommunitycollege.edu/>
- 14 **Coastal Carolina Community College**
<http://www.coastalcarolina.edu/>
- 15 **College of The Albemarle**
<http://www.albemarle.edu/>
- 16 **Craven Community College**
<http://cravencc.edu/>
- 17 **Davidson County Community College**
<http://www.davidsonccc.edu/>
- 18 **Durham Technical Community College**
<http://www.durhamtech.edu/>
- 19 **Edgecombe Community College**
<http://www.edgecombe.edu/>
- 20 **Fayetteville Technical Community College**
<http://www.faytechcc.edu/>
- 21 **Forsyth Technical Community College**
<http://www.forsythtech.edu/>
- 22 **Gaston College**
<http://www.gaston.edu/>
- 23 **Guilford Technical Community College**
<http://www.gtcc.edu/>
- 24 **Halifax Community College**
<http://www.halifaxcc.edu/>
- 25 **Haywood Community College**
<http://www.haywood.edu/>
- 26 **Isothermal Community College**
<http://isothermal.edu/>
- 27 **James Sprunt Community College**
<http://www.sprunt.com/>
- 28 **Johnston Community College**
<http://www.johnstoncc.edu/>
- 29 **Lenoir Community College**
<http://www.lenoircc.edu/>
- 30 **Martin Community College**
<http://www.martincc.edu/>
- 31 **Mayland Community College**
<http://www.mayland.edu/>
- 32 **McDowell Technical Community College**
<http://www.mcdowelltech.edu/>
- 33 **Mitchell Community College**
<http://www.mitchellcc.edu/>
- 34 **Montgomery Community College**
<http://www.montgomery.edu/>
- 35 **Nash Community College**
<http://www.nashcc.edu/>
- 36 **Pamlico Community College**
<http://www.pamlicocc.edu/>
- 37 **Piedmont Community College**
<http://www.piedmontcc.edu/>
- 38 **Pitt Community College**
<http://www.pittcc.edu/>
- 39 **Randolph Community College**
<http://www.randolph.edu/>
- 40 **Richmond Community College**
<http://www.richmondcc.edu/>
- 41 **Roanoke-Chowan Community College**
<http://www.roanokechowan.edu/>
- 42 **Robeson Community College**
<http://www.robeson.edu/>
- 43 **Rockingham Community College**
<http://www.rockinghamcc.edu/>
- 44 **Rowan-Cabarrus Community College**
<http://www.rowancabarrus.edu/>
- 45 **Sampson Community College**
<http://sampsoncc.edu/>
- 46 **Sandhills Community College**
<http://www.sandhills.edu/>
- 47 **South Piedmont Community College**
<http://www.spccc.edu/>
- 48 **Southeastern Community College**
<http://www.sccc.edu/>
- 49 **Southwestern Community College**
<http://www.southwesterncc.edu/>
- 50 **Stanly Community College**
<http://www.stanly.edu/>
- 51 **Surry Community College**
<http://www.surry.edu/>
- 52 **Tri-County Community College**
<http://www.tricountycc.edu/>
- 53 **Vance-Granville Community College**
<http://www.vgcc.edu/>
- 54 **Wake Technical Community College**
<http://www.waketech.edu/>
- 55 **Wayne Community College**
<http://www.wayneccc.edu/>
- 56 **Western Piedmont Community College**
<http://www.wpcc.edu/>
- 57 **Wilkes Community College**
<http://www.wilkescc.edu/>
- 58 **Wilson Community College**
<http://www.wilsoncc.edu/>

North Carolina Community College System
200 W Jones Street
Raleigh, NC 27603-1379
(919) 807-7100, Voice
(919) 807-7164, Fax
<http://www.nccommunitycolleges.edu>

PROGRAM BRIEFS

CURRICULUM PROGRAMS 22
ACCREDITING AGENCIES OF CURRICULUM PROGRAMS 25
ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGES 26
BASIC SKILLS 27
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 28
COMMUNITY SERVICE 29
CORRECTIONAL EDUCATION 30
DISTANCE LEARNING 31
FIRE AND RESCUE TRAINING SERVICES 37
FOCUSED INDUSTRY TRAINING 38
BIONETWORK 39
HUMAN RESOURCES DEVELOPMENT 40
NEW AND EXPANDING INDUSTRY TRAINING 41
OCCUPATIONAL CONTINUING EDUCATION 42
PROPRIETARY SCHOOLS LICENSURE 43
SMALL BUSINESS CENTERS 44
WORKFORCE INITIATIVES 45
CUSTOMIZED INDUSTRY TRAINING (CIT) 46

CURRICULUM PROGRAMS

The 58 colleges in the North Carolina Community College System offer a collective total of more than 1,000 curriculum programs under more than two hundred fifty curriculum titles. Programs are offered at the certificate, diploma and the associate degree levels.

Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student.

Diploma programs range from 36 to 48 semester hour credits and can usually be completed within two semesters and one summer term by a full-time student. In addition to technical/major course work, diploma programs require a minimum of six semester hour credits of general education. General education requirements include course work in communications.

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 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 (AA), associate in fine arts (AFA), and associate in science (AS) degrees. Either the AA, AS, or the AFA is approved to be offered at all of the 58 colleges.

The associate in arts and the associate in science programs are part of the Comprehensive Articulation Agreement (CAA) that addresses the transfer of students in the North Carolina Community College System and the constituent institutions of the University of North Carolina and provides guidance for students seeking an associate in fine arts degree. These programs are also part of the Independent Comprehensive Articulation Agreement (ICAA) that addresses the transfer of students in the North Carolina Community College System and many of the institutions of the North Carolina Independent Colleges and Universities.

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 54 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	✓	✓

Section II – Program Briefs

CC—COMMUNITY COLLEGE TCC—TECH. COM. 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		✓
Sandhills CC	✓	✓
Sampson 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 CC	✓	✓

ACCREDITING/APPROVING AGENCIES

Accreditation Council for Occupational Therapy Education of the American Occupation 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
Commission on Accreditation of Allied Health Education Programs
Commission on Accreditation in Physical Therapy Education
Commission on Accreditation for Health Informatics and Information Management
Commission on Dental Accreditation of the American Dental Association
Commission on Opticianry Accreditation
Federal Aviation Administration
National Accrediting Agency for Clinical Laboratory Sciences
National Association for the Education of Young Children/Associate Degree Accreditation
National Automotive Technicians Education Foundation
National League for Nursing Accrediting Commission, Incorporated
North American Wildlife Technology Association
North Carolina Board of Barber Examiners
North Carolina Board of Funeral Service
North Carolina Board of Massage and Bodywork Therapy
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
Partnership for Air-Conditioning and Refrigeration
Southern Association of Colleges and Schools
Technological Advisory Council

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 2006-2007, the North Carolina Community Colleges provided courses to 9,236 concurrently enrolled students and 17,365 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. In the 2007-08 school year, 42 Learn and Earn Early College High Schools were open, serving nearly 5,200 students. Additionally, thanks to the leadership of Governor Mike Easley and the NC General Assembly, North Carolina public high school students can earn college credits through a special initiative called Learn and Earn Online. Qualified students in participating public high schools can take a variety of online college credit courses at no cost to them or their families. Students earn both high school and college credit for completed courses. 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 intellectual disabilities (formally called 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
2006–07	37,280	73,359	6,720	16,549	**	1,412	135,320

* 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 CAREER AND TECHNICAL EDUCATION ACT OF 2006

The purpose of the Carl D. Perkins Career and Technical Education Act is to make the United States more competitive in the world economy by developing more fully the academic, career, and technical skills of students who enroll in career 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 technical instruction, expand the use of technology, provide professional development, and increase opportunities for special population 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 career and technical 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 limited English proficiency).
- Provides greater accountability by requiring the measurement of student achievement against established core indicators of performance at both state and local levels.
- 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 of postsecondary education in a non-duplicative, sequential course of study. The program integrates academic and career and technical 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, and/or placement in appropriate employment.

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 2006–07, 49 community colleges offered instruction to students in a prison setting.

CORRECTIONAL EDUCATION ENROLLMENT

	2002-03 2	003-04 2	004-05 2	005-06 2	006-07
Continuing Education:					
Headcount (Duplicated)	43864	43332	42716	44349	44181
FTE	4241	4175	4340	4283	4384
Curriculum:					
Headcount (Duplicated)	18624	19747	20133	20541	20261
FTE	2386	2633	2746	2783	2802

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 2006-07, NCCCS distance learning delivery totaled 328,621 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*	2006-07
DL Registration	40,392	60,742	90,337	121,356	155,556	198,541	262,049	328,621
Rate of Growth	51.31%	50.38%	48.72%	34.34%	28.18%	27.63%	31.99%	25.45%

*Data reported in previous years have been adjusted.
Source: NCCCS Data Warehouse (Duplicated Registrations)

OCCUPATIONAL AND CONTINUING EDUCATION DISTANCE LEARNING COURSE REGISTRATIONS

Year	2002-2003	2003-2004	2004-2005	2005-2006*	2006-2007
Number of Students	16,300	18,389	26,452	33,755	45,198
Rate of Growth		12.82%	43.85%	27.61	33.90%

*Data reported in previously have been adjusted.
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
2006-07	27,268	76,137	156,249	36,875

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 onsite 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 \$1million (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 (tele-meetings) 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.

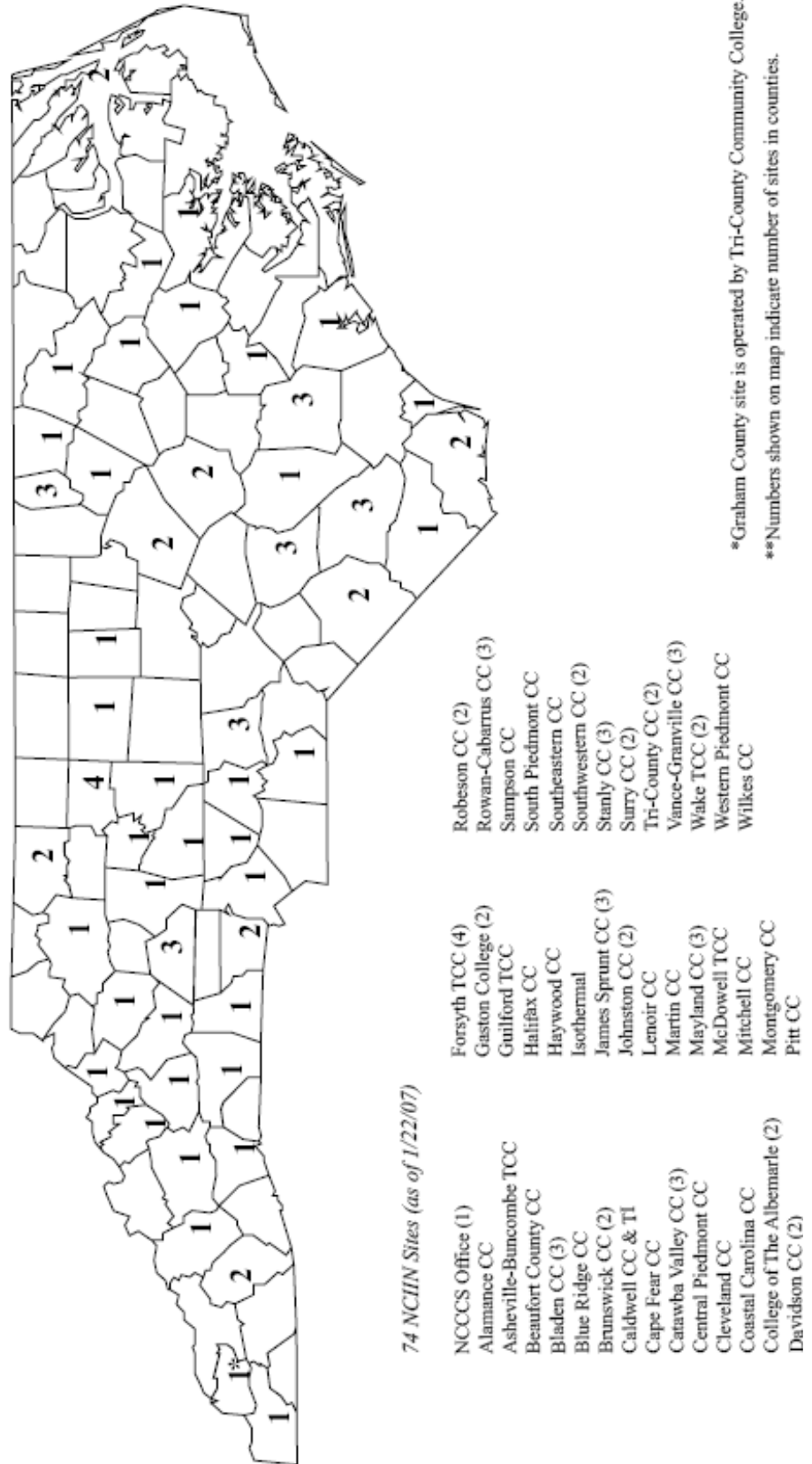
The Virtual Learning Community, supported by Learning Technology Systems, will provide hardware, software, content, and training to administrators and faculty within the North Carolina Community College System for their use in providing their students with Web based courses, telecourses, interactive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



*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 2006-07 the North Carolina Community College System provided training to 153,331 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
2006-07	153,331	2,764

**duplicated headcount*

FOCUSED INDUSTRY 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 Industry 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 704 companies and 10,288 trainees. These statistics are based upon Focused Industry Training Annual Evaluation Report data from fiscal year 2002-2003 through fiscal year 2006-2007.

In fiscal year 2006-2007 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 2, 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
2006-07	36	563	10,728	603

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	2006-2007
Biotechnology	144	297	492	514	536
Bioprocess Technology	56	73	43	111	124
Industrial Pharmaceutical Technology	92	96	94	88	86
Chemical Process Technology	7	6	8	7	8
Chemical Technology	29	29	26	29	22
Laboratory Technology	3	10	19	39	43
Nanotechnology	N/A	N/A	3	6	11
Clinical Trials Research Associate	48	70	75	75	72
Biomedical Equipment Technology	132	141	114	72	92
Agriculture Biotechnology	*	*	*	*	15
Annual Total	511	722	874	941	1,009
Continuing Education Program (duplicated count)					
BioWork: Process Technician Training	274	761	559	903	1,085
BioNetwork Capstone Center Course	*	*	*	253	367

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 to 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. In addition, 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 2006-2007, those colleges enrolled 11,242 individuals in a Career Start workshop

Human Resource Development	
Year	Enrollment
2001-02	46,970
2002-03	52,736
2003-04	63,573
2004-05	67,694
2005-06	80,766
2006-07	84,310

NEW AND EXPANDING INDUSTRY 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 full-time jobs within 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 2006-2007, North Carolina Community Colleges provided free customized training to 208 new and expanding companies in the state and trained 19,380 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
2006-07	208	\$8,980,238.63**	19,380	\$463.38

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

**Total expenditures do not include Media Development expenditures of \$494,154.58. This amount is not calculated into 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 - 2006-2007

College workforce continuing education enrollments reached 726,260* in 2006-07, and generated a total of 24,517 FTE.

Continuing Education had the highest percentage growth in FTE (4%) in relation to Curriculum and Basic Skills.

Public safety training programs (Fire, EMS, and Law) generated the highest enrollment. Health-related training programs generated the highest FTE.

**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.

Small Business Centers						
Year	# of Centers	Seminars/ Workshops	Seminar/ Workshop Participants	Number of Individuals Counseled*	Referrals	Total Clients Served
2001-2002	58	2,793	45,864	21,528	6,930	74,322
2002-2003	58	3,038	48,791	14,723	3,113	66,627
2003-2004	58	2,979	44,475	18,493	5,831	68,799
2004-2005	58	2,931	44,993	20,090	5,310	70,393
2005-2006	58	2,219	51,312	6,117	4,873	76,893
2006-2007	58	3,521	55,526	5,333	4,365	80,146

*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 FY 2006-2007, the CRC initiative continued the process of statewide implementation with the website (www.crcnc.org) and the statewide database in full operation. There are 46 sites which have issued over 11,000 certificates, signed by Governor Easley. The successful implementation was accomplished as a Partnership between the 24 local workforce development boards, the local JobLink Career Centers, the local community colleges and the North Carolina Department of Commerce, Division of Workforce Development. Others partners include the NC Employment Security Commission and the Division of Vocational Rehabilitation.

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
2006-2007	19	\$1,113,155.66	1,253	\$888.39

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

FINANCE/FACILITIES/EQUIPMENT PAGE

OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS..... 48
DESCRIPTION OF STATE LEVEL EXPENDITURES (YEAR ENDED JUNE 30, 2007) 50
REGULAR PROGRAM COST BY PURPOSE 51
AVERAGE COST PER FTE BY INSTITUTION 52
FACILITIES/EQUIPMENT/BOOKS 54

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 spring, summer, and fall 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%) are 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, 2007)

- **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, System Accounting, State Aid Accounting, System Office 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, 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, 2007

PURPOSE	DESCRIPTION	BUDGET	EXPENDITURES	BALANCE	EXPENDED
1XX INSTITUTIONAL SUPPORT					
110	Executive Management	\$47,306,590	\$47,086,719.59	\$219,870.41	99.54%
120	Financial Services	31,421,558	31,277,910.03	143,647.97	99.54%
130	General Administration	62,341,491	61,683,774.93	657,716.07	98.94%
140	Information Systems (Admin.)	23,471,077	23,102,717.07	368,359.93	98.43%
150	Staff Development	504,547	491,234.94	13,312.06	97.36%
	Total Institutional Support	\$165,045,263	\$163,642,356.56	\$1,402,906.44	99.15%
2XX CURRICULUM INSTRUCTION					
210	Certificate Programs	20,538,651	20,087,390.58	451,260.42	97.80%
220	Associate Degree Programs	420,835,100	417,010,840.68	3,824,259.32	99.09%
230	Diploma Programs	41,853,792	41,172,104.45	681,687.55	98.37%
240	Transitional Programs	10,693,409	10,559,784.69	133,624.31	98.75%
	Total Curriculum Instruction	\$493,920,952	\$488,830,120.40	\$5,090,831.60	98.97%
3XX CONTINUING EDUCATION					
310	Occupational Education Instr.	54,898,912	53,181,414.90	1,717,497.10	96.87%
311	Occupational Support	18,139,901	17,859,190.68	280,710.32	98.45%
321	Adult Basic Education/ESL	45,931,231	44,652,647.17	1,278,583.83	97.22%
322	Adult High School & GED	13,508,035	13,053,898.39	454,136.61	96.64%
323	Compensatory Education	9,450,492	9,220,411.65	230,080.35	97.57%
324	General Education Development	3,319,474	3,055,813.31	263,660.69	92.06%
331	Community Service	1,114,011	1,081,615.51	32,395.49	97.09%
351	HRD Career Start	3,015,110	2,851,562.36	163,547.64	94.58%
361	New & Expanding Ind. Training	12,307,820	8,306,588.56	4,001,231.44	67.49%
362	New & Expanding Ind. Train.HB275	1,242,183	1,049,141.49	193,041.51	84.46%
363	Small Business Centers	5,633,037	5,543,761.24	89,275.76	98.42%
364	Focused Ind. Trng.-St. Apprp.	3,951,051	3,916,821.45	34,229.55	99.13%
365	Worker Training Trust Funds	348,010	332,532.91	15,477.09	95.55%
367	Bionetwork Innovative	724,723	621,173.58	103,549.42	85.71%
368	Customized Industrial Training	2,088,861	1,113,155.66	975,705.34	53.29%
369	Bionetwork- Golden Leaf	2,606,309	2,215,952.35	390,356.65	85.02%
370	Military Business Center	1,531,674	1,045,080.49	486,593.51	68.23%
371	NC Research Campus at Kannapolis	804,564	783,254.04	21,309.96	97.35%
	Total Continuing Education	180,615,398	169,884,015.74	10,731,382.26	94.06%
4XX A ACADEMIC SUPPORT					
410	Library/Learning Center	24,685,232	24,512,049.26	173,182.74	99.30%
421	Curriculum	36,750,812	36,571,313.01	179,498.99	99.51%
422	Continuing Education	29,015,367	28,572,245.19	443,121.81	98.47%
423	CED Special Allotment	1,118,619	1,082,994.54	35,624.46	96.82%
430	Information Systems (Academic)	7,727,838	7,644,093.93	83,744.07	98.92%
440	Tech Prep	764,199	672,447.21	91,751.79	87.99%
450	Technology-HB275	138,109	138,109.06	(0.06)	100.00%
	Total Academic Support	\$100,200,176	\$99,193,252.20	\$1,006,923.80	99.00%
5XX STUDENT SUPPORT					
510	Student Services	74,559,468	73,469,946.31	1,089,521.69	98.54%
530	Child Care	1,913,086	1,846,620.30	66,465.70	96.53%
	Total Student Support	\$76,472,554	\$75,316,566.61	\$1,155,987.39	98.49%
6XX OPERATION & MAINTENANCE OF PLANT					
690	Plant Operation & Maintenance	1,765,293	1,765,235.04	57.96	100.00%
	Total Operation & Maint. Of Plant	\$1,765,293	\$1,765,235.04	\$57.96	100.00%
	TOTAL CURRENT EXPENSE	\$1,018,019,636	\$998,631,546.55	\$19,388,089	98.10%

**North Carolina Community College System
Average Cost Per FTE Analysis
Current Operating/112 Report Expenditures
Year Ended June 30, 2007**

Community College	Institutional Support	Curriculum Instruction (Note 1)	Continuing Education (Note 2)	Academic Support	Student Support	Operation & Maintenance Plant
Alamance CC	\$792.13	\$3,121.68	\$3,371.38	\$536.79	\$294.29	\$0.00
Asheville-Buncombe TCC	681.08	3174.31	3386.85	506.67	323.23	-
Beaufort CC	1147.27	3574.22	3378.55	504.47	471.50	-
Bladen CC	1389.56	3473.08	4065.15	503.68	378.65	17.91
Blue Ridge CC	1414.09	3331.58	3639.95	323.80	355.93	-
Brunswick CC	1090.90	3482.24	3033.09	509.08	313.84	-
Caldwell CC & TI	1036.05	3211.57	2901.40	365.80	429.54	-
Cape Fear CC	804.85	3317.73	2823.02	467.59	328.21	-
Carteret CC	1134.69	3513.92	3099.05	584.88	313.68	-
Catawba Valley CC	756.12	3236.13	3461.09	779.14	351.35	-
Central Carolina CC	810.10	3287.31	3335.47	550.13	306.13	-
Central Piedmont CC	717.90	2763.33	3253.23	535.20	548.04	-
Cleveland CC	796.43	3133.22	3984.64	534.39	243.48	-
Coastal Carolina CC	749.46	3398.79	2519.25	548.25	336.18	-
College of the Albemarle	988.69	3315.81	3457.78	535.50	443.36	102.77
Craven CC	980.10	3282.43	3620.35	606.39	486.34	-
Davidson County CC	1023.49	3437.30	2973.62	410.07	452.79	-
Durham TCC	753.59	3422.96	3362.52	477.95	390.92	-
Edgecombe CC	975.12	3493.66	3976.94	674.02	464.98	52.61
Fayetteville TCC	557.30	3097.81	3485.01	400.83	364.59	-
Forsyth TCC	794.37	3138.06	2732.00	506.81	384.80	-
Gaston College	818.06	3235.45	4322.04	737.54	439.84	77.20
Guilford TCC	694.55	2892.02	3582.30	370.52	322.18	-
Halifax CC	1154.99	3960.52	3638.97	666.78	460.71	-
Haywood CC	1124.77	3377.04	3429.82	518.59	403.78	-
Isothermal CC	926.53	3307.98	2851.17	771.06	386.55	87.52
James Sprunt CC	1470.90	3997.72	2936.72	635.62	474.90	-
Johnston CC	878.59	3323.14	3506.46	449.64	364.95	-
Lenoir CC	902.77	3637.20	3679.50	423.90	348.11	-
Martin CC	1373.15	3741.01	4004.63	624.18	412.63	-
Mayland CC	1016.32	3492.59	3207.85	329.74	337.63	39.32
McDowell TCC	1253.78	3953.93	3691.98	445.92	470.00	-

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 Education FTE - including Non-Budget FTE.

**North Carolina Community College System
Average Cost Per FTE Analysis
Current Operating/112 Report Expenditures
Year Ended June 30, 2007**

Community College	Institutional Support	Curriculum Instruction (Note 1)	Continuing Education (Note 2)	Academic Support	Student Support	Operation & Maintenance Plant
Mitchell CC	975.03	3133.29	3486.49	549.74	450.00	-
Montgomery CC	1344.71	3636.33	3106.95	426.79	500.68	-
Nash CC	816.57	3387.45	3022.65	399.73	399.81	-
Pamlico CC	1821.40	3253.36	3803.00	1029.96	555.52	-
Piedmont CC	850.13	3315.89	3632.79	620.37	317.75	-
Pitt CC	642.84	2980.93	4053.24	563.79	384.96	-
Randolph CC	984.05	3,471.86	3,478.52	518.02	380.33	-
Richmond CC	1,019.15	3,670.57	3,205.88	449.91	424.43	39.47
Roanoke Chowan CC	1,555.10	4,251.10	3,555.79	525.69	496.87	-
Robeson CC	794.23	3,193.29	3,182.41	386.20	336.71	66.56
Rockingham CC	1,004.94	3,566.74	3,508.39	392.67	433.12	-
Rowan-Cabarrus CC	825.54	3,667.49	3,960.16	617.54	389.03	-
Sampson CC	1,043.09	3,677.68	2,898.23	485.00	407.36	-
Sandhills CC	884.38	3,431.44	3,798.89	463.64	380.66	-
South Piedmont CC	1,284.51	3,190.25	3,520.29	413.12	486.64	-
Southeastern CC	956.77	3,064.07	3,430.95	570.48	371.44	-
Southwestern CC	1,019.32	3,320.01	3,041.96	569.85	322.08	75.84
Stanly CC	1,122.74	3,167.73	3,451.54	312.73	375.99	-
Surry CC	730.30	3,454.48	3,853.58	667.51	354.76	-
Tri County CC	1,868.75	4,305.90	3,032.28	472.04	373.60	-
Vance-Granville CC	1,141.95	3,532.85	3,387.97	264.55	342.48	78.26
Wake TCC	327.82	3,038.48	4,517.68	681.10	435.04	-
Wayne CC	755.66	3,370.54	3,368.61	445.10	398.34	-
Western Piedmont CC	743.05	3,188.62	3,344.85	459.27	365.63	-
Wilikes CC	937.76	3,586.18	4,294.99	459.31	406.55	-
Wilson CC	964.90	3,981.75	3,701.36	709.18	393.26	-
Total	\$847.26	\$3,267.41	\$3,455.95	\$513.58	\$389.95	\$9.14

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 Education FTE - including Non-Budget FTE.

FACILITIES/EQUIPMENT/BOOKS

FACILITIES

Building Gross Square Footage	22.0 million
Number of Buildings.....	1,100 ¹
Building Value (Replacement).....	\$3.0 billion ¹
Campus Acreage	6,546 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
2007-08.....	\$15.0 million ³

EQUIPMENT

State Equipment Inventory (Cost Over \$1,000).... \$349 million, as of June 30, 2007

State Appropriations

2001–02	\$32.8 million ⁴
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
2007–08	\$41.3 million

BOOKS

Learning Resource Center Book Volumes..... 2.28 million⁵

¹Data are collected by UNC-GA and reported in the *Facilities Inventory and Utilization Study* Fall of 2006/07.

²Facilities and Equipment Grant funds from SB 1741.

³Facilities and Equipment Grant Funds from HB 1473 (2007/08)

⁴Includes \$16.5 million first and second quarter appropriated receipts from HB275.

⁵Learning Resource Center Book Volumes data is collected by UNC-GA and reported in the *Statistical Abstract of Higher Education in North Carolina*.

**Sites Approved as Off-Campus Centers or Multi-Campus Colleges
1-29-08**

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		8-17-01 (e)
Siler City Ctr. (Chatham Cty.)	Siler City	3-11-94	11-16-07 (e)
Western Harnett Cty. Ctr.	Pineview		3-19-04
Central Piedmont CC	Charlotte		
(a) North Campus	Huntersville		5-17-96 (c)
(a) Cato Campus	Charlotte		5-17-96 (c,d)
Levine Campus	Matthews	5-20-94	5-17-96 (c)
(a) Harper Campus	Charlotte		5-17-96 (c,)
Harris Campus	Charlotte	3-11-94	5-17-96 (c,)
West Center (Allegany St.) Vacated	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	

Sites Approved as Off-Campus Centers or Multi-Campus Colleges
1-29-08

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 Campus	Spring Lake	7/2007	N/A(Leg. Approval)
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		
Automotive & Transportation Tech. Ctr.	Winston-Salem		11-16-07
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
Northwestern Guilford Cty. Campus	Greensboro		1-18-08(c)
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 Howell 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	

**Sites Approved as Off-Campus Centers or Multi-Campus Colleges
1-29-08**

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
McDowell TCC	Marion		
Marion Ctr.	Marion	3-11-94	
Baldwin Avenue Ctr.	Marion		5-20-05
Mitchell CC	Statesville		
(a) Mooresville Ctr.	Mooresville		
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. Vacated	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	

**Sites Approved as Off-Campus Centers or Multi-Campus Colleges
1-29-08**

CAMPUS/CENTER	TOWN	DATE(S) GRANTED EXEMPTION (b)	DATE APPROVED BY SBCC
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)
Northeast Campus (being developed)	Raleigh		2-16-96(c,d)
Public Safety Training Ctr.	Raleigh		5-20-05
Western Wake Campus	Cary		7/21/06 1-18-08(c)
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. Campus.	West Jefferson	5-20-94	3-15-07
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 11

Subtotal 23

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 30

Subtotal 75

Total Campuses/centers 156

Number of Counties with approved sites:

Home Counties (main campus) 58

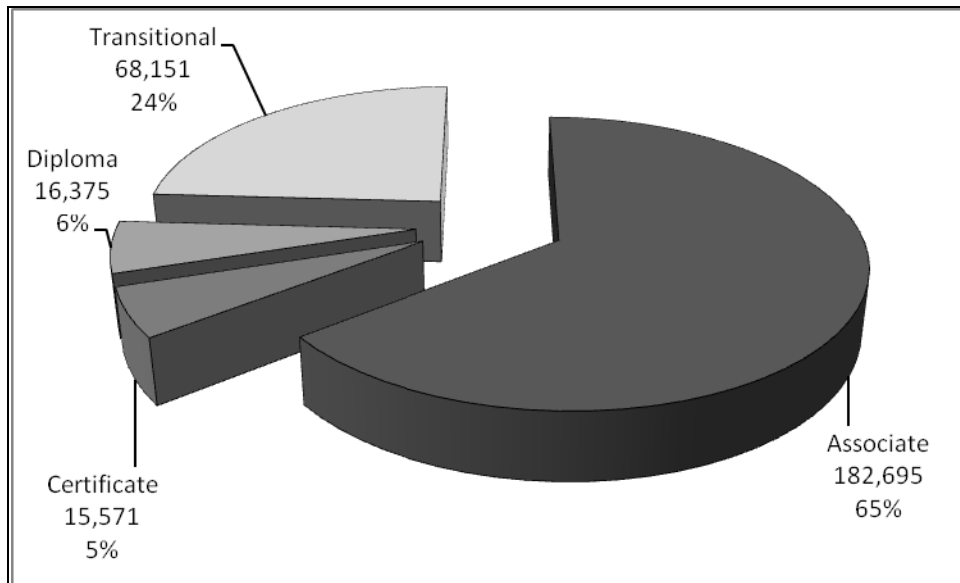
Other Counties 32

Total Counties 90

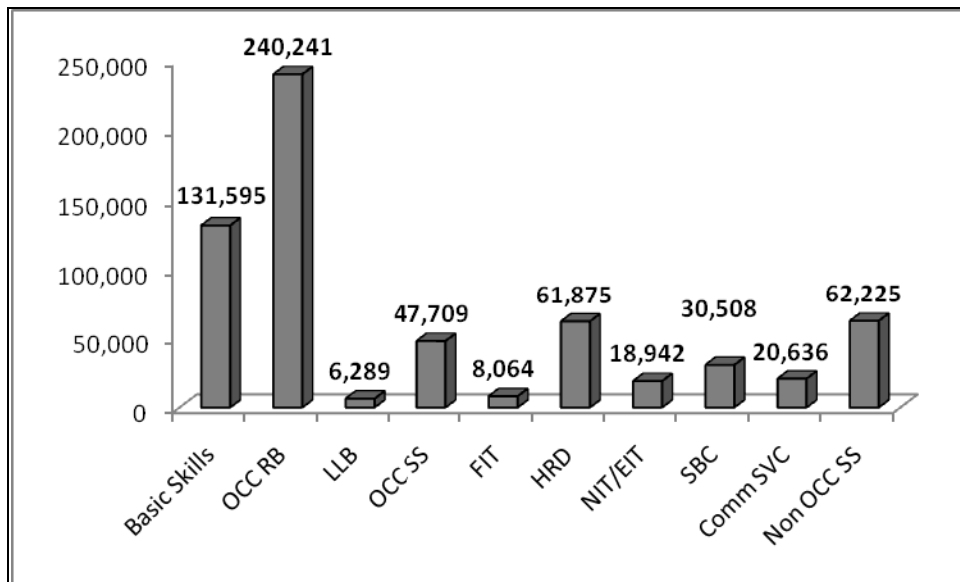
STUDENT DATA

CURRICULUM ENROLLMENT BY PROGRAM AREA..... 60
CONTINUING EDUCATION ENROLLMENT BY PROGRAM AREA..... 60
ANNUAL CURRICULUM FTE BY AREA..... 61
ANNUAL CONTINUING EDUCATION FTE BY AREA..... 61
ENROLLMENTS BY AGE GROUPS 62
ENROLLMENT BY EMPLOYMENT STATUS 62
ENROLLMENT BY RACE 63
ENROLLMENT BY GENDER..... 63
ENROLLMENT BY RESIDENCY STATUS..... 64
ENROLLMENT BY DAY/EVENING STATUS..... 64
CURRICULUM ENROLLMENT BY CREDIT HOURS..... 65
STUDENT COMPLETIONS BY PROGRAM..... 66
CURRICULUM STUDENT ENROLLMENT BY COLLEGE (UNDUPLICATED HEADCOUNT) 69
CONTINUING EDUCATION STUDENT ENROLLMENT BY COLLEGE (UNDUPLICATED HEADCOUNT)..... 70
ANNUAL FTE BY PROGRAM BY COLLEGE 71
ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL, 2002-03 THROUGH 2006-07 73
ANNUAL FTE BY PROGRAM AREA AND TOTAL 2002-03 THROUGH 2006-07 74
ANNUAL CURRICULUM AND CONTINUING EDUCATION ENROLMENT BY RACE, GENDER, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY 2001-02 THROUGH 2006-07* 75
ANNUAL CURRICULUM ENROLLMENT BY CREDIT HOUR LOAD 2001-02 THROUGH 2006-07* 75
STUDENT FINANCIAL AID SUMMARY FOR UNDERGRADUATE STUDENTS 76

Curriculum Enrollment by Program Area 2006-07*



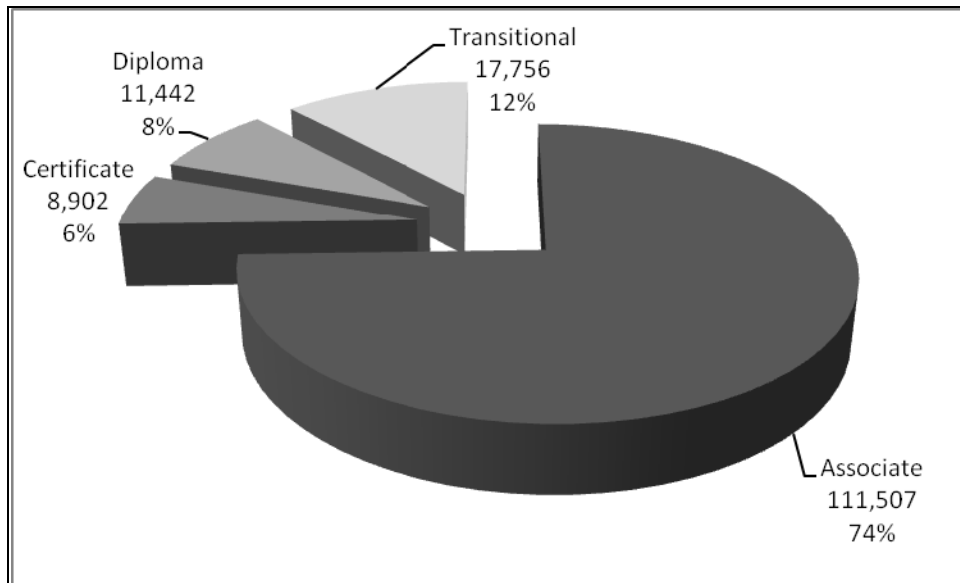
Continuing Education Enrollment by Program Area 2006-07*



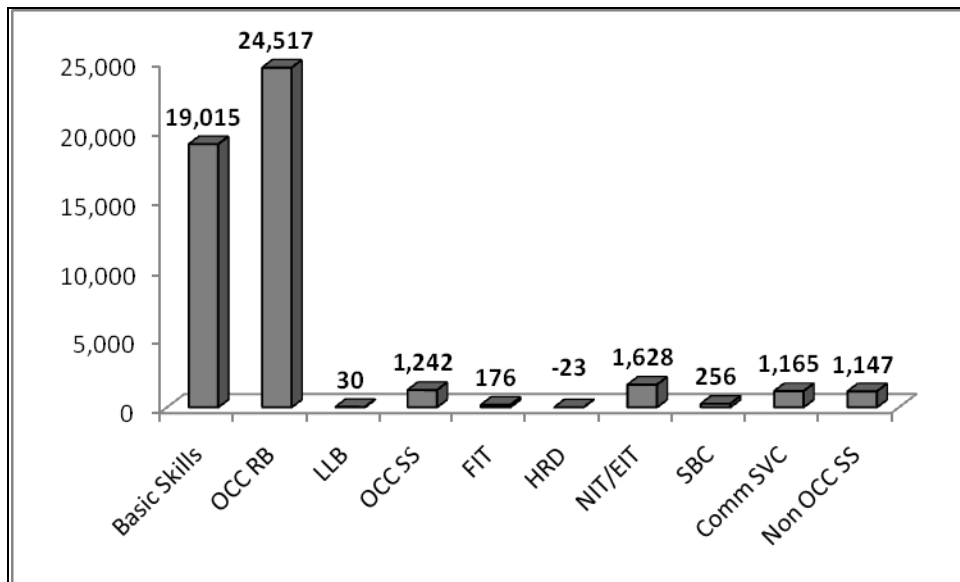
*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**Annual Curriculum FTE by Area
2006-2007**

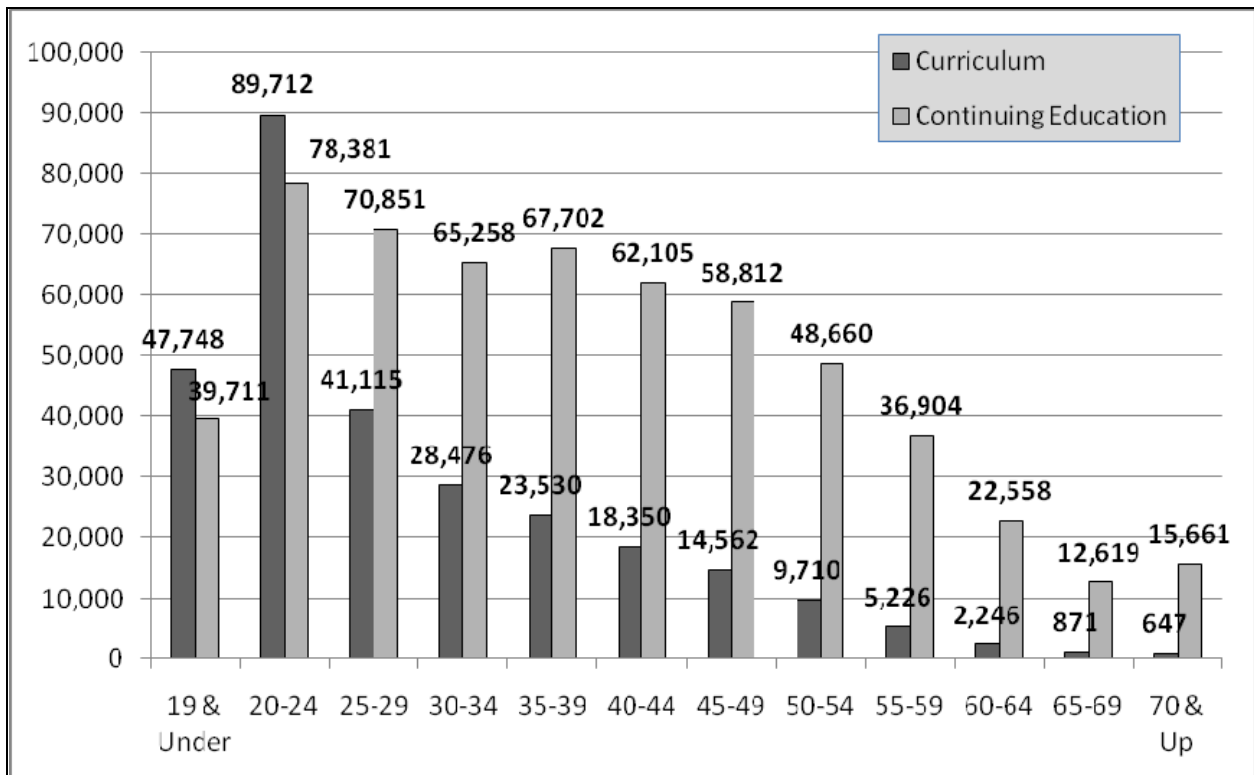


**Annual Continuing Education FTE by Area
2006-07**

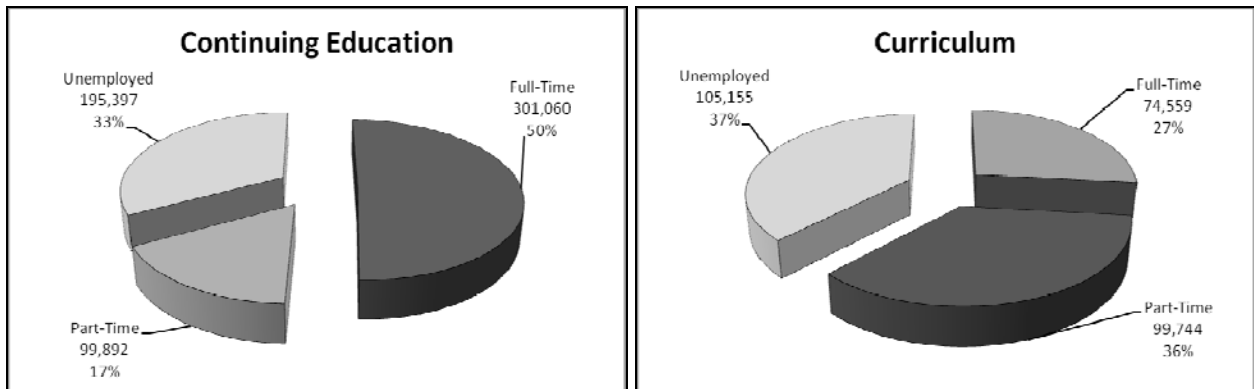


Source: North Carolina Community College System Data Warehouse.

Enrollment by Age Groups 2006-07*



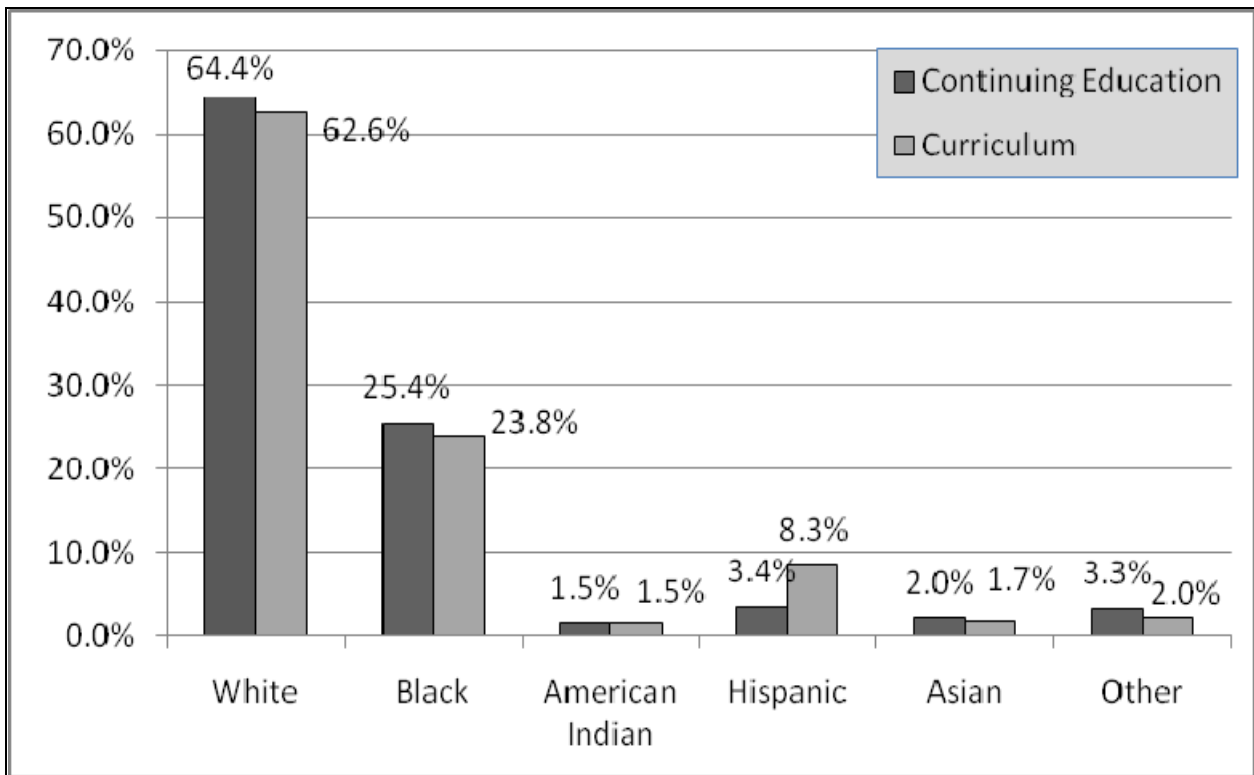
Enrollment by Employment Status 2006-07*



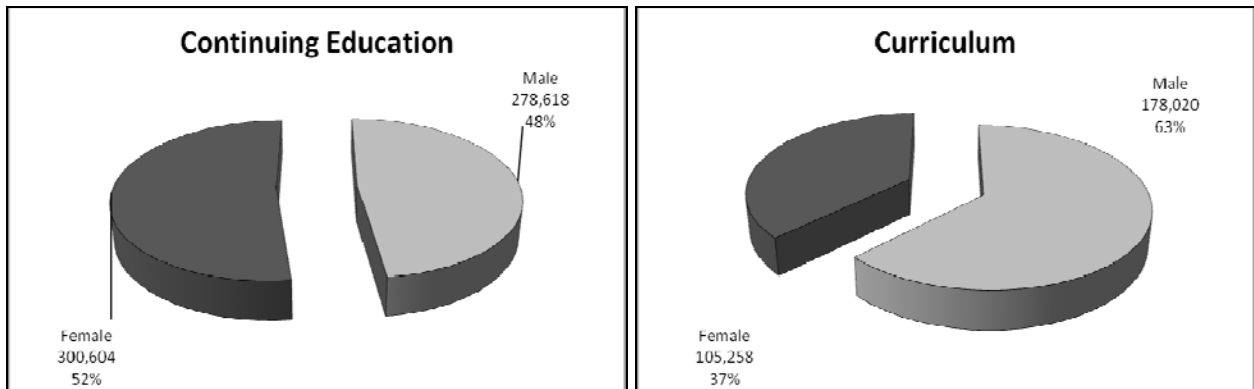
*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

Enrollment by Race 2006-07



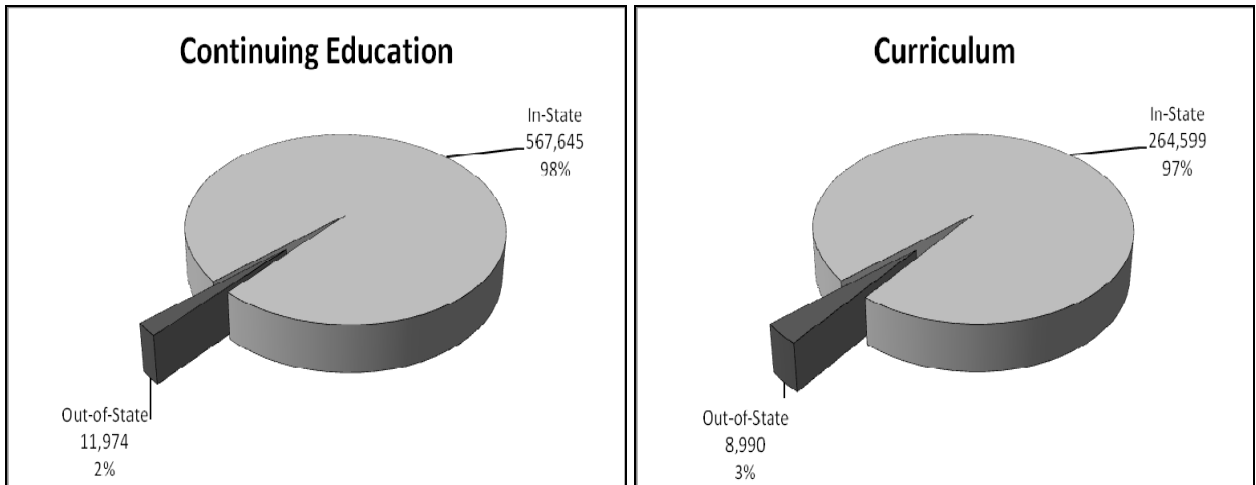
Enrollment by Gender 2006-07*



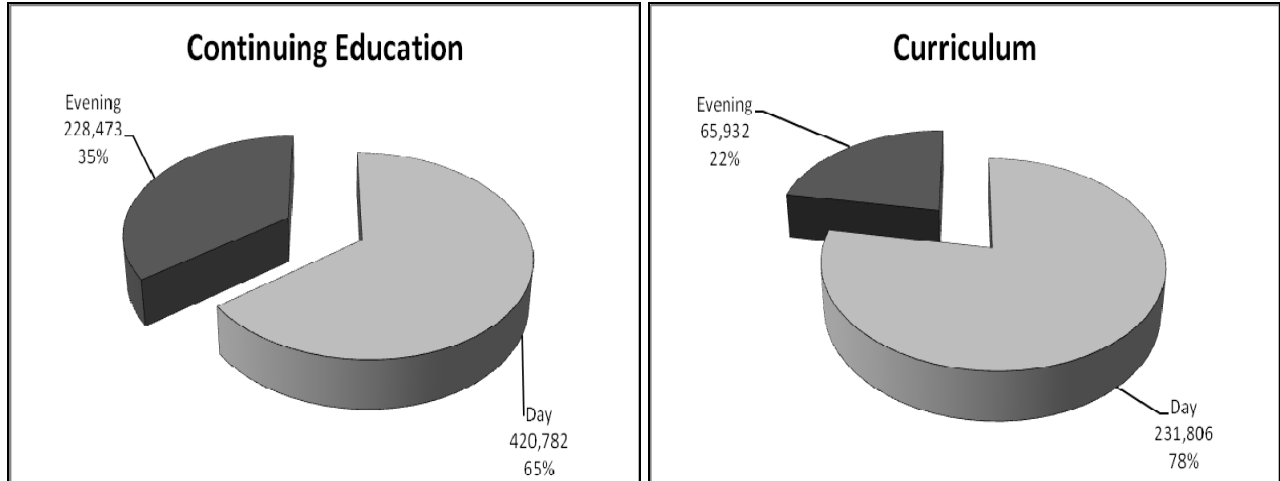
*The data for each segment of the chart represent the annual unduplicated total for that segment. Summing across segments will result in some duplication since some students change their status relative to a segment across semesters.

Source: North Carolina Community College System Data Warehouse.

**Enrollment by Residency Status
2006-07***



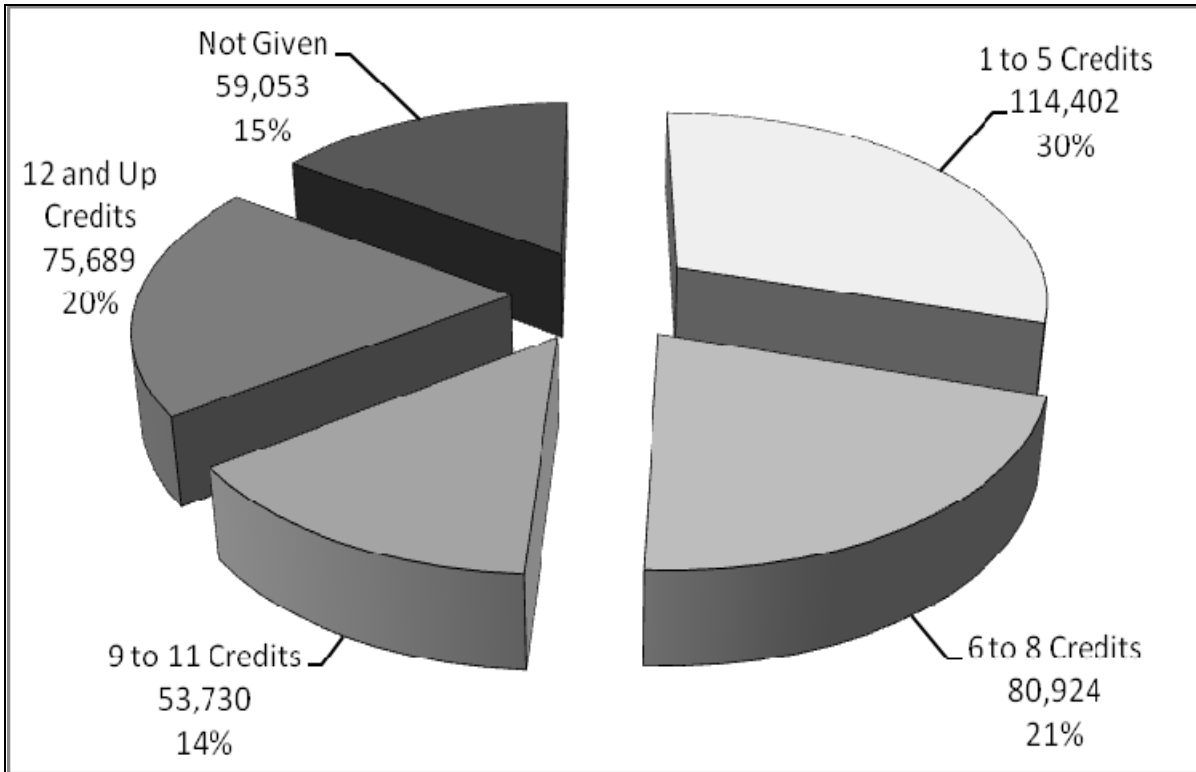
**Enrollment by Day/Evening Status
2006-07***



*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
2006-07*



*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.

North Carolina Community College System
Curriculum Student Information II
Student Completions by Program, 2006-2007

Code	Curriculum	Total	Code	Curriculum	Total
A25100	ACCOUNTING	462	A45170	CARDIOVASCULAR TECH. (INVASIVE & NON-INV	9
C25100	ACCOUNTING	116	C35180	CARPENTRY	150
D25100	ACCOUNTING	27	D35180	CARPENTRY	63
A30100	ADVERTISING AND GRAPHIC DESIGN	152	D45180	CENTRAL STERILE PROCESSING	1
C30100	ADVERTISING AND GRAPHIC DESIGN	27	A50110	CHEMICAL PROCESS TECHNOLOGY	1
D30100	ADVERTISING AND GRAPHIC DESIGN	1	A20120	CHEMICAL TECHNOLOGY	4
A15100	AGRIBUSINESS TECHNOLOGY	8	A1040B	CHEMISTRY AND CHEMISTRY EDUC (PRE-MAJOR)	2
A6024A	AGRICULTURAL SYSTEMS	4	A40140	CIVIL ENGINEERING TECHNOLOGY	43
A35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	68	C40140	CIVIL ENGINEERING TECHNOLOGY	5
C35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	284	A45190	CLINICAL TRIALS RESEARCH ASSOCIATE	6
D35100	AIR CONDIT., HEAT., & REFRIG. TECHNOLOGY	200	C45190	CLINICAL TRIALS RESEARCH ASSOCIATE	17
A55100	ANIMAL CARE AND MANAGEMENT TECHNOLOGY	7	A3028B	COMMERCIAL PHOTOGRAPHY	9
A40100	ARCHITECTURAL TECHNOLOGY	96	A35200	COMMERCIAL REFRIGERATION TECHNOLOGY	4
C40100	ARCHITECTURAL TECHNOLOGY	39	A30150	COMMUNITY JOURNALISM	1
D40100	ARCHITECTURAL TECHNOLOGY	1	A55370	COMMUNITY SPANISH INTERPRETER	13
A1020A	ART	21	C55370	COMMUNITY SPANISH INTERPRETER	12
A1010A	ART EDUCATION (PRE-MAJOR)	8	D55370	COMMUNITY SPANISH INTERPRETER	1
A45100	ASSOCIATE DEGREE NURSING (INTEGRATED)	1,198	A40160	COMPUTER ENGINEERING TECHNOLOGY	98
A45120	ASSOCIATE DEGREE NURSING(NON-INTEGRATED)	784	C40160	COMPUTER ENGINEERING TECHNOLOGY	84
A10100	ASSOCIATE IN ARTS	3,042	D40160	COMPUTER ENGINEERING TECHNOLOGY	1
A10200	ASSOCIATE IN FINE ARTS	28	A25130	COMPUTER PROGRAMMING	107
A10300	ASSOCIATE IN GENERAL EDUCATION	496	C25130	COMPUTER PROGRAMMING	30
A10400	ASSOCIATE IN SCIENCE	405	D25130	COMPUTER PROGRAMMING	3
C60100	AUTOBODY REPAIR	81	A1010T	COMPUTER SCIENCE	1
D60100	AUTOBODY REPAIR	88	A6024B	CONSTRUCTION EQUIPMENT SYSTEMS	17
C60140	AUTOMOTIVE RESTORATION TECHNOLOGY	4	C6024B	CONSTRUCTION EQUIPMENT SYSTEMS	2
D60140	AUTOMOTIVE RESTORATION TECHNOLOGY	4	A35190	CONSTRUCTION MANAGEMENT TECHNOLOGY	7
A60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	225	C35190	CONSTRUCTION MANAGEMENT TECHNOLOGY	12
C60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	172	D35190	CONSTRUCTION MANAGEMENT TECHNOLOGY	1
D60160	AUTOMOTIVE SYSTEMS TECHNOLOGY	62	A55140	COSMETOLOGY	46
A60180	AVIATION MANAGEMENT & CAREER PILOT TECH.	18	C55140	COSMETOLOGY	318
C60180	AVIATION MANAGEMENT & CAREER PILOT TECH.	6	D55140	COSMETOLOGY	206
D60180	AVIATION MANAGEMENT & CAREER PILOT TECH.	3	C55160	COSMETOLOGY INSTRUCTOR	15
A60200	AVIATION SYSTEMS TECHNOLOGY	21	A25140	COURT REPORTING AND CAPTIONING	1
C60200	AVIATION SYSTEMS TECHNOLOGY	3	D25140	COURT REPORTING AND CAPTIONING	2
A55130	BAKING AND PASTRY ARTS / BAKER / PASTRY CHEF	11	A1010D	CRIMINAL JUSTICE (PRE-MAJOR)	36
C55130	BAKING AND PASTRY ARTS / BAKER / PASTRY CHEF	1	A55180	CRIMINAL JUSTICE TECHNOLOGY	480
A2512A	BANKING AND FINANCE	15	C55180	CRIMINAL JUSTICE TECHNOLOGY	95
C55110	BARBERING	11	D55180	CRIMINAL JUSTICE TECHNOLOGY	2
D55110	BARBERING	1	C45200	CT & MRI TECHNOLOGY	46
C55120	BASIC LAW ENFORCEMENT TRAINING	476	D45200	CT & MRI TECHNOLOGY	2
A1040A	BIOLOGY AND BIOLOGY EDUC (PRE-MAJOR)	20	A55200	CULINARY TECHNOLOGY	130
A50100	BIOMEDICAL EQUIPMENT TECHNOLOGY	28	C55200	CULINARY TECHNOLOGY	55
A3028A	BIOMEDICAL PHOTOGRAPHY	10	D55200	CULINARY TECHNOLOGY	14
A50440	BIOPROCESS MANUFACTURING TECHNOLOGY	6	A55210	CYBER CRIME TECHNOLOGY	9
C50440	BIOPROCESS MANUFACTURING TECHNOLOGY	8	C45220	CYTOTECHNOLOGY	3
A20100	BIOTECHNOLOGY	58	A25150	DATABASE MANAGEMENT	1
C20100	BIOTECHNOLOGY	10	C25150	DATABASE MANAGEMENT	2
C35120	BOAT BUILDING	2	D45240	DENTAL ASSISTING	250
D35120	BOAT BUILDING	1	A45260	DENTAL HYGIENE	203
A30120	BROADCASTING AND PRODUCTION TECHNOLOGY	13	A45280	DENTAL LABORATORY TECHNOLOGY	6
D30120	BROADCASTING AND PRODUCTION TECHNOLOGY	3	C45280	DENTAL LABORATORY TECHNOLOGY	4
A35140	BUILDING CONSTRUCTION TECHNOLOGY	34	A5018A	DESIGN AND PRODUCT DEVELOPMENT	4
C35140	BUILDING CONSTRUCTION TECHNOLOGY	36	A4538A	DEVELOPMENTAL DISABILITIES	6
D35140	BUILDING CONSTRUCTION TECHNOLOGY	3	C4538A	DEVELOPMENTAL DISABILITIES	5
A25120	BUSINESS ADMINISTRATION	764	D45300	DIALYSIS TECHNOLOGY	8
C25120	BUSINESS ADMINISTRATION	191	A45310	DIETETIC TECHNICIAN	7
D25120	BUSINESS ADMINISTRATION	32	A30130	DIGITAL EFFECTS AND ANIMATION TECHNOLOGY	4
A1010B	BUSINESS ADMINISTRATION (PRE-MAJOR)	89	A25210	DIGITAL MEDIA PROGRAM	1
A1010C	BUSINESS EDUC & MKTG EDUC (PRE-MAJOR)	19	D10100	DIPLOMA IN ARTS	6
D35160	CABINETMAKING	4	D10400	DIPLOMA IN SCIENCE	3
A5034A	CAD SYSTEMS MANAGEMENT	7	A4032A	DRAFTING AND DESIGN	9
A50150	CAD Technology	2	C4032A	DRAFTING AND DESIGN	1
C50150	CAD Technology	2	D4032A	DRAFTING AND DESIGN	1
A45160	CARDIOVASCULAR SONOGRAPHY	11	A1020C	DRAMA	8
D45160	CARDIOVASCULAR SONOGRAPHY	12	A55220	EARLY CHILDHOOD ASSOCIATE	894

Code	Curriculum	Total	Code	Curriculum	Total
C55220	EARLY CHILDHOOD ASSOCIATE	619	A1010G	HEALTH EDUCATION (PRE-MAJOR)	1
D55220	EARLY CHILDHOOD ASSOCIATE	125	A45360	HEALTH INFORMATION TECHNOLOGY	77
A3526A	ELECTRICAL	1	C45360	HEALTH INFORMATION TECHNOLOGY	3
A35220	ELECTRICAL/ELECTRONICS TECHNOLOGY	108	D45360	HEALTH INFORMATION TECHNOLOGY	15
C35210	ELECTRIC LINEMAN TECHNOLOGY	21	C25220	HEALTH UNIT COORDINATOR	28
A45320	ELECTRONEURODIAGNOSTIC TECHNOLOGY	9	C2526B	HELPDESK AND SUPPORT	2
A25121	ELECTRONIC COMMERCE	13	D35240	HEAVY EQUIPMENT OPERATOR	3
A40200	ELECTRONICS ENGINEERING TECHNOLOGY	140	A60240	HEAVY EQUIPMENT AND TRANSPORT TECHNOLOGY	26
C40200	ELECTRONICS ENGINEERING TECHNOLOGY	35	C60240	HEAVY EQUIPMENT AND TRANSPORT TECHNOLOGY	16
D40200	ELECTRONICS ENGINEERING TECHNOLOGY	1	D60240	HEAVY EQUIPMENT AND TRANSPORT TECHNOLOGY	29
A50120	ELECTRONIC SERVICING TECHNOLOGY	3	A25230	HIGH PERFORMANCE COMPUTING	1
D50120	ELECTRONIC SERVICING TECHNOLOGY	7	A1010H	HISTORY (PRE-MAJOR)	19
A50140	ELECTRONICS TECHNOLOGY	2	A45370	Histotechnology	2
C50140	ELECTRONICS TECHNOLOGY	2	A15240	HORTICULTURE TECHNOLOGY	68
D50140	ELECTRONICS TECHNOLOGY	2	C15240	HORTICULTURE TECHNOLOGY	104
A1010P	ELEMENTARY, MIDDLE GRADES AND SPECIAL ED	35	D15240	HORTICULTURE TECHNOLOGY	36
A1010R	ELEMENTRAY EDUCATION	63	A25240	HOTEL AND RESTAURANT MANAGEMENT	52
A45340	EMERGENCY MEDICAL SCIENCE	87	C25240	HOTEL AND RESTAURANT MANAGEMENT	22
C45340	EMERGENCY MEDICAL SCIENCE	1	A2512C	HUMAN RESOURCES MANAGEMENT	43
A55420	EMERGENCY PREPAREDNESS TECHNOLOGY	9	C2512C	HUMAN RESOURCES MANAGEMENT	19
C55420	EMERGENCY PREPAREDNESS TECHNOLOGY	5	D2512C	HUMAN RESOURCES MANAGEMENT	3
D55420	EMERGENCY PREPAREDNESS TECHNOLOGY	2	A45380	HUMAN SERVICES TECHNOLOGY	193
A1040D	ENGINEERING (PRE-MAJOR)	11	C45380	HUMAN SERVICES TECHNOLOGY	30
A1010F	ENGLISH EDUCATION (PRE-MAJOR)	1	D45380	HUMAN SERVICES TECHNOLOGY	9
A1010E	ENGLISH (PRE-MAJOR)	22	A40240	INDUSTRIAL ENGINEERING TECHNOLOGY	6
A25190	ENTERTAINMENT TECHNOLOGY	12	C40240	INDUSTRIAL ENGINEERING TECHNOLOGY	8
A20140	ENVIRONMENTAL SCIENCE TECHNOLOGY	15	D40240	INDUSTRIAL ENGINEERING TECHNOLOGY	1
A50160	ENVIRONMENT, HEALTH, & SAFETY TECHNOLOGY	2	A20160	INDUSTRIAL LABORATORY TECHNOLOGY	7
A15140	EQUINE TECHNOLOGY	7	A50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	69
C15140	EQUINE TECHNOLOGY	4	C50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	91
C55270	ESTHETICS INSTRUCTOR	4	D50240	INDUSTRIAL MAINTENANCE TECHNOLOGY	35
C55230	ESTHETICS TECHNOLOGY	169	A50260	INDUSTRIAL MANAGEMENT TECHNOLOGY	7
A50190	FACILITY MAINTENANCE TECHNOLOGY	1	C50260	INDUSTRIAL MANAGEMENT TECHNOLOGY	4
C50190	FACILITY MAINTENANCE TECHNOLOGY	16	A20180	INDUSTRIAL PHARMACEUTICAL TECHNOLOGY	16
D50190	FACILITY MAINTENANCE TECHNOLOGY	3	C55290	Infant/Toddler Care	127
C50170	FACILITY MAINTENANCE WORKER	34	C2536D	INFORMATION AND WORD PROCESSING	1
D50170	FACILITY MAINTENANCE WORKER	1	A25260	INFORMATION SYSTEMS	254
A30140	FILM AND VIDEO PRODUCTION TECHNOLOGY	7	C25260	INFORMATION SYSTEMS	165
C30140	FILM AND VIDEO PRODUCTION TECHNOLOGY	1	D25260	INFORMATION SYSTEMS	31
D30140	FILM AND VIDEO PRODUCTION TECHNOLOGY	2	A25270	INFORMATION SYSTEMS SECURITY	27
A5518B	FINANCIAL CRIME/COMPUTER FRAUD	1	A4020A	INSTRUMENTATION	4
A30160	FINE AND CREATIVE WOODWORKING	4	C4020A	INSTRUMENTATION	1
A55240	FIRE PROTECTION TECHNOLOGY	106	D4020A	INSTRUMENTATION	1
C55240	FIRE PROTECTION TECHNOLOGY	20	A30220	INTERIOR DESIGN	55
D55240	FIRE PROTECTION TECHNOLOGY	1	C30220	INTERIOR DESIGN	18
A15160	FISH AND WILDLIFE MANAGEMENT TECHNOLOGY	11	D30220	INTERIOR DESIGN	6
C55250	FOODSERVICE TECHNOLOGY	162	A2512D	INTERNATIONAL BUSINESS	5
D55250	FOODSERVICE TECHNOLOGY	13	C2512D	INTERNATIONAL BUSINESS	2
A15200	FOREST MANAGEMENT TECHNOLOGY	39	A25290	INTERNET TECHNOLOGIES	60
A55260	FUNERAL SERVICE EDUCATION	30	C25290	INTERNET TECHNOLOGIES	32
D55260	FUNERAL SERVICE EDUCATION	26	A55300	INTERPRETER EDUCATION	17
C50200	FURNITURE PRODUCTION WORKER	40	A45410	Interventional Cardiac and Vascular Technology	5
C50220	FURNITURE UPHOLSTERY	19	D45410	Interventional Cardiac and Vascular Technology	4
D50220	FURNITURE UPHOLSTERY	11	A40260	LANDSCAPE ARCHITECTURE TECHNOLOGY	7
A55280	GENERAL OCCUPATIONAL TECHNOLOGY	126	A15260	LANDSCAPE GARDENING	16
C55280	GENERAL OCCUPATIONAL TECHNOLOGY	3	C15260	LANDSCAPE GARDENING	8
D55280	GENERAL OCCUPATIONAL TECHNOLOGY	42	D15260	LANDSCAPE GARDENING	1
A40220	GIS/GPS TECHNOLOGY	2	A40280	LASER AND PHOTONICS TECHNOLOGY	12
C40220	GIS/GPS TECHNOLOGY	17	A5518A	LATENT EVIDENCE	27
A25170	GLOBAL LOGISTICS TECHNOLOGY	8	C5518A	LATENT EVIDENCE	9
C25170	GLOBAL LOGISTICS TECHNOLOGY	10	A2536A	LEGAL	31
D25170	GLOBAL LOGISTICS TECHNOLOGY	1	C2536A	LEGAL	10
A1542A	GOLF COURSE MANAGEMENT	5	D2536A	LEGAL	1
A30180	GRAPHIC ARTS AND IMAGING TECHNOLOGY	21	A55310	LIBRARY AND INFORMATION TECHNOLOGY	6
C30180	GRAPHIC ARTS AND IMAGING TECHNOLOGY	2	C55310	LIBRARY AND INFORMATION TECHNOLOGY	1
D30180	GRAPHIC ARTS AND IMAGING TECHNOLOGY	2	D55310	LIBRARY AND INFORMATION TECHNOLOGY	2
C15220	GREENHOUSE AND GROUNDS MAINTENANCE	15	C45390	LICENSED PRACTICAL NURSE REFRESHER	8
A30200	GUNSMITHING	6	A15280	LIVESTOCK AND POULTRY TECHNOLOGY	3
C30200	GUNSMITHING	5	C15280	LIVESTOCK AND POULTRY TECHNOLOGY	6
C30210	GUNSMITHING	18	A2512E	LOGISTICS MANAGEMENT	3
A25200	HEALTHCARE MANAGEMENT TECHNOLOGY	58	A50300	MACHINING TECHNOLOGY	65
C25200	HEALTHCARE MANAGEMENT TECHNOLOGY	10	C50300	MACHINING TECHNOLOGY	61
C45350	HEALTH CARE TECHNOLOGY	8	D50300	MACHINING TECHNOLOGY	42

Section IV – Student Data

Code	Curriculum	Total	Code	Curriculum	Total
A1524A	MANAGEMENT	6	C35300	PLUMBING	80
C55400	MANICURING/NAIL TECHNOLOGY	46	D35300	PLUMBING	29
A40300	MANUFACTURING ENGINEERING TECHNOLOGY	5	A2512H	PUBLIC ADMINISTRATION	5
A50320	MANUFACTURING TECHNOLOGY	5	A50430	PULP AND PAPER PRODUCTION TECHNOLOGY	1
C60220	MARINE PROPULSION SYSTEMS	3	C50430	PULP AND PAPER PRODUCTION TECHNOLOGY	6
C15310	MARINE SCIENCE	5	A6016A	RACE CAR PERFORMANCE	7
D2512F	MARKETING AND RETAILING	3	A45680	RADIATION THERAPY TECHNOLOGY	18
C35280	MASONRY	123	D45680	RADIATION THERAPY TECHNOLOGY	18
D35280	MASONRY	6	A45700	RADIOGRAPHY	346
A1040E	MATHEMATICS (PRE-MAJOR)	5	C25400	REAL ESTATE	1
A50340	MECHANICAL DRAFTING TECHNOLOGY	13	D25400	REAL ESTATE	3
C50340	MECHANICAL DRAFTING TECHNOLOGY	20	C25420	REAL ESTATE APPRAISAL	1
D50340	MECHANICAL DRAFTING TECHNOLOGY	16	C2536E	RECEPTIONIST	1
A40320	MECHANICAL ENGINEERING TECHNOLOGY	51	A55360	RECREATION AND LEISURE STUDIES	10
C40320	MECHANICAL ENGINEERING TECHNOLOGY	33	A45720	RESPIRATORY THERAPY	169
D40320	MECHANICAL ENGINEERING TECHNOLOGY	9	A25450	Simulation and Game Development	1
C2536B	MEDICAL	2	C60280	SMALL ENGINE AND EQUIPMENT REPAIR	38
A45400	MEDICAL ASSISTING	338	A1010M	SOCIAL SCIENCE SEC EDUC (PRE-MAJOR)	1
C45400	MEDICAL ASSISTING	98	A4538D	SOCIAL SERVICES	27
D45400	MEDICAL ASSISTING	196	D4538D	SOCIAL SERVICES	2
D45450	Medical Dosimetry	2	A1010Q	SOCIAL WORK	17
A45420	MEDICAL LABORATORY TECHNOLOGY	94	A1010N	SOCIOLOGY (PRE-MAJOR)	18
A25310	MEDICAL OFFICE ADMINISTRATION	477	A1010S	SPECIAL EDUCATION	11
C25310	MEDICAL OFFICE ADMINISTRATION	318	A5522A	SPECIAL EDUCATION	30
D25310	MEDICAL OFFICE ADMINISTRATION	70	C5522A	SPECIAL EDUCATION	3
A45440	MEDICAL SONOGRAPHY	58	D5522A	SPECIAL EDUCATION	3
D45440	MEDICAL SONOGRAPHY	7	A1010O	SPEECH/COMMUNICATIONS (PRE-MAJOR)	8
C25320	MEDICAL TRANSCRIPTION	2	A45730	SPEECH-LANGUAGE PATHOLOGY ASSISTANT	35
D25320	MEDICAL TRANSCRIPTION	56	A4538E	SUBSTANCE ABUSE	48
A4538C	MENTAL HEALTH	13	C4538E	SUBSTANCE ABUSE	20
C60260	MOTORCYCLE MECHANICS	5	A45740	SURGICAL TECHNOLOGY	35
D60260	MOTORCYCLE MECHANICS	8	D45740	SURGICAL TECHNOLOGY	147
A60270	MOTORSPORTS MANAGEMENT TECHNOLOGY	3	A40380	SURVEYING TECHNOLOGY	38
C60270	MOTORSPORTS MANAGEMENT TECHNOLOGY	3	C40380	SURVEYING TECHNOLOGY	2
A1020D	MUSIC AND MUSIC EDUCATION	14	A15410	SUSTAINABLE AGRICULTURE	2
A2526D	NETWORK ADMINISTRATION AND SUPPORT	170	C15410	SUSTAINABLE AGRICULTURE	1
C2526D	NETWORK ADMINISTRATION AND SUPPORT	32	C30380	TAXIDERMY	16
D2526D	NETWORK ADMINISTRATION AND SUPPORT	3	A5522B	TEACHER ASSOCIATE	242
A25340	NETWORKING TECHNOLOGY	94	C5522B	TEACHER ASSOCIATE	19
C25340	NETWORKING TECHNOLOGY	47	D5522B	TEACHER ASSOCIATE	4
D25340	NETWORKING TECHNOLOGY	1	C50380	TELECOMMUNICATIONS INSTALLATION & MAINT.	15
A45460	NUCLEAR MEDICINE TECHNOLOGY	29	A40400	TELECOMMUNICATIONS & NETWORK ENGRG TECH	9
D45460	NUCLEAR MEDICINE TECHNOLOGY	25	A45750	THERAPEUTIC MASSAGE	30
C45480	NURSING ASSISTANT	107	D45750	THERAPEUTIC MASSAGE	95
A1010I	NURSING (PRE-MAJOR)	7	A45760	THERAPEUTIC RECREATION	9
A55320	OCCUPATIONAL EDUCATION ASSOCIATE	4	A5030A	TOOL, DIE, AND MOLD MAKING	14
A45500	OCCUPATIONAL THERAPY ASSISTANT	44	A25440	TRAVEL AND TOURISM TECHNOLOGY	1
A25360	OFFICE SYSTEMS TECHNOLOGY	333	C60300	TRUCK DRIVER TRAINING	315
C25360	OFFICE SYSTEMS TECHNOLOGY	236	A15420	TURFGRASS MANAGEMENT TECHNOLOGY	32
D25360	OFFICE SYSTEMS TECHNOLOGY	110	C15420	TURFGRASS MANAGEMENT TECHNOLOGY	4
A2512G	OPERATIONS MANAGEMENT	27	D15420	TURFGRASS MANAGEMENT TECHNOLOGY	6
C2512G	OPERATIONS MANAGEMENT	6	C50400	UPHOLSTERY PRODUCTION WORKER	6
D2512G	OPERATIONS MANAGEMENT	2	C50410	UPHOLSTERY PROD WORKER:SPRING-UP & UPHOL	16
D45510	OPHTHALMIC MEDICAL ASSISTANT	12	A45780	VETERINARY MEDICAL TECHNOLOGY	44
C45520	OPTICAL APPRENTICE	2	A15430	VITICULTURE AND ENOLOGY TECHNOLOGY	4
A45560	OPTICIANRY	7	C15430	VITICULTURE AND ENOLOGY TECHNOLOGY	3
A55330	OUTDOOR LEADERSHIP	1	A2014A	WATER RESOURCES MANAGEMENT	9
A25380	PARALEGAL TECHNOLOGY	205	C2014A	WATER RESOURCES MANAGEMENT	15
C25380	PARALEGAL TECHNOLOGY	43	D2014A	WATER RESOURCES MANAGEMENT	8
D25380	PARALEGAL TECHNOLOGY	18	A50420	WELDING TECHNOLOGY	36
A15360	PARK RANGER TECHNOLOGY	1	C50420	WELDING TECHNOLOGY	183
C45580	PHARMACY TECHNOLOGY	4	D50420	WELDING TECHNOLOGY	105
D45580	PHARMACY TECHNOLOGY	92			
C45600	PHLEBOTOMY	268			
A30280	PHOTOGRAPHIC TECHNOLOGY	10			
C30280	PHOTOGRAPHIC TECHNOLOGY	14	Total		23,994
A3028C	PHOTOJOURNALISM	8			
A1010J	PHYSICAL EDUCATION (PRE-MAJOR)	4			
A45640	PHYSICAL THERAPIST ASSISTANT (1+1)	44	A = Associate Degree		
A45620	PHYSICAL THERAPIST ASSISTANT (2-YEAR)	33	C = Certificate		
A5032A	PLASTICS	3	D = Diploma		
C5032A	PLASTICS	3			
D5032A	PLASTICS	1			

North Carolina Community College System
Curriculum Student Information II
Student Enrollment by College, 2006-2007*

	Associate	Diploma	Certificate	Transitional	Curriculum Totals
Alamance CC	4,006	397	563	1,496	6,342
Asheville-Buncombe TCC	4,492	352	221	4,129	9,009
Beaufort County CC	1,341	136	60	350	1,870
Bladen CC	1,399	90	54	353	1,879
Blue Ridge CC	1,643	118	231	885	2,802
Brunswick CC	986	204	140	387	1,653
Caldwell CC and TI	2,869	925	297	1,118	5,092
Cape Fear CC	6,800	420	750	1,722	9,595
Carteret CC	1,654	135	101	476	2,303
Catawba Valley CC	4,456	285	522	1,702	6,852
Central Carolina CC	3,466	546	826	1,807	6,522
Central Piedmont CC	15,965	448	861	7,772	24,406
Cleveland CC	2,543	511	237	1,446	4,662
Coastal Carolina CC	4,885	255	195	1,013	6,145
College of the Albemarle	2,012	179	109	684	2,934
Craven CC	3,390	152	65	969	4,503
Davidson County CC	2,885	299	259	759	4,123
Durham TCC	4,263	192	263	3,186	7,662
Edgecombe CC	2,155	242	38	851	3,242
Fayetteville TCC	9,583	635	192	3,862	13,859
Forsyth TCC	6,905	565	495	1,815	9,570
Gaston College	5,069	343	228	1,285	6,835
Guilford TCC	11,089	573	59	1,604	13,175
Halifax CC	1,280	141	296	284	1,985
Haywood CC	1,340	259	291	1,215	3,045
Isothermal CC	1,841	229	131	804	2,923
James Sprunt CC	794	324	129	424	1,596
Johnston CC	2,718	213	754	2,208	5,755
Lenoir CC	2,319	116	155	1,295	3,788
Martin CC	709	71	27	380	1,175
Mayland CC	842	136	400	929	2,243
McDowell TCC	934	249	177	357	1,671
Mitchell CC	2,273	213	182	920	3,518
Montgomery CC	837	98	127	300	1,335
Nash CC	2,399	88	212	1,002	3,673
Pamlico CC	276	29	144	156	596
Piedmont CC	1,633	221	580	1,323	3,718
Pitt CC	6,271	253	260	2,056	8,673
Randolph CC	1,748	500	100	953	3,215
Richmond CC	1,686	75	126	257	2,058
Roanoke Chowan CC	834	125	127	211	1,278
Robeson CC	2,496	154	220	313	3,143
Rockingham CC	1,615	222	547	413	2,696
Rowan-Cabarrus CC	4,073	1,506	432	1,116	6,956
Sampson CC	1,245	116	90	443	1,862
Sandhills CC	3,421	115	231	1,377	5,013
Southeastern CC	1,854	219	202	618	2,786
South Piedmont CC	1,713	289	279	601	2,791
Southwestern CC	1,848	72	249	706	2,819
Stanly CC	2,074	158	396	999	3,518
Surry CC	2,396	620	149	1,006	4,049
Tri-County CC	908	61	50	475	1,473
Vance-Granville CC	3,867	542	388	1,005	5,726
Wake TCC	13,350	470	893	2,385	16,899
Wayne CC	3,260	205	162	824	4,376
Western Piedmont CC	2,751	90	148	724	3,638
Wilkes CC	2,293	100	55	874	3,259
Wilson CC	1,875	149	144	708	2,824
Grand Total:	182,695	16,375	15,571	68,151	273,015

*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 II
 Student Enrollment by College, 2006-2007*

	Basic Skills	Comm Svc	FIT	HRD	Learn Lab	NIT/EIT	Non Occ SS	Occ RB	Occ SS	SBC	Totals
Alamance CC	3,005	810	81	1,212		54	546	4,236	620	368	10,424
Asheville-Buncombe TCC	3,419	1,129	73	2,001		447	1,560	8,179	1,256	1,323	17,777
Beaufort County CC	1,313	141	33	188		91	529	3,026	190	151	5,449
Bladen CC	579	120	36	402		98	359	1,512		31	2,991
Blue Ridge CC	1,493		216	2,606	22	181	4,497	4,690	259	424	13,132
Brunswick CC	969	226	27	297			1,234	2,807	250	160	5,671
Caldwell CC and TI	2,407	121	62	1,459		6	1,903	3,219	997	615	10,049
Cape Fear CC	3,328	489	123	1,241	2,402	507	3,814	7,453	300	673	19,370
Carteret CC	906	148	13	388			359	2,716	999	1,136	6,329
Catawba Valley CC	3,019	750	227	1,647		1,932	2,593	3,939	2,499	276	15,562
Central Carolina CC	4,613	453	117	546		641	920	6,900	388		14,120
Central Piedmont CC	10,661	2,791	67	365		1,302	3,311	15,303	4,795	1,008	36,529
Cleveland CC	721	349	29	868		127	735	2,820	126	613	6,192
Coastal Carolina CC	3,643	353	49	372		578	2,952	9,016	211	810	17,079
College of the Albemarle	2,583		114	65		82	849	3,445	287	1,461	8,529
Craven CC	1,380	463	156	4,446		194	1,041	4,823	179	194	12,303
Davidson County CC	3,020		362	513		86	864	7,113	550	495	12,411
Durham TCC	4,749		54	1,418		1,301	586	8,280	2,727	22	18,360
Edgecombe CC	1,859	141	49	1,234		82	83	2,442	1	1,057	6,157
Fayetteville TCC	4,457	1,658	78	1,884		204	628	9,634	3,459	950	21,296
Forsyth TCC	5,340	458	322	1,197		136	1,635	9,207	2,301	1,137	20,647
Gaston College	3,086	207	43	3,276		1,338	2,047	4,643	2,043	387	16,202
Guilford TCC	5,714	702	182	2,930		678	5,465	9,527	3,289	626	27,591
Halifax CC	1,185	162	64	527		111	139	2,971	353	640	5,826
Haywood CC	819	126	19	156	316		212	2,148	86	409	4,071
Isothermal CC	1,181		25	635		182	3,951	1,079	1,318	267	7,701
James Sprunt CC	852	133	13	580	103		2,724	2,611		760	7,336
Johnston CC	1,747	203	103	506		480	1,628	4,071	323	918	9,537
Lenoir CC	2,138	181	41	1,253		242	1,600	5,122	10	543	10,355
Martin CC	951	280	7	393		57		1,634	99	240	3,415
Mayland CC	1,169	29	11	756		220	751	2,199	659	357	5,510
McDowell TCC	634	74	126	1,241		134	1,131	3,052	939	71	7,002
Mitchell CC	2,057	83	35	1,239		88	882	2,960	1,443	407	8,511
Montgomery CC	614	84	36	116			14	1,701	261	307	2,952
Nash CC	1,730	280	109	896		502	249	3,634	462	442	7,886
Pamlico CC	285	190		130			11	715		186	1,394
Piedmont CC	948	71	94	589		287	56	2,763	125	450	5,335
Pitt CC	2,478	114	110	1,597		87	291	4,730	2,516	581	11,691
Randolph CC	1,761	170	283	715		196	711	4,200	476	395	8,464
Richmond CC	2,403	6	219	623		411		1,984	85	447	5,766
Roanoke-Chowan CC	744	222	110	182			71	1,196		265	2,697
Robeson CC	2,880	220	164	1,848		289	269	5,515	412	486	11,446
Rockingham CC	1,199	252	193	742		192	2,093	2,945	715	367	8,140
Rowan-Cabarrus CC	3,080	147	71	2,063		678	499	6,358	1,690	406	13,759
Sampson CC	1,383	167	163	1,197			975	2,237	60	332	5,971
Sandhills CC	1,508	199	40	273		146	438	3,726	505	933	7,329
Southeastern CC	1,229	708	21	1,525		149	7	4,089	47	1,354	8,226
South Piedmont CC	2,097	50	145	1,599		35	138	2,070	1,104	395	7,212
Southwestern CC	1,628		15	637			257	3,624	349	345	5,832
Stanly CC	1,500	58	33	440		207		2,993	207	150	5,338
Surry CC	1,524	257	371	932		102	1,403	4,512	92	471	9,008
Tri-County CC	485	493	46	115		153	123	1,582	274	440	3,485
Vance-Granville CC	2,678	518	1,012	1,301		525	113	6,621	327	480	12,613
Wake TCC	8,054	2,403	286	2,543	3,053	2,840	394	19,415	2,364	1,150	40,142
Wayne CC	2,688	206	68	1,757	236	63	659	3,936	9	765	9,351
Western Piedmont CC	2,389	308	111	654	160	197	1,644	4,636	1,320	328	10,948
Wilkes CC	1,423	399	1,296	1,963		103	223	5,305	793	285	10,806
Wilson CC	1,840	324	108	215		216	124	4,993	793	249	8,339
Grand Total:	131,519	20,570	8,054	61,861	6,289	18,930	62,100	240,047	47,630	30,394	578,545

*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), 2006-2007

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer, & Fall)												TOTAL
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUBTOTAL BUDGET	Comm Svc	FIT	HRD	Learnign Lab	NIT & EIT	SS non occ	SS Occ Ex	SBC	SUBTOTAL NON BUDGET	
Alamance CC	2,325	191	286	387	3,190	342	272	614	53	4	0	0	6	19	6	3	92	3,896
Asheville-Buncombe TCC	2,980	135	257	1,160	4,532	397	682	1,079	46	2	0	0	15	59	40	6	169	5,780
Beaufort County CC	905	41	158	111	1,215	270	156	426	35	2	0	0	4	24	2	1	67	1,709
Bladen CC	899	30	98	115	1,143	79	171	250	6	1	0	0	3	4	0	1	13	1,406
Blue Ridge CC	968	152	84	234	1,436	138	503	641	0	4	0	1	24	68	9	1	106	2,183
Brunswick CC	631	93	131	85	939	209	264	473	2	4	0	0	1	33	4	1	45	1,457
Caldwell CC and TI	1,955	191	524	300	2,971	491	430	921	16	4	0	0	1	13	13	9	56	3,947
Cape Fear CC	4,412	439	311	357	5,518	427	621	1,048	22	3	0	37	85	28	12	6	192	6,758
Carteret CC	1,001	73	110	98	1,282	116	275	391	7	1	0	0	0	9	16	12	45	1,718
Catawba Valley CC	2,752	277	177	437	3,643	339	405	744	30	4	0	0	96	35	68	2	235	4,622
Central Carolina CC	2,139	515	443	498	3,595	842	652	1,495	40	0	0	0	12	6	12	0	69	5,159
Central Piedmont CC	7,960	271	236	2,380	10,847	965	734	1,699	1	1	0	0	177	69	455	1	704	13,250
Cleveland CC	1,490	162	377	505	2,534	162	243	406	21	1	0	0	0	6	1	4	33	2,973
Coastal Carolina CC	2,550	98	282	188	3,119	221	840	1,060	21	1	0	0	42	48	5	7	125	4,303
College of the Albemarle	1,172	112	168	200	1,652	291	241	532	0	0	0	0	2	34	7	13	55	2,239
Craven CC	1,748	42	124	197	2,110	188	331	519	28	6	0	0	8	28	4	3	78	2,707
Davidson County CC	1,684	219	241	234	2,378	505	518	1,023	0	5	0	0	2	18	15	3	43	3,444
Durham TCC	2,222	89	112	806	3,229	462	799	1,261	9	5	0	0	21	21	41	0	97	4,588
Edgecombe CC	1,262	46	166	253	1,727	298	249	547	4	0	0	0	3	1	11	11	31	2,305
Fayetteville TCC	6,125	98	573	982	7,778	1,073	1,542	2,615	104	1	0	0	0	9	48	6	167	10,560
Forsyth TCC	3,975	189	379	361	4,905	537	685	1,222	27	6	0	0	268	51	27	8	388	6,514
Gaston College	3,063	122	228	297	3,710	292	336	628	6	4	0	0	53	33	30	4	129	4,467
Guilford TCC	6,601	44	373	351	7,370	730	738	1,468	36	8	0	0	24	72	84	4	227	9,065
Halifax CC	847	192	114	47	1,199	90	210	300	12	2	0	0	9	3	6	8	39	1,538
Haywood CC	991	86	147	378	1,601	76	229	305	12	1	0	2	6	4	0	4	29	1,935
Isothermal CC	1,217	77	156	222	1,672	185	198	383	0	2	0	0	13	97	0	9	122	2,177
James Sprunt CC	593	83	207	105	988	105	164	269	16	0	0	3	0	31	0	5	55	1,311
Johnston CC	1,781	618	117	600	3,116	286	333	619	16	1	0	0	24	24	4	8	78	3,813
Lenoir CC	1,566	141	98	272	2,077	447	625	1,072	25	12	0	-74	10	44	2	5	24	3,173
Martin CC	450	10	56	87	603	142	142	284	37	0	0	0	0	0	1	1	39	925
Mayland CC	501	353	90	284	1,229	291	377	668	2	0	-22	0	72	8	3	3	66	1,963
McDowell TCC	571	104	187	96	959	169	156	326	14	2	0	0	22	12	4	1	54	1,338
Mitchell CC	1,289	135	140	190	1,754	163	282	445	1	4	0	0	22	28	16	2	73	2,272
Montgomery CC	530	81	84	56	750	92	148	240	8	0	0	0	2	1	6	2	19	1,010
Nash CC	1,467	104	70	270	1,910	189	336	524	21	2	0	0	24	7	10	4	68	2,503
Pamlico CC	164	123	29	52	368	97	94	190	15	0	0	0	0	1	0	1	17	575
Piedmont CC	1,027	351	204	502	2,083	162	268	430	5	1	0	0	11	0	14	2	34	2,547
Pitt CC	4,071	176	221	445	4,913	313	351	664	7	4	0	0	28	6	28	6	79	5,656

North Carolina Community College System
Course/FTE Information
 Annualized Curriculum and Continuing Education Full-Time Equivalent (FTE), 2006-2007

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer, & Fall)												TOTAL
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUBTOTAL BUDGET	Comm Svc	FIT	HRD	Learnign Lab	NIT & EIT	SS non occ	SS Occ Ex	SBC	SUBTOTAL NON BUDGET	
Randolph CC	1,097	74	234	212	1,616	340	391	730	13	6	0	0	33	21	6	2	82	2,428
Richmond CC	1,057	74	57	52	1,239	471	250	722	0	5	0	0	61	1	9	3	79	2,040
Roanoke Chowan CC	552	39	89	41	721	104	93	198	25	2	0	0	0	0	0	4	31	949
Robeson CC	1,583	193	144	72	1,992	1,051	572	1,623	18	5	0	0	17	12	2	3	57	3,671
Rockingham CC	1,042	270	172	102	1,586	94	320	414	19	4	0	0	10	19	7	2	61	2,060
Rowan-Cabarrus CC	2,315	183	816	297	3,611	314	654	968	6	3	0	0	51	17	24	4	106	4,685
Sampson CC	808	66	88	97	1,058	372	294	666	26	3	0	0	0	5	1	2	37	1,761
Sandhills CC	2,423	142	84	275	2,924	355	278	633	4	1	0	0	21	17	5	8	55	3,612
Southeastern CC	1,308	113	173	155	1,750	235	360	595	17	0	0	0	10	1	2	7	37	2,381
South Piedmont CC	987	163	195	141	1,486	264	352	616	2	2	0	0	0	10	36	4	54	2,156
Southwestern CC	1,202	82	55	219	1,559	160	473	633	0	0	0	0	1	6	14	3	24	2,216
Stanly CC	1,221	277	69	167	1,734	166	376	542	3	2	0	0	4	0	3	1	14	2,290
Surry CC	1,653	44	321	227	2,244	174	472	647	12	6	0	0	23	23	1	4	69	2,960
Tri-County CC	513	25	62	138	738	45	239	284	34	1	0	0	3	3	3	8	53	1,076
Vance-Granville CC	2,085	272	360	334	3,051	402	669	1,071	36	4	0	0	42	1	7	3	92	4,213
Wake TCC	7,223	271	295	464	8,253	1,031	1,357	2,389	149	8	0	56	232	10	55	14	525	11,166
Wayne CC	2,065	132	163	157	2,518	352	557	908	20	1	0	3	0	20	0	8	53	3,479
Western Piedmont CC	1,780	93	57	179	2,109	422	340	762	29	3	0	3	2	13	34	5	88	2,959
Wilkes CC	1,642	38	74	178	1,931	230	522	753	21	12	0	0	22	8	9	2	73	2,757
Wilson CC	1,072	92	172	107	1,443	250	348	599	29	11	0	0	5	4	20	2	71	2,112

Totals	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer, & Fall)												TOTAL
	Associate	Certificate	Diploma	Transitional	TOTAL	Basic Skills	Occ Rb	SUBTOTAL BUDGET	Comm Svc	FIT	HRD	Learnign Lab	NIT & EIT	SS non occ	SS Occ Ex	SBC	SUBTOTAL NON BUDGET	
Total 2006-2007	111,507	8,902	11,442	17,756	149,607	19,015	24,517	43,531	1,165	176	-23	30	1,628	1,147	1,242	256	5,621	198,759
Total 2005-2006	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 2004-2005	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

Annual Unduplicated Headcount by Program Area and Total
2002-03 through 2006-07

	2002-03	2003-04	2004-05	2005-06	2006-07
Associate	168,526	179,124	182,660	180,027	182,695
Certificate	18,173	17,185	16,532	15,555	15,571
Diploma	18,567	18,994	18,074	17,635	16,375
Transitional	72,470	69,667	67,411	64,943	68,151
Curriculum Sub-Total	266,949	274,529	274,423	268,421	273,015
Basic Skills	143,296	142,215	139,715	136,191	131,519
Occupational Regular Budget	219,506	221,741	230,858	232,273	240,047
Learning Lab	7,356	6,824	7,986	7,317	6,289
Occupational Self-Supporting	51,199	50,308	49,846	51,820	47,630
Focused Industry Training	7,251	8,085	9,265	8,840	8,054
Human Resources Development	45,311	50,012	56,805	60,156	61,861
New and Expanding Industry	9,899	11,865	13,534	18,782	18,930
Small Business Centers	24,659	22,512	26,106	31,380	30,394
Community Service	20,692	23,473	20,608	19,128	20,570
Non-Occupational Self Supporting	56,549	60,116	61,515	62,023	62,100
Continuing Education Sub-Total	538,340	549,137	56,8093	576,582	578,545
Total	775,418	763,571	779,228	801,676	809,785

Source: North Carolina Community College System Data Warehouse.

Annual FTE by Program Area and Total
2002-03 through 2006-07

	2002-03	2003-04	2004-05	2005-06	2006-07
Associate	102,080	108,732	110,026	110,479	111,507
Certificate	9,130	9,023	8,933	8,728	8,902
Diploma	13,265	13,451	12,875	12,585	11,442
Transitional	17,523	17,236	16,689	16,943	17,756
Curriculum Sub-Total	141,998	148,441	148,523	148,736	149,607
Basic Skills	17,579	17,927	18,270	18,289	19,015
Occupational Regular Budget	20,595	21,480	22,552	23,619	24,517
Regular Budget Continuing Education Sub-Total	38,174	39,407	40,822	41,908	43,531
Regular Budget Total	180,172	187,849	189,345	190,644	193,138
Learning Lab	65	72	102	116	30
Occupational Self-Supporting	1,071	1,106	1,038	1,109	1,242
Focused Industry Training	182	188	151	168	176
Human Resources Development	11	8	17	32	-23
New and Expanding Industry	1,310	748	911	1,523	1,628
Small Business Centers	180	173	192	197	256
Community Service	1,196	1,389	1,345	1,211	1,165
Non-Occupational Self Supporting	1,303	1,160	1,134	1,211	1,147
Total	185,490	192,693	194,235	196,211	198,759

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 2006-07*

Year	White	Black	Other	Male	Female	Day	Night	Not Employed	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	2,269,555	67,916	109,256	89,566	74,003	272,743	14,923	268,421
2006-07	175,938	69,701	28,063	105,258	178,020	231,806	65,932	105,155	99,744	74,559	264,599	8,990	273,015
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
2006-07	362,876	137,871	78,475	300,604	278,618	420,782	228,473	195,397	99,892	301,060	567,645	11,974	579,222

Annual Curriculum Enrollment by Credit Hour Load
2001-02 through 2006-07*

Year	¼ Time		½ Time		¾ 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
2006-07	114,402	30%	80,924	21%	53,730	14%	75,689	20%	273,015

**The data for each segment of the table represents 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, 2006-07
Section I. Grants and Scholarships

Aid Source Code & Description	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
1 Federal Pell Grant	78,533	\$165,757,492	3,084	\$4,999,283	81,617	\$170,756,775
2 Federal Supplemental Education Opportunity Grant (9,243	\$3,007,923	204	\$64,885	9,447	\$3,072,808
3 Student Incentive Grant (NCSIG)	2,581	\$1,403,471	50	\$20,382	2,631	\$1,423,853
14 JTPA Workforce Investments Act WIA)	3,229	\$3,226,141	56	\$45,703	3,285	\$3,271,844
15 Veterans Educational Benefits	2,297	\$8,979,135	325	\$1,144,237	2,622	\$10,123,372
17 Bureau of Indian Affairs (BIA) Grant	67	\$35,598			67	\$35,598
39 Other Federal Scholarship or Grant	1,702	\$1,173,509	27	\$17,780	1,729	\$1,191,289
49 NC Division of Vocational Rehabilitation	234	\$164,348	6	\$6,670	240	\$171,018
53 NC Veterans Scholarship	95	\$268,612	2	\$3,350	97	\$271,962
59 Tuition Remission (not waivers)	309	\$70,144	30	\$23,728	339	\$93,872
70 NC Community College Grant	13,376	\$9,721,606	358	\$185,180	13,734	\$9,906,786
79 Other NC state scholarship or grant	443	\$736,480	29	\$87,585	472	\$824,065
80 Foundation awarded grant/scholarship (non-athletic	2,581	\$1,218,704	42	\$17,872	2,623	\$1,236,576
82 Externally administered private grant/scholarship	4,232	\$2,889,217	164	\$112,514	4,396	\$3,001,731
86 Athletic grant-in-aid	3,027	\$2,123,476	118	\$215,507	3,145	\$2,338,983
88 Tuition waivers	120	\$95,076	17	\$15,232	137	\$110,308
89 Institutional grant/scholarship (need based)	9,137	\$2,931,200	620	\$561,094	9,757	\$3,492,294
90 Institutional grant/scholarship (non need based)	2,346	\$1,429,698	76	\$47,763	2,422	\$1,477,461
99 Other non-federal, non-state scholarship or grant	1,815	\$924,826	41	\$19,007	1,856	\$943,833
Total Section I. (Unduplicated # of Students)	98,675	\$207,796,085	4,398	\$7,821,376	143,072	\$215,617,461

North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2006-07
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
38 Other Federal Scholarship/Loan	1,393	\$1,291,844	437	\$291,948	1,830	\$1,583,792
51 NC Scholarships for Health, Science, & Math (HSM)	19	\$45,500			19	\$45,500
54 Nurse Education Scholarship/Loan (PTSL)	454	\$563,339	6	\$9,908	460	\$573,247
55 Nurse Scholars Program	130	\$297,180	2	\$3,000	132	\$300,180
57 Prospective Teacher Scholarship/Loan (PTSL)	35	\$32,550	1	\$600	36	\$33,150
78 Other NC state scholarship/loan	43	\$36,351			43	\$36,351
98 Other non-federal, non-state scholarship/loan	25	\$45,933			25	\$45,933
Total Section II. (Unduplicated # of Students)	2,093	\$2,312,697	446	\$305,456	2,539	\$2,618,153

North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2006-07

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
6 Federal Family Ed. Loan (FFELP) - Subsidized Staff	5,378	\$11,176,186	241	\$433,382	5,619	\$11,609,568
7 FFELP - Unsubsidized Stafford	3,550	\$8,356,880	134	\$285,521	3,684	\$8,642,401
8 FFELP - PLUS	175	\$763,353	28	\$192,276	203	\$955,629
9 Federal William D. Ford Direct Loan (FFDLP) - Sub.	2,164	\$5,193,813	352	\$749,000	2,516	\$5,942,813
10 FFDLP - Unsubsidized Stafford	1,463	\$4,504,200	220	\$649,267	1,683	\$5,253,467
13 Health Professions Ed. Assist. Act (HPEAA) Loan	21	\$6,553			21	\$6,553
37 Other Federal Loan	1	\$9,200			1	\$9,200
71 NC Community College Loan Program	76	\$17,753	1	\$644	77	\$18,397
77 Other NC state loan	8	\$3,059			8	\$3,059
81 Foundation awarded loan (non-athletic)	18	\$4,408			18	\$4,408
83 Externally administered private loan	134	\$624,541	21	\$152,274	155	\$776,815
91 Institutional loan (need based)	191	\$68,177	11	\$5,019	202	\$73,196
92 Institutional loan (non need based)	380	\$176,842	24	\$16,719	404	\$193,561
97 Other non-federal, non-state loan	184	\$307,126	15	\$33,906	199	\$341,032
Total Section III. (Unduplicated# of Students)	9,677	\$31,312,091	722	\$2,518,008	10,399	\$33,830,099

North Carolina Community College System
Curriculum Student Information
Student Financial Aid Summary for Undergraduate Students, 2006-07

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
4 Federal Work Study (FWS)	2,568	\$4,135,909	110	\$170,522	2,678	\$4,306,431

Section V. Grand Total

Section V. Grand Total (Unduplicated# of Students)	In-State Residency		Out-of-State Residency		Total	
	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
	103,249	\$245,950,794	5,051	\$10,823,471	108,300	\$256,774,265

Source: North Carolina Community College System Data Warehouse.

STAFF/FACULTY DATA

2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY 80
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY GENDER 80
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY RACE..... 81
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY YEARS OF SERVICE AT CURRENT COLLEGE 81
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY EDUCATION LEVEL 82
2007-08 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY POSITION CATEGORY BY MONTHS OF
EMPLOYMENT..... 82

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category

Position Category	Number of Employees
Faculty	6367
Senior Administration	333
Service/Maintenance	1,150
Staff	2,938
Support	1,674
Technical/Paraprofessional	2,043
Total	14,514

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category by Gender

Postion Category	Female	Male	Total
Faculty	3,657	2,719	6,376
Senior Administration	151	182	333
Service/Maintenance	333	817	1,150
Staff	1,916	1,022	2,938
Support	1,603	71	1,674
Technical/Paraprofessional	1,546	497	2,043
Total	9,206	5,308	14,514

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category by Race

Position Category	White	Black	American Indian	Asian	Hispanic	Other	Total
Faculty	5,474	687	57	74	73	11	6,376
Senior Administration	292	40	0	0	0	1	333
Service/Maintenance	655	452	10	7	24	2	1,150
Staff	2,327	521	23	27	34	6	2,938
Support	1,230	385	25	14	16	4	1,674
Technical/Paraprofessional	1,594	378	29	16	20	6	2,043
Total	11,572	2,463	144	138	167	30	14,514

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category
by Years of Service at Current College

Position Category	Under 6 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	26 and Up Years	Total
Faculty	2,379	1,785	843	687	347	335	6,376
Senior Administration	85	59	41	54	42	52	333
Service/Maintenance	464	326	166	102	52	40	1,150
Staff	1,082	740	377	293	227	219	2,938
Support	670	431	218	157	105	93	1,674
Technical/Paraprofessional	870	542	256	157	109	109	2,043
Total	5,550	3,883	1,901	1,450	882	848	14,514

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category
by Highest Education Level

Position Category	Less Than High School	High School or Equiv	1-Yr. College	Voc. Dipl.	2-Yr. College	Assoc. Degree	3-4 Yrs. Coll.	Bach Degree	Mast Degree	Educ. Spec. Degree	Doct. Degree	Total
Faculty	1	131	46	186	43	588	54	1,400	3,483	34	410	6,376
Senior Administration	0	0	0	0	0	2	0	26	174	2	129	333
Service/Maintenance	92	662	77	91	46	129	8	40	4	1	0	1,150
Staff	2	68	35	31	21	293	27	1,068	1,264	18	111	2,938
Support	1	342	131	50	84	771	32	241	22	0	0	1,674
Technical/Paraprofessional	1	208	104	54	63	890	49	549	119	1	5	2,043
Total	97	1,411	393	412	257	2,673	170	3,324	5,066	56	655	14,514

North Carolina Community College System
2007-2008 Full-Time System Totals by Position Category
by Months of Employment (9-12 Months Employed Only)

Postion Category	Less Than 9 Months	9 Months	10 Months	11 Months	12 Months	Total Employees
Faculty	17	5,853	4	0	502	6376
Senior Administration	1	0	0	0	332	333
Service/Maintenance	0	3	1	10	1,136	1150
Staff	2	18	17	8	2,893	2938
Support	3	7	5	0	1,659	1674
Technical/Paraprofessional	2	32	7	6	1,996	2043
Total	25	5,913	34	24	8,518	14,514

APPENDIX

GLOSSARY 84
STATE BOARD OF COMMUNITY COLLEGES 88
COMMUNITY COLLEGE PRESIDENTS 90
COMMUNITY COLLEGE SYSTEM OFFICE STAFF 92

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 that 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
2007 – 2008**

Ms. Hilda Pinnix-Ragland, Chair
Vice President, Northern Region Energy Delivery
Progress Energy
Cary, NC
At-Large Appointment by the Governor
Term Expires 6/30/2009

Mr. James W. “Jim” Daniels
President and Owner
Daniels Graphics, Inc.
Asheville, NC
Appointed by State House
Term Expires 6/30/2009

Mr. Jimmie Ford
Student Services
Wayne Community College
Goldsboro, NC
Appointed by Governor
Term Expires 6/30/2011

Dr. Stuart B. Fountain
Retired Dentist
Asheboro, NC
Appointed by Governor
Term Expires 6/30/2009

Ms. Raichelle Glover
Senior Vice President
Bank of America
Charlotte, NC
Appointed by State House
Term Expires 6/30/2011

Dr. Bob H. Greene
Retired President
Forsyth Technical CC
Appointed by Governor
Term Expires 6/30/2009

Linwood Powell, Vice Chair
Retired VP of Administrative Services
Fayetteville Technical CC
Fayetteville, NC
Appointed by State Senate
Term Expires 6/30/2009

Mr. G. Gordon “Buddy” Greenwood
President and Chief Executive Officer
Bank of Asheville
Asheville, NC
Appointed by State Senate
Term Expires 6/30/2013

Dr. G. Thomas Houlihan Retired VP of
Retired Educator
Oxford, NC
Appointed by State House
Term Expires 06/30/2013

Ms. Ann-Marie Knighton
Town Manager
Town of Edenton
Edenton, NC
Appointed by State Senate
Term Expires 6/30/2009

Mr. Ewin H. “Eddie” Madden, Jr.
Realtor and Broker
Madden Realty and Builders, Inc.
Cashiers, NC
Appointed by the Governor
Term Expires 06/30/2013

Mr. Chester P. Middlesworth
Retired Newspaper Publisher
Statesville Record and Landmark
Statesville, NC
Appointed by the Governor
Term Expires 6/30/2011

The Honorable Richard Moore
State Treasurer
Raleigh, NC
Ex Officio Member

Herbert L. Watkins
Retired Executive, IBM
Richfield, NC
Appointed by Governor
Term Expires 6/30/2011

The Honorable Beverly Eaves Perdue
Lieutenant Governor
Raleigh, NC
Ex Officio Member

Mr. Allen Wellons
Retired Educator
Oxford, NC
Appointed by the State House
Term Expires 06/30/2013

Ms. B. Joanne Steiner
Retired Director of Business Services
Novozymes, North America, Inc.
Raleigh, NC
Appointed by Governor
Term Expires 6/30/2009

Ms. Shannon Overman
President
N4CSGA
Graham, NC
Term Expires 06/30/2008

Ms. Norma Bulluck Turnage
President
Josh Bulluck's BBQ, Inc.
Rocky Mount, NC
Appointed by the Governor
Term Expires 06/30/2013

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 (Dr.) Scott Ralls, President-Elect 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>Dr. Betty K. Young 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. Molly A. Parkhill. 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. Thomas Williams Interim President 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. Myra Johnson 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. Rittling 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. William "Bill" Ingram 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. J. Larry Keen 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>

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	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	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
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	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	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
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	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	Dr. Kay Albertson Wayne Community College PO Box 8002 Courier 01-13-20 Goldsboro, NC 27533-8002 Phone: (919) 735-5151 Fax: (919) 736-9425
Dr. Mary Kirk Montgomery Community College 1011 Page Street Courier 03-97-20 Troy, NC 27371 Phone: (910) 576-6222 Fax: (910) 576-2176	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	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
Dr. 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	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	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
Dr. Francis Marion Altman, Jr. Pamlico Community College P.O. Box 185 Grantsboro, NC 28529 Phone: (252) 249-1851 Fax: (252) 249-2377	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	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
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	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	
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	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	
Dr. Robert S. Shackelford Jr. Randolph Community College PO Box 1009, Courier 13-65-20 Asheboro, NC 27204-1009 Phone: (336) 633-0200 Fax: (336) 629-4695	Dr. Michael R. Taylor Stanly Community College 141 College Dr. Courier 03-20-03 Albemarle, NC 28001 Phone: (704) 982-0121 Fax: (704) 982-0819	
Dr. Sharon Morrissey Richmond Community College PO Box 1189 Courier 03-80-03 Hamlet, NC 28345 Phone: (910) 582-7000 Fax: (910) 582-7028	Dr. Deborah Friedman Surry Community College 630 South Main Street Courier 09-91-01 Dobson, NC 27017 Phone: (336) 386-8121 Fax: (336) 386-8951	
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	Dr. Donna Tipton-Rogers Tri-County Community College 4600 Hwy 64 East Courier 08-53-06 Murphy, NC 28906 Phone: (828) 837-6810 Fax: (828) 837-3266	

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE

STAFF DIRECTORY

February 2009

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.

OFFICE OF THE PRESIDENT	93
ACADEMIC AND STUDENT SERVICES DIVISION	95
BUSINESS AND FINANCE DIVISION	97
TECHNOLOGY AND WORKFORCE DEVELOPMENT DIVISION.....	98

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> —Dr. R. Scott Ralls	5001 Mail Service Center	807-6950	101D
Special Assistant to the President —Pia McKenzie		807-6951	101E
Executive Assistant —Vacant		807-6952	101
<i>Executive Vice Pres. & Chief of Staff</i> —Kennon D. Briggs		807-7068	101C
Executive Assistant —Sandra Hall		807-6953	101D
President's Support Team			
Executive Director of the State Board & Education Policy Liaison —Richard W. Sullins			
		807-6969	184A
Administrative Assistant —Mary Gardner		807-6970	184
General Counsel —Q. Shanté Martin		807-6961	171C
Legal Assistant —Marjorie Young		807-7225	171B
Special Assistant to the President for Engagement & Economic Development – Linda Weiner			
		807-7146	144L
Marketing & External Affairs —Vacant		807-6962	144E
Media & Public Information —Audrey K. Bailey		807-6963	144F
Information Communications —Peggy Beach		807-6964	144G
Foundation & Alumni Affairs —Barbara Currier		807-7101	144H
Office Assistant – Vacant			
<u>Reporting, Research, Performance Management</u>			
Associate Vice President – Keith Brown		807-6979	172G
Research Coordinator – Soyoung Yim		807-6981	172F
Office Assistant – Vivian Barrett		807-6980	172A
<u>Strategic Planning</u>			
Director –Vacant		807-6982	172D
Resource Development Coordinator – Vonna Viglione		807-7146	172E
<u>BioNetwork</u>			
Director – Matthew Meyer		807-7155	501D
Liaison – Phil Sheridan		807-7232	501I
Coordinator – Kristine Allsbury		807-7180	501F
Education Consultant – Libby Stucky		807-7156	546B
Program Assistant – Jerrie Farmer		807-7183	

Appendix

Name/Position	Address	Telephone #	Room #
<u>Economic Development</u>			
Associate Vice President - East	Glynda Lawrence	807-7150	
Associate Vice President - West	Maureen Little	704-290-5218	
Regional Customized Training Director – Piedmont Triad	Cleveland Lewis	336-506-4155	
Regional Customized Training Director – Southeast	William Council	910-879-5589	
Regional Customized Training Director – East/Northeast	Lynn Creech	252-940-6468	
Regional Customized Training Director – Western	Betty Silver	828-765-7351 ext. 416	
Regional Customized Training Director – Research Triangle Park	Jim Whitley	252-738-3627	
Regional Customized Training Director – Charlotte	Don Honeycutt	704-216-3526	
Director, Media Development	Bill Joyner	336-838-6505	
Information & Research Manager	Lynda Wilkins	807-7154	
Executive Assistant	Donna Miller	807-7151	
Administrative Assistant	Deb Hildebrandt	704-290-5223	
<u>Audit Services</u>			
Executive Director	Dr. John Pettitt	807-7224	144D
Research & Information Manager			
Class Visit Coordinator	Polly Murphy	807-6975	144B
Associate Director	Richmond Community College—Elizabeth Self	910- 410 1706	
Auditor I	McDowell Technical Community College—Dr. Jim Benton	828- 659-0444	
Auditor I	Wilkes Community College—Anne Miller	336- 838-6248	
Auditor I	Pitt Community College—Veronica Ross	252- 493-7439	
Auditor I	Wake Technical Community College—Amanda Tolar	919- 866-5995	
Auditor I	Johnson Community College — Terry McCauley	919-209-2571	
<u>Personnel Services</u>			
Director	Jane Phillips	807-6972	130E
Personnel Analyst II	Kris C. Ross	807-6973	130C
Safety & Workers Compensation Analyst I	Douglas Gaylord	807-7036	130B
Personnel Technician II	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 Academic and Student Services</i> —Van Wilson			
<i>Administrative Secretary</i> —Pauline Kury		807-7098	401E
<i>Director for Joint High School Programs</i> —Antonio Jordon		807-7099	401J
		807-7133	401D
Student Development Services			
Director —Wanda White		807-7104	499
Office Assistant —Wayne Heilig		807-7105	495
Associate Director for Student Development Services —Karen Yerby		807-7107	498
Associate Director for Student Support Services —Charletta Sims Evans		807-7106	493
Associate Director for Student Financial Aid —Monty Hickman		807-7195	496
Proprietary Schools & Resource Development			
Director —Suzanne Williams		807-7146	401M
Education Program Auditor —Diannette Jackson		807-7149	401L
Office Assistant —Doris Nixon		807-7148	401Q
Program Services			
<i>Associate Vice President for Program Services</i> —Dr. Judith C. Mann		807-7108	434D
Administrative Secretary —Alice Holt		807-7112	401K
Information Processing Technician —Rebecca Sayers		807-7227	434A
Research Assistant —Sharon Smith		807-7238	434P
Curriculum User Support Colleague —Kimberly Pearce		807-7113	434E
Program Director; Math & Science, Biological & Chemical Technologies, Developmental Education —Elizabeth Spragins		807-7212	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 —Dr. Hilmi LaHoud		807-7116	434K
Office Assistant —Gail Robertson		807-7115	434O

Appendix

Name/Position	Address Telephone	#	Room #
Coordinator for Health Sciences —Renee` Batts	5016 Mail Service Center	807-7118	434L
Coordinator for Early Childhood/Public Service Technologies —Erin Smith		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
Basic Skills Office Assistant —Chavon Casey		807-7135	480
Director, Compensatory Education —Sillar Smith		807-7134	489
Director, Adult High School/GED —Lou Ann Parker		807-7214	486
GED & AHS Tech —Karen O`Neal		807-7138	460C
GED Office Assistant —Melissa Lentz		807-7137	460D
Training Specialist —Katie Waters		807-7136	473A
Training Assistant —Vacant		807-7142	473
Training Technician —Judy Howell		807-7141	460B
Director, Adult Basic Education/English as a Second Language —Karen Brown		807-7140	481
Business and Technology Applications Analyst —Gloria Johnson		807-7025	460C
Director, NCCCS Literacy Resource Center —Bob Allen			
Office Assistant —Jannai Johnson		807-7144	538A
		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

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	Address	Telephone #	Room #
Vice President & Chief Financial Operator —Jennifer Haywood	5001 Mail Service Center	807-7021	201B
Associate Vice President —Alice L. Smith		807-7074	201E
Executive Assistant —Jan M. Hopkins		807-7069	201C
Systems Accounting/Special Projects			
Manager, Systems Accounting & Special Projects —Kim Van Metre		807-7071	201J
Systems Accountant —Tracy Pender-Williams		807-7230	201I
Budgeting and Accounting/State-Level Accounting			
Manager, System Office Funds —Bobbie Jo Moore		807-7075	201D
Grants & Contracts Administrator —Cindy Mixer		807-7073	201H
Payroll/Cash Officer —Helen McCrimmon		807-7076	201F
Accounting Technician —VACANT			
Accounts Payable Clerk —Levette Reams		807-7078	201N
State-Aid Auditing and Accounting			
Manager, State Aid Funds —Brandy Andrews		807-7079	201K
Accountant —Gina Sampson		807-7083	234K
Accounting Technician —Connie Becoat		807-7084	234F
Accounting Technician —Tangi Crotts	807-7081		234D
Accounting Technician —Arletta Marshall	807-7082		234I
Accounting Clerk —Wilma Lee	807-7196		234J
Administrative and Facility Services			
Manager, Administrative and Facility Services —Sharon Rosado		807-7087	258B
Assistant Manager, Facility Services —Dee Burns		807-7088	258C
Coordinator, Facility Services —Dorrine Fokes		807-7220	258D
Receptionist/Switchboard Operator —Norena Griffin		807-7093	Lobby
Facilities Program Assistant —Candid Carrington		807-7091	258A
Assistant Manager, Administrative Services —Wade Quinn		807-7089	B39B
Purchasing Agent —Karen Kelly		807-7090	B39C
Administrative Services Coordinator/Printer —Michael Farmer		807-7095	B39-2
Building Services Coordinator —Milton Tart		807-7094	B39E
System Facilities Engineer —Tom Hunter		807-7218	258E

TECHNOLOGY & WORKFORCE DEVELOPMENT DIVISION

The Technology & Workforce Development Division provides leadership to the 58 institutions in the North Carolina Community College System through policy development, the development of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The division supports the staff of the System Office through information and technology resources and project management planning and organization. The division engages in implementing information technology, distance learning technologies, library resources, workforce development programs, continuing education programs and project management services. A commitment to customer service and the use of information for improving policies, practices and programs unifies work units with diverse functions.

Name/Position Address	s	Telephone #	Room #
Sr. Vice President —Dr. Saundra Wall Williams	5006 Mail Service Center	807-6976	301C
Executive Assistant —Shinica Thomas		807-6977	301D
Workforce Development			
Associate Vice President —Willa Dickens	5003 Mail Service Center	807-7150	501B
Program Assistant —Terry Satterwhite		807-7153	501J2
Director for Emergency Services —Vacant			
Director for Small Business Center Network —George Millsaps		807-7217	536A
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 —Diane Steinbeiser		807-7157	536G
Career Start Program Coordinator —Jan Hastings		807-7145	565A
Career Start Program Assistant —Temeka Hester		807-7127	565E
Director for Workforce Initiatives —Stephanie Deese		807-7159	536C
Office Assistant —Bobbie Lancaster		807-7160	530D
Director for Career Readiness Certification —Pam Gobel		807-7215	530E
Associate Vice President for Learning Technology Systems —Dr. Bill Randall			
5006 Mail Service Center		807-7061	334C
Director of Learning Services Technology —Ruth Bryan		807-7063	334E
Director of Learning Object Technology – Dr. Ralph Kaplan		807-7237	334H
N.C. Learning Object Repository Manager —Cindy Pannill		807-7062	334I
Director of Cataloging Services —Colleen Turnage		807-7066	34A-2
Cataloger —Loreta Arballo		807-7064	334D-1
Cataloger —Debra Taylor		807-7065	334D-2
Director of Distance Learning –Wanda Barker		807-7179	334B
Distance Learning Instructional Design – Vacant			
Distance Learning Technician – Katherine Davis		807-7109	301J-2

Name/Position	Address	Telephone #	Room #
Information Technology Project Management Office			
Associate Vice President —Bruce Humphrey	5006 Mail Service Center	807-6991	371A
Office Assistant —Latanya Davis		807-7093	371
Director of Policy Management Office —Chris Cline		807-6985	273A
Operations Project Manager , Tom Hill		807-6989	358A
Service Delivery Project Manager - Vacant			
Information Resources & Technology			
Associate Vice President —Jay Baucom	5006 Mail Service Center	807-6988	301G
Computer Security Consultant —Jason Godfrey		807-7054	392C
Administrative Assistant —Robert Brown		807-6994	301H
College User Support Team			
Director —Annette Busby		807-7049	392J
Documentation Specialist - Training —Doug Bowler		807-7053	B47N
Documentation Specialist - Training —Kimberly Pellom-Fennell		807-7119	B10-2G
Technical Support Analyst - Training Specialist —Joyce Valentine		807-7052	392H
Technical Support Analyst - Training Specialist —Sondra Jarvis		807-7231	392G
College Subject Matter Experts			
Human Resources – West —Midge Miller	GTCC	336-334-4822	
Curriculum Instruction & Student Records – West —Ashley Davis	Wilkes CC	334-838-6113	
Continuing Education & Basic Skills – West —Wayne Madry	Mitchell CC	704-978-5433	
Financial Aid & Student Billing – West —Eric Lane	Wake TCC	919-866-5145	
Financial – West —Mikki Harper	Randolph CC	336-633-4816	
Human Resources – East —Janet Mintern	Wayne CC	919-735-5152	
Curriculum Instruction & Student Records – East —Sonya Atkinson	Edgecombe CC	252-823-5166	
Cont. Education & Basic Skills - East —Unita Knight	Durham TCC	919-536-7248	
Financial Aid & Student Billing – East —Karen Statler	Johnston CC	919-209-2181	
Financial – East —Madelene Brooks	Cape Fear CC	TBD	
State-Level Reporting/Data Warehouse			
Director —Terrence Shelwood	5006 Mail Service Center	807-6983	301F
Application Analyst Programmer II —Joy Barefoot		807-7045	301J
Application Analyst Programmer I —Sean Hall		807-7043	301N
Application Analyst Programmer I —Mei Hsin Ju		807-7044	301I
Information Services Delivery			
Director —Arthur Hohnsbehn		807-6992	371C
Office Assistant —Latanya Davis		807-6965	371
Systems & Network Team			
Associate Director —Steve Kornegay		807-6997	371B
Network Administrator —Mike Flynt		807-7057	348
Technology Support Analyst —Nick Gay		807-7056	348
Web Server Administrator —Michelle Behymer		807-6995	358A

Name/Position Address	s	Telephone #	Room #
College Student Records Team			
Associate Director —Rick Bundy		807-7023	B47D
Business and Technology Applications Specialist—Vicki Strayer		807-7026	B47H
Business and Technology Applications Analyst—James Bengel		807-7028	B47-2A
Business and Technology Applications Analyst—Tuyet Luong		807-7233	B47
Business and Technology Applications Analyst—Dennis Smith		807-7190	B47I
Business and Technology Applications Analyst—Jung Fan		807-7046	B47X
Business and Technology Applications Analyst—Michelle Blake		807-7197	B47W
Business and Technology Applications Analyst—Norvie Smith		807-7191	B47Y
Business and Technology Applications Analyst—Susan Hwang		807-7192	B47J
Business and Technology Applications Analyst—George Sawyer		807-7209	B47-2
College Business Team			
Associate Director —Danny Gilchrist		807-7032	279D
Business and Technology Applications Specialist— Duane Maxie		807-7188	279H
Business and Technology Applications Analyst—Kathy Tai-Rowlands		807-7033	279A
Business and Technology Applications Analyst—Kenneth MacKenzie		807-7034	279B
Business and Technology Applications Analyst—Catherine Cooper		807-7206	279E
Business and Technology Applications Analyst—Kathy Ridl		807-7037	279D
Business and Technology Applications Analyst—Laurence Leung		807-7186	279F
Business and Technology Applications Analyst—Philomena Schmidt		807-7204	279B
Change Control Team			
Associate Director —Dick Poole		807-7024	B47E
Business & Technology Applications Analyst—Subba Bandhuvula		807-7210	B47N
Configuration Management Specialist—Georgianne Frederick		807-7202	B47U
Business Systems Analyst —Rosallene Massey		807-7189	B47K
Business Systems Analyst —Kimberly Pearce		807-7113	434E
Technical Support Analyst—Documentation—Elise Hines		807-6987	B47T
Technical Support Analyst—Documentation—Marnie MacKenzie		807-7051	B47S
Business Systems Analyst —Cathy Daniels		807-7035	B47Q
College Technical Support Team			
Associate Director for College Technical Support Team—Larry Butts		807-7059	392B
Senior Colleague Database Administrator—Cinda Goff		807-7060	392A
Colleague CIS Technical Specialist—Marcus Howard		807-7193	392D
Colleague Database Administrator—Agnetta Kamugisha		807-7194	392N
UNIX System Administrator—Brian Vanlandingham		807-6996	358B
Operations & Systems Analyst —Stephen Reeves		807-7198	392O
State-Level Data Processing Team/Data Warehouse			
Associate Director —Rick Newsome		807-7039	392I
Application Programmer/Data Load Specialist—Vacant			
Quality Assurance Specialist—Paul Newberry		807-7047	392L
Database Analyst—Thomas O’Neal		807-7040	392E
Database Specialist—Thomas Williams		807-7041	392K
Information Services Support			
Director Information Services Support—Gloria Jones		807-7031	B47B
Cross Application Processes Team			
Cross Application Processes Manager – Angelica Pickett		807-7027	B47-2
Business and Technology Applications Analyst—Shillu Joseph		807-7092	B47-22

Name/Position Address	s	Telephone #	Room #
Business and Technology Applications Analyst	Gaurang Doshi		B47-23
Business and Technology Applications Analyst	Patricia Burgess	807-7111	B47-3
System Test Team			
System Tester	Terrence McDonald	807-7211	B47-25
System Tester	Augusta Hayward	807-7205	B47-24
Service Desk Team			
Service Desk Manager	Suzanne Baker	807-7050	B20B
Service Desk Specialist	Sirena Hardy	807-7208	B20A
Service Desk Specialist	Fredericka Lanier	807-7207	B20A
Service Desk Specialist	James Savage	807-7187	B20A
Service Desk Analyst	Linda Benson	807-7123	B20A
Service Desk Analyst	Diana Spears	807-7029	B20A