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IDENTIFIERS *North Carolina Community College System

ABSTRACT

This five-part report offers background information and data from 1994-95 on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents a general orientation to the system, including information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, and statewide planning. A map and organizational chart and directory are also included. Section II provides information on the numbers and types of programs related to the technical/vocational curriculum; the academic curriculum, including a list of accrediting agencies; basic skills; occupational extension; community service; human resource development; distance education; the New and Expanding Industry program; focused industrial training centers; the small business center network; in-plant job training; Job Training Partnership Act programs; Carl Perkins Act programs; correctional education; proprietary school licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and sources of funds, state-level expenditures, regular program costs by purpose, and average costs per full-time equivalent (FTE) student by institution. This section also describes the combined footage of system buildings, campus acreage, learning resource center book volumes, total value of NCCCS equipment, and off-campus facilities. Section IV presents data on student enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. Section V provides data on faculty and staff, including system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography, glossary, and roster of state board members and presidents are appended. (KP)

Facts

The North Carolina Community College System Fact Book

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A Matter of **FACTS**

*The North Carolina Community
College System Fact Book*

1995

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Preface

The North Carolina Community College System Fact Book is a yearly publication providing authoritative data on the status of the entire system. The targeted audience is primarily decision-makers and planners dependent on timely information for the success of their endeavors.

However, the Fact Book is an excellent reference and point of entry for anyone researching the N.C. Community College System.

As stated, the Fact Book is an annual, implying the flexible nature of its content. Any questions or suggestions, concerning the content, purpose, or format of the Fact Book should be directed to Brenda Splawn, Statistical Research Assistant, at 919/733-7051, ext. 727.

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OUR PURPOSE

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

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

...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 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.

It is the statutory mission statement from which the "working mission statement" derives. It is the working mission statement which focuses the community college system's resources by responding to contemporary societal issues. Legitimized by the State Board of Community Colleges, the working mission dynamically mobilizes our abilities to concentrate on current concerns.

The Working Mission Statement

The mission of the North Carolina Community College System is to open the door to opportunity for individuals seeking to improve their lives and well being 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 business and industry.
- 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.

HISTORY

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

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

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

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

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted into law 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 very 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 institutions has not increased since Brunswick Community College became the 58th in 1978.

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. The current chair is Lt. Governor Dennis A. Wicker since 1993.

In 1988, the North Carolina Community College System celebrated its 25th anniversary, recognizing that in its first quarter century of service, the system had emerged as the nation's third largest community college network, educating millions of students during its 32-year history and employing thousands of faculty and staff.

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. All 33 recommendations have been adopted by the State Board and the General Assembly, and a strategic implementation plan, the Educational Blueprint, has been developed.

STATE BOARD OF COMMUNITY COLLEGES GOALS AND OBJECTIVES

Upgrading Training and Retraining/ "World-Class Workforce"

- Update Vocational and Technical Curriculums
- Expansion of Tech Prep and Apprenticeships
- Increased access to day care

Eliminating Illiteracy

- Update in technology
- Intensify recruitment of students
- volunteer program

Small Business

- Expand awareness of start-up and sustaining business education programs
- Increase coordination of small business service and support

Accountability and Standards

- Outcome-based measurements
- Efficiency in services

The Department of Community Colleges has had five presidents: I. E. Ready (1963–1970), Ben E. Fountain, Jr. (1971–1978), Larry J. Blake (1979–1982), Robert W. Scott (1983–1994), and Lloyd V. Hackley (January 1995–present). Charles R. Holloman served in an acting capacity from September 1978 to July 1979. The Department of Community Colleges became fully separate from the Department of Public Instruction in all matters, including fiscal affairs, when the new State Board assumed its full powers in January 1981.

PROGRAMS

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

Curriculum programs offer credit courses leading to certificates, diplomas, or degrees. These may be technical, vocational, or academic. The majority of the more than 1,800 programs offered are technical, with particular emphasis on associate in applied science degrees in business and office skills, nursing and allied health, engineering technologies, transportation technologies, and technical industrial occupations. There are also a significant number of vocational trade and industry programs leading to certificates or diplomas in such areas as construction trades, machine and metalworking occupations, industrial maintenance occupations, agriculture, etc. College transfer and general education programs provide academic courses parallel to the first two years of a baccalaureate degree; one or the other is offered at most of the colleges in the system.

Each of the colleges also offers instruction in basic academic skills and instructional support. Programs include Adult Basic Education (K-8 basic literacy skills), Adult High School and GED programs (9-12 academic preparation), developmental studies courses to prepare students to master collegiate level coursework, individualized learning laboratories, and other programs.

A third broad 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).

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

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

GOVERNANCE

The State of North Carolina has assigned the 58 public community colleges and the N.C. Center for Applied Textile Technology 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 an administrative arm of the State Board.

The State Board is responsible solely for the state's 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. The board's membership should reflect the state's population in terms of race, age, sex, ethnic origin, economic and social background, and the geographical distribution of the state. Members represent business, industry, education, and government.

The board consists of 20 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 designated by the senate and four more by the house. Terms are staggered and expire every other 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 North Carolina Community College System, 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 North Carolina Community College System, 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 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 president's staff assist college staffs 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 4-year terms. Four members each are elected by the local school board and the board of commissioners of the county in which the institution is located. Four members are appointed by the governor.

The board of trustees sets local policy. The local board selects and the State Board must approve 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, are 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 1994-95 the tuition rate is \$13.25 per credit hour and \$185.50 maximum tuition charge per quarter for in-state students. For out-of-state students, the tuition is \$107.50 per credit hour and \$1,505.00 maximum charge per quarter.

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 the plant or to supplement any state budget item.

The percentages of funding origination for 1994-95 are as follows:

State	72.4%
Local	12.6%
Tuition	11.0%
Federal	3.4%
Other6%

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 Section 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 Department of Community Colleges audits the enrollment records of the colleges, and the state auditor's office audits their financial records.

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

THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.***The Need***

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

As the system matured, all 58 institutions established private foundations (503)(c)(3) for the purpose of raising funds from private sources to support a variety of activities and local projects.

The Department of Community Colleges 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.

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.

Fund Development Goals

The Board of Directors seeks funds to enhance:

- Educational assistance for students
- Professional development for faculty, staff, and administration
- Educational program improvement
- Instructional equipment
- Research programs
- Public relations
- Special initiatives and projects

Contributions

The foundation receives contributions of:

- Cash gifts
- Common stock and other securities
- Life insurance
- Funds honoring individuals during life
- Memorial gifts
- Annuity trusts
- Property and/or land with provision to use for duration of life
- Donations by will
- Individual Retirement Accounts
- Other methods used by donors to meet specific situations

SERVICE AREA ASSIGNMENTS

Philosophy

Service areas were established in order to control the offering of courses by a 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.

COLLEGE	SERVICE AREA (See Special Provisions 1-7, p. 16)
Alamance CC	Alamance ³
Anson CC	Anson, Union Consortium ⁶
Asheville-Buncombe TCC	Buncombe, Madison
Beaufort County CC	Beaufort, Hyde, Tyrell, Washington ⁷
Bladen CC	Bladen
Blue Ridge CC ..	Henderson, Transylvania
Brunswick CC	Brunswick
Caldwell CC & TI	Watauga, Caldwell
Cape Fear CC ..	New Hanover, Pender
Carteret CC	Carteret
Catawba Valley CC ..	Alexander, Catawba ⁵
Central Carolina CC	Chatham, Harnett, Lee

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COLLEGE	SERVICE AREA (See Special Provisions 1-7)
Central Piedmont CC	Mecklenburg
Cleveland CC	Cleveland
Coastal Carolina CC	Onslow
College of The Albemarle	Camden, Chowan, Currituck, Dare, Gates Perquimans, Pasquotank
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, Warren (Townships of Fishing Creek, River, Roanoke, and Judkins), Northampton (Townships of Gaston, Occaneechee, Pleasant Hill, and Seaboard)
Haywood CC	Haywood
Isothermal CC	Polk, Rutherford
James Sprunt CC	Duplin
Johnston CC	Johnston
Lenoir CC	Greene, Lenoir, Jones
Martin CC	Martin, Bertie, (Townships of Indian Woods, Merry Hill) ^{1, 7}
Mayland CC	Mitchell, Avery, Yancey
McDowell CC	McDowell

COLLEGE	SERVICE AREA (See Special Provisions 1-7)
Mitchell CC	Iredell ^{4,5}
Montgomery CC	Montgomery
Nash CC	Nash
Pamlico CC	Pamlico
Piedmont CC	Person, Caswell ³
Pitt CC	Pitt
Randolph CC	Randolph
Richmond CC	Richmond, Scotland
Roanoke-Chowan CC	Hertford, Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacance) ¹
Robeson CC	Robeson
Rockingham CC	Rockingham ³
Rowan-Cabarrus CC	Cabarrus, Rowan ²
Sampson CC	Sampson
Sandhills CC	Hoke, Moore
Southeastern CC	Columbus
Southwestern CC	Jackson, Macon, Swain
Stanly CC	Stanly, Union Consortium ^{2,6}
Surry CC	Surry, Yadkin
Tri-County CC	Cherokee, Clay, Graham
Vance-Granville CC	Vance, Franklin, Granville, Warren (Townships of Smith Creek, Nutbush, Sandy Creek, Shocco, Hawtree, Warrenton, Six Pound, and Ford)

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

Special Provisions

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

STATEWIDE PLAN

The first statewide plan, "Planning for Our Future" was adopted by the State Board in April 1988. The plan includes a revised mission statement and goals and objectives. State Board members, community college presidents and trustees, faculty and administrators from the colleges, and staff of the Department of Community Colleges all participated in the plan's development. The plan was updated in 1990 and 1992 and was used as the basis for budget requests in 1991 and 1993.

To secure citizen participation in planning for the system, a 23-member Commission on the Future of the North Carolina Community College System was created in 1988. Its report, *GAINING THE COMPETITIVE EDGE*, was the basic planning document for the next six years. The document contains 33 recommendations which have far-reaching implications for community colleges.

College-Level Planning

In September each college submits an institutional effectiveness plan, which is reviewed at DCC and submitted to the State Board. The State Board adopted guidelines for biennial institutional plans, with annual updates, as required by the General Assembly. Major elements of the guidelines include:

- A statement of institutional purpose consistent with the mission of the North Carolina Community College System.
- A statement of educational needs of the service area, including the characteristics of the people and businesses to be served.
- A projection of long-range needs in the areas of personnel, facilities, and equipment.
- A description of the accomplishments of the college in addressing college level goals from the previous year's institutional effectiveness plan, include substantiating data.
- An evaluation of the college's progress in addressing system level goals.
- A statement of institution goals and objectives with emphasis on educational outcomes — where appropriate goals should be cross-referenced to system goals.

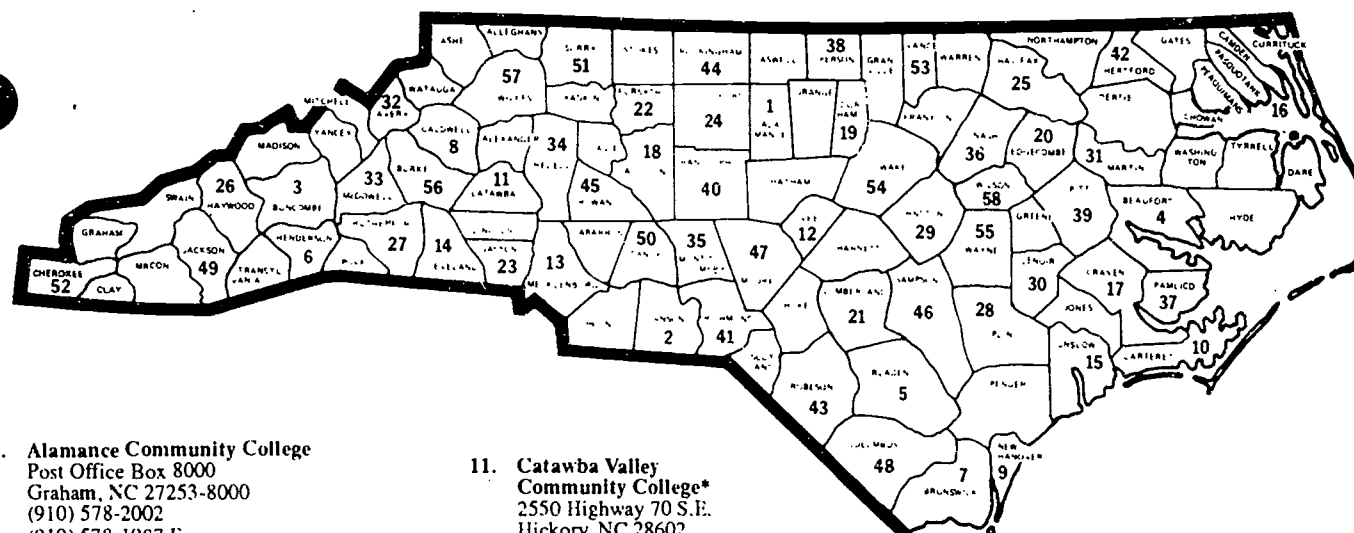
- A section on institutional diversity.
- A description of the institution's procedures for planning and evaluation.

Critical Success Factors

The State Board has adopted critical success factors to measure the performance of the system. The seven factors were developed from the Statewide Plan and the Commission's report. They are: Student Success, Resources, Access, Education Continuum, Workforce Development, Community Services, Program Management/Accountability. Data are being collected on 33 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board and General Assembly in April 1990. Annual reports have been submitted each April.

The North Carolina Community College System

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(910) 578-1987 Fax
2. **Anson Community College***
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Polkton, NC 28135
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(704) 272-8904 Fax
3. **Asheville-Buncombe Technical Community College***
340 Victoria Road
Asheville, NC 28801
(704) 254-1921
(704) 251-6355 Fax
4. **Beaufort County Community College***
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3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000
(919) 247-2514 Fax
11. **Catawba Valley Community College***
2550 Highway 70 S.E.
Hickory, NC 28602
(704) 327-7000
(704) 327-7276 Fax
12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401
(919) 775-1221 Fax
13. **Central Piedmont Community College***
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6719
(704) 342-5045 Fax
14. **Cleveland Community College***
137 S. Post Road
Shelby, NC 28150
(704) 484-4000
(704) 484-4036 Fax
15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(910) 455-1221
(910) 455-7027 Fax
16. **College of The Albemarle***
Post Office Box 2327
Elizabeth City, NC 27909-2327
(919) 335-0821
(919) 335-2011 Fax
17. **Craven Community College***
800 College Court
New Bern, NC 28562
(919) 638-4131
(919) 638-4232 Fax
18. **Davidson County Community College***
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186
(704) 249-0088 Fax
19. **Durham Technical Community College***
1637 Lawson Street
Durham, NC 27703
(919) 598-9222
(919) 598-9412 Fax
20. **Edgecombe Community College***
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166
(919) 823-6817 Fax
21. **Fayetteville Technical Community College***
Post Office Box 35236
Fayetteville, NC 28303-0236
(910) 678-8400
(910) 484-6600 Fax
22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(910) 723-0371
(910) 761-2399 Fax
23. **Gaston College***
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200
(704) 922-6440 Fax
24. **Gulfport Technical Community College***
Post Office Box 309
Jamestown, NC 27282
(910) 334-4822
(910) 454-2510 Fax
25. **Halifax Community College***
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551
(919) 536-4144 Fax
26. **Haywood Community College***
1 Freedlander Drive
Clyde, NC 28721
(704) 627-2821
(704) 627-3606 Fax
27. **Isothermal Community College***
Post Office Box 804
Spindale, NC 28160
(704) 286-3636
(704) 286-1120 Fax
28. **James Sprunt Community College***
Post Office Box 398
Kenansville, NC 28349-0398
(910) 296-1341
(910) 296-1636 Fax
29. **Johnston Community College***
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051
(919) 934-2823 Fax

* Offers College Transfer Curriculum Program

North Carolina Community College System
Lloyd V. Hackley, System President
(919) 733-7051



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Caswell Building, 200 W. Jones Street
Raleigh, NC 27603-1379
FAX (919) 733-0680

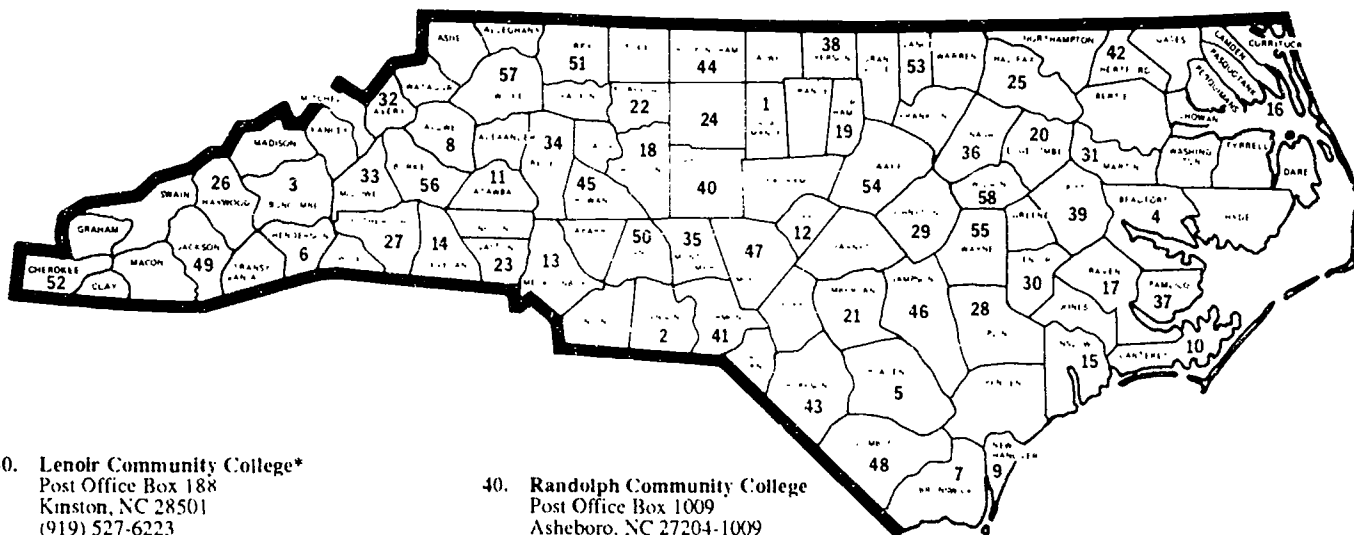
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30. **Lenoir Community College***
Post Office Box 188
Kinston, NC 28501
(919) 527-6223
(919) 527-1199 Fax

31. **Martin Community College***
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521
(919) 792-4425 Fax

32. **Mayland Community College**
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351
(704) 765-0728 Fax

33. **McDowell Technical Community College***
Route 1, Box 170
Marion, NC 28752
(704) 652-6021
(704) 652-1014

34. **Mitchell Community College***
West Broad Street
Statesville, NC 28677
(704) 878-3200
(704) 878-0872 Fax

35. **Montgomery Community College***
Post Office Box 787
Troy, NC 27371
(910) 576-6222
(910) 576-2176 Fax

36. **Nash Community College***
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011
(919) 443-0828 Fax

37. **Pamlico Community College**
Hwy. 306 South
Grantsboro, NC 28529
(919) 249-1851
(919) 249-2377 Fax

38. **Piedmont Community College***
Post Office Box 1197
Roxboro, NC 27573
(910) 599-1181
(910) 597-3817 Fax

39. **Pitt Community College***
Post Office Drawer 7007
Greenville, NC 27834
(919) 321-4200
(919) 321-4401 Fax

40. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(910) 629-1471
(910) 629-4695 Fax

41. **Richmond Community College***
Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000
(910) 582-7028 Fax

42. **Roanoke-Chowan Community College**
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921
(919) 332-2210 Fax

43. **Robeson Community College***
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101
(910) 671-4143 Fax

44. **Rockingham Community College***
Wentworth, NC 27375
(910) 342-4261
(910) 349-9986 Fax

45. **Rowan-Cabarrus Community College***
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760
(704) 637-3692 Fax

46. **Sampson Community College***
Post Office Box 318
Clinton, NC 28328
(910) 592-8081
(910) 592-8048 Fax

47. **Sandhills Community College***
2200 Airport Road
Pinehurst, NC 28374
(910) 692-6185
(910) 692-2756 Fax

48. **Southeastern Community College***
Post Office Box 151
Whiteville, NC 28472
(910) 642-7141
(910) 642-5658 Fax

49. **Southwestern Community College***
275 Webster Road
Sylva, NC 28779
(704) 586-4091
(704) 586-3129 Fax

50. **Stanly Community College***
Route 4, Box 55
Albemarle, NC 28001
(704) 982-0121
(704) 982-0819 Fax

51. **Surry Community College***
Box 304
Dobson, NC 27017
(910) 386-8121
(910) 386-8951 Fax

52. **Tri-County Community College***
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810
(704) 837-3266 Fax

53. **Vance-Granville Community College***
Box 917
Henderson, NC 27536
(919) 492-2061
(919) 430-0460 Fax

54. **Wake Technical Community College***
9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400
(919) 779-3360 Fax

55. **Wayne Community College***
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
(919) 736-3204 Fax

56. **Western Piedmont Community College***
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000
(704) 438-6015 Fax

57. **Wilkes Community College***
Post Office Box 120
Wilkesboro, NC 28697
(910) 667-7136
(910) 651-8749 Fax

58. **Wilson Technical Community College***
Post Office Box 4305-Woodard Station
Wilson, NC 27893
(919) 291-1195
(919) 243-7148 Fax

* Offers College Transfer Curriculum Program

North Carolina Community College System
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TECHNICAL/VOCATIONAL CURRICULUM PROGRAMS

The North Carolina Community College System offer over 1,878 technical and vocational curriculum programs leading to certificates, diplomas and degrees under 275 titles.

Technical degree programs account for 1,288 of these (179 titles) and lead to the associate in applied science degree. A full-time student can typically complete these programs in two years (6-8 quarters). In addition to technical major coursework, these programs require a minimum of 18 quarter credit hours in general education (English, social science and humanities) and approximately 24-36 quarter credit hours in related courses (foundation courses in mathematics, science, and other related subjects).

Vocational programs account for 590 of the occupational curriculums under 96 titles. These programs lead to a certificate or diploma and can be completed by a full-time student in one to four quarters. Vocational programs require up to 12 quarter credit hours (typically six) in general education and 12-18 quarter hours credit in related courses.

Certificate programs may consist of major courses from either a technical or vocational program and are usually 18 or more quarter hours credit in length.

In 1993-94 the system initiated 81 new vocational and technical curriculum programs and terminated 82. These programs are established on the basis of local or regional labor market need and student demand. Each is approved by the State Board of Community Colleges through a regular program approval process at the request of an institution. Curriculums are designed by the institution with input from advisory committees of employers and practitioners, but the design must be consistent with a general framework established through the curriculum standards. Under a policy adopted by the State Board in 1994, each of these programs must be reviewed by the college annually with regard to enrollment and cost, student progress, achievement and outcomes, and employer satisfaction.

Many of the programs are of regional interest and 97 of the programs are offered by only one institution in the system. Offerings are documented in a systemwide catalog and chart.

ACADEMIC CURRICULUM PROGRAMS

College level academic courses have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963. Currently, 49 of the fifty-eight colleges are authorized to offer college transfer programs leading to associate in arts, associate in science and associate in fine arts degrees. These degrees are fully transferable to most baccalaureate level colleges and universities. From time to time, the State Board of Community Colleges entertains proposals from additional colleges in the system to offer this program. These proposals are evaluated in terms of the need for the program, student demand for the program, the college's capacity to support a quality program, and the potential impact of the program on other colleges in the region.

The associate in general education degree is offered by 34 of the colleges. While this program is generally designed for the academic enrichment of students who may not seek to transfer, many of the courses in the program transfer through articulation agreements with senior colleges. Eleven of the colleges offer this degree (or the college transfer associate in arts degree) under contract with a senior college.

CC—COMMUNITY COLLEGE TCC--TECH. COM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (G-020)	CONTRACTS WITH SENIOR INSTITUTIONS	COLLEGE TRANSFER
Alamance CC	✓	UNC-Greensboro	
Anson CC	✓		✓
Asheville-Buncombe TCC			✓
Beaufort County CC	✓		✓
Bladen CC	✓	UNC-Wilmington	
Blue Ridge CC			✓
Brunswick CC	✓	UNC-Wilmington	
Caldwell CC & TI			✓
Cape Fear CC	✓		✓
Carteret CC		ECU-Greenville	✓
Catawba Valley CC			✓
Central Carolina CC	✓	Campbell University	✓
Central Piedmont CC	✓		✓
Cleveland CC	✓		✓
Coastal Carolina CC			✓
College of The Albemarle	✓		✓
Craven CC	✓		✓
Davidson County CC			✓
Durham TCC	✓		✓

CC—COMMUNITY COLLEGE TCC—TECH. COMM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (G-020)	CONTRACTS WITH SENIOR INSTITUTIONS	COLLEGE TRANSFER
Edgecombe CC			✓
Fayetteville TCC	✓		✓
Forsyth TCC			✓
Gaston College			✓
Guilford TCC	✓		✓
Halifax CC			✓
Haywood CC	✓	Western Carolina University	✓
Isothermal CC	✓		✓
James Sprunt CC	✓		✓
Johnston CC			✓
Lenoir CC			✓
Martin CC	✓		✓
Mayland CC	✓		
McDowell TCC	✓		✓
Mitchell CC			✓
Montgomery CC	✓		✓
Nash CC			✓
Pamlico CC	✓	ECU—Greenville	
Piedmont CC	✓	UNC—Greensboro	✓
Pitt CC			✓
Randolph CC	✓	UNC—Greensboro	
Richmond CC			✓
Roanoke-Chowan CC	✓	ECU—Greenville	
Robeson CC	✓		✓
Rockingham CC	✓		✓
Rowan—Cabarrus CC			✓
Sampson CC	✓	UNC—Wilmington	✓
Sandhills CC	✓		✓
Southeastern CC			✓
Southwestern CC	✓		✓
Stanly CC			✓
Surry CC			✓
Tri-County CC	✓		✓
Vance-Granville CC			✓
Wake TCC	✓		✓
Wayne CC			✓
Western Piedmont CC	✓		✓
Wilkes CC			✓
Wilson TCC	✓		✓

ACCREDITING AGENCIES OF CURRICULUM PROGRAMS

American Association of Medical Assistants
American Association Radiologic Technology
American Association for Respiratory Care
American Bar Association
American Board of Funeral Service Education
American Dental Association
American Health Information Management Association
American Institute of Banking
American Medical Association
American Medical Association—Operating Room Technicians
American Occupational Therapy Association
American Physical Therapy Association
American Society of Gytology
American Society of Hospital Pharmacies
Association of Surgical Technologists
Automotive Service Excellence
Commission on Accreditation of Allied Health Education Professionals
Commission on Opticianry Accreditation
Committee on Veterinary Technician Education and Activities
Federal Aviation Agency
Joint Review Committee on Education in Cardiovascular Technology
Joint Review Committee on Education in Diagnostic Medical Sonography
Joint Review Committee on Education in Radiologic Technology
Joint Review Committee on Educational Programs for the EMT-Paramedic
Joint Review Committee on Educational Programs in Nuclear Medicine Technology
Joint Review Committee for Respiratory Therapy Education
National Accrediting Agency for Clinical Laboratory Sciences
National League for Nursing
North Carolina Board of Nursing
North Carolina Department of Justice, Criminal Justice Standards Division
North Carolina Office of Emergency Medical Services
North Carolina Real Estate Commission
North Carolina Real Estate Licensing Board
North Carolina State Board of Cosmetic Arts
North Carolina State Board of Embalmers
North Carolina State Board of Mortuary Science*
North Carolina Substance Abuse Certification Board*
Society of American Foresters
Southern Association of Colleges and Schools
Southern Organization of Human Service Educators*
Technology Accreditation Commission/Accreditation Board for Engineering and Technology

**Gives approval not accreditation.*

BASIC SKILLS

One of the primary missions of the community college system is the offering of educational opportunities for adults 16 years of age and older who are out of school. The system provides educational opportunities through four major literacy components, consisting of 19,949 classes located at work sites, churches, community centers, schools, libraries, sheltered workshops, prisons and the community college campuses.

Adult Basic Education—This program addresses the needs of adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society. Adults also enroll in the program if their lack of mastery of basic skills results in an inability to speak, read, or write the English language. These barriers generally constitute a substantial impairment of their ability to get or retain employment commensurate with their real ability. ABE can help to eliminate these disabilities and raise the level of education of such individuals with a view toward making them less likely to become dependent on others.

Adult High School—This program consists of two components: the General Educational Development (GED) program and the Adult High School Diploma program. These components provide for the completion of an academic high school education for all non-high school graduates who are at least 18 years old and for individuals between 16 and 18 years old with special needs.

The GED testing program is operated jointly by the American Council on Education and the State Board of Community Colleges. There are GED testing centers at all community colleges.

The Adult High School Diploma program operates through an agreement of affiliation between the boards of trustees of the local community colleges and the local boards of education.

Compensatory Education—This is a program to compensate those mentally retarded adults who have not had an education or received an inadequate one. It focuses on the skills needed by mentally retarded adults to function as independently as possible. The program assumes an end result of productivity, employment, independence and self-sufficiency for its clientele.

Enrollments. (Programs are duplicated across type and will not add up to the total.)

YEAR	ESL	ABE	AHSP	GED	CED	TOTAL
1989-90		64,869	19,350	23,911	8,731	109,415
1990-91		73,535	20,667	25,844	8,436	120,043
1991-92	-	77,005	20,955	29,258	8,137	125,660
1992-93		79,358	20,481	29,461	7,989	126,267
1993-94*	14,567	63,957	16,753	22,854	7,172	125,303

*1993-94 programs are unduplicated and will add to the total.

OCCUPATIONAL EXTENSION

One of the major missions of the community college system is to provide opportunities for the citizens to prepare for new occupational opportunities or to upgrade their knowledge and skills in their current employment. These opportunities are provided through single courses or a series of courses specifically designed for an occupation.

These courses are designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. They are offered to people in all technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational extension courses are developed and taught on request from a group or an employer. Courses are usually offered at a time and place convenient to the employee and/or employer. In 1993-94 there were 280,511 (16,139 FTE) enrollees in the occupational extension courses.

YEAR	ENROLLMENT	FULL-TIME EQUIVALENT STUDENTS
1989-90	290,636	20,243
1990-91	282,623	20,024
1991-92	289,087	21,890
1992-93	287,719	18,903
1993-94	280,511	16,139

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 skills or the upgrading of existing ones in their academic, avocational, and practical skills areas.

Academic Courses are designed to serve the academic needs of adult citizens. Courses include humanities, mathematics and science, and social science.

Avocational Courses are designed to focus on an individual's personal or leisure needs rather than their occupation.

Practical Skills Courses are designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation, but may supplement income or may reasonably lead to employment.

Cultural and Civic Activities are provided by the colleges to meet community needs. These activities include lecture and concert series, art shows, seminars, and exhibitions.

Each college must address community service programs in the institutional effectiveness plans which are submitted annually to the Department of Community Colleges.

HUMAN RESOURCES DEVELOPMENT PROGRAM

For 24 years, the Human Resources Development Program has offered prevocational training, counseling and assistance in placement in jobs or further educational training for unemployed and underemployed adults in North Carolina.

HRD training focuses on the development of basic workplace skills which are key to employment readiness. These skills include:

- Interpersonal skills and group effectiveness.
- Motivation and goal setting skills.
- Communication and problem-solving skills.
- Assessment of career and employment goals.
- Pre-employment skills.

Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All program graduates continue to receive career and educational counseling and further placement help as needed for twelve months after graduation.

Performance indicators for the program are positive:

- Since 1975, 103,629 students have enrolled in the program and enrollments in 1993-94 equaled 9,351.
- A total of 33,939 program graduates have gained employment during the past 19 years, with 2,359 job placements during this past year.
- Between 1975-1993, 22,679 HRD graduates enrolled in vocational, technical or occupational extension courses after completing the program and in 1993-94, 2,277 graduates enrolled in these training courses.
- In addition, 6,901 graduates also enrolled in ABE, AHSD, or GED training between 1975-93, with 826 graduates enrolling in these courses in 1993.
- Between 1975-1993, HRD staff provided counseling and placement assistance to 85,766 graduates receiving follow-up services--6,602 of these in 1993-94.
- In the past 19 years, program graduates have increased their income by \$158 million and had a reduction in public assistance payments of \$20 million. 1993-94 graduates had an increased income of \$11 million and reduced public assistance payments of over \$700,000.
- Compared to the state cost of \$57 million from 1975-1993, the return on the state investment has consistently been over 200 percent annually.
- In 1994, the North Carolina General Assembly approved expansion of the program to all 58 community colleges.

EDUCATIONAL NETWORK (NC-EDNET)

The system's EDucational NETwork (NC-EDNET) is an audio and video telecommunications network that provides a distance education capability to each of the 58 colleges. It unites the community colleges into a partnership for the production, reception, and coordination of educational services delivered through telecommunications technology.

EDNET provides the following services to the North Carolina Community College System:

The centralized or "wholesale" purchase of programming and services—Under a consortium license arrangement with the Public Broadcasting System Adult Learning Service and in partnership with the individual colleges and the UNC Center for Public Television, 7,000 community college students took one or more telecourses during the academic year 1994-95.

Assistance in developing local two-way video networks for distance learning—Although the educational community will still be using satellite technology and public broadcasting into the next century, the next level in distance learning is two-way interactive video based on fiber optic technology. As of January 1995, five community colleges and the Department of Community Colleges were connected to the North Carolina Information Highway (NCIH), with an additional 15 colleges expected to be connected by September 1995.

The NCIH provides two-way, full motion video and high speed data service among the community colleges and the approximately 100 additional sites planned by the end of 1995. Those additional sites include universities, public schools, hospitals, and state and local agencies.

The production of programming—A limited number of satellite teleconferences is produced for the purpose of upgrading the skills of faculty, staff, and administrators. The production work is done either by the staff and students of individual community colleges or the Agency for Public Telecommunications. The events are distributed via satellite to all 58 community colleges.

System Telecommunications Resources

- Satellite receive capabilities at all 58 community colleges and the department.
- Five (5) colleges and the DCC on the NCIH in January 1995, with a total of 20 planned by the end of 1995.
- Thirteen (13) dedicated community cable channels that go into more than 255,000 homes.

- Two high-power FM radio stations affiliated with National Public Radio and three low-power FM stations.
- Approximately 25 video/TV studios.
- Production capabilities ranging from broadcast quality at a few colleges to professional-level audiovisual capabilities at almost every college.

Distance Education Systems

Distance education systems enable the total educational community to:

- Share instructional programs.
- Participate in interactive video teleconferences.
- Share expertise in order to improve productivity.
- Cooperate in the use of facilities and equipment.
- Realize savings through the bulk or wholesale purchase of licenses for programs and services.

TRAINING FOR NEW AND EXPANDING INDUSTRIES

Economic development continues to flourish in North Carolina. In four of the last five years North Carolina has led the nation in the number of new facility announcements. These companies, and thousands of others before them, consistently cite the community college system's proven ability to train workers to exact job requirements as a primary incentive for locating in North Carolina.

Since 1963, the New and Expanding Industries program has trained almost 300,000 employees in skills needed by more than 3,200 companies. This is the nation's original and most experienced program focused exclusively on training for economic development. This training service, totally state-funded, is delivered by the 58 colleges in the community college system. Traditionally, North Carolina has resisted some of the strategies used by other states in attracting industry, such as tax incentives and special financing. Instead, the state has elected to build its eminently successful development program on providing responsive and responsible services through such organizations as the community college system.

The New and Expanding Industries program is available to any new or expanding company creating a minimum of 12 new jobs in North Carolina. The inherent versatility of the program is one of its strongest features. Regardless of the company's location, size, product or service, the local community college will provide it with a custom-designed employee training program at virtually no cost to the company.

Through the New and Expanding Industries program, the state's training specialists are available to visit existing company operations and study the job skills, work schedules, production processes and other pertinent variables necessary in designing a training program suited specifically to that company's needs.

Using state funds exclusively, the program provides for instructors' wages and travel expenses (even if the instructor is a company employee), for salvageable production materials used in training.

This training program for new and expanding companies will continue, as it has for more than 30 years, to reaffirm the state's basic commitment to furnish the business community with meaningful services that will make North Carolina a good place to do business.

NEW & EXPANDING INDUSTRY TRAINING

YEAR	# OF PROJECTS	TOTAL EXPENDITURES	# OF TRAINEES	AVG. COST PER TRAINEE
1993-94	180	\$7,126,896	19,537	\$364.79
1992-93	160	\$6,185,847	16,640	\$371.75
1991-92	151	\$5,484,869	15,738	\$348.51
1990-91	140	\$5,400,630	14,857	\$363.51
1989-90	165	\$7,828,250	16,807	\$465.77

FOCUSED INDUSTRIAL TRAINING CENTERS

As the state's traditional industries update their operations to take advantage of rapidly evolving technology, many of them turn to the N.C. Community College System for help in training their workers in the skills the new technologies demand. Since 1981 over 90,000 workers, in nearly 9,000 industries, have participated in the Focused Industrial Training (FIT) program.

FIT furnishes dedicated resources to the colleges to assess and address training needs in industry. To the extent that it uses grant funds not subject to the enrollment constraints typical of regular FTE-generated funds, FIT enlarges the colleges' response capacity to offer customized, small enrollment classes in skills critical to a particular company.

This year, for FIT activities, thirty-one colleges have been awarded an annual grant averaging \$88,000. The department also maintains a "balance-of-state" fund that allows colleges that do not have a designated FIT Center to access on a project-by-project basis. These classes, primarily directed toward veteran workers in critical occupations who need to renew their skills and technical knowledge, are planned jointly by the sponsoring college and the participating industry to assure training is focused on the reality of each job.

Each FIT center is operated by a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. They conduct and analyze surveys within companies, develop and administer pre- and post-training tests to evaluate skills, determine skill and knowledge content of jobs and organize that content into a learning sequence, then jointly plan training that cannot be addressed through other existing occupational programs.

Emphasis is placed on training employees involved in metalworking, industrial maintenance, production technologies, and other occupations critical to a company's operation. Training in soft skills is increasing as organizations are moving to team environments in order to enhance their competitiveness.

YEAR	# OF FIT CENTERS	# OF COMPANIES	TOTAL # OF TRAINEES	TOTAL # OF SKILLS CLASSES
1989-90	29	954	8,861	892
1990-91	29	794	8,906	1,027
1991-92	31	1,062	11,461	1,057
1992-93	31	977	14,129	1,073
1993-94	31	985	10,525	938
TOTAL		4,772	53,882	4,987

SMALL BUSINESS CENTER NETWORK (SBCN)

The North Carolina Community College Small Business Center Network consists of 58 Small Business Centers. The Network provides one-on-one entrepreneurial services, resources, and practical short-term educational programs for helping businesses start-up, operate or expand.

The Small Business Center Network enhances economic development in North Carolina through its mission: to increase the success rate of entrepreneurs by assisting prospective and established small business persons to reach their full potential, utilizing all resources available to the Network.

Client services and programs offered at little or no cost through the 58 centers include the following:

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. Through six regional centers, the Network also offers the Export Outreach Program, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information.

One-on-One Assistance—consultations and referrals, including business planning; focus groups and roundtable discussion groups; and community-based networking and linkages.

Resource and Information Center—printed and audiovisual materials; computer and software accessibility; computer network linkages—local, state, national and international; teleconference capability; and data base access.

Business and Computer Expos—annual events in cooperation with local chambers of commerce, businesses, trade and community organizations.

The first step to business success requires a collaborative effort of the centers with business and community leaders in providing assistance and opportunities for existing and potential companies in a business environment that is focused on "global economic competitiveness."

The Small Business Centers are granted \$50,000 per year with minimum increases in salary; \$7,000 is allocated for instructional and contractual services. Funding for the network was first appropriated in March 1984 to eight colleges.

STATISTICAL SUMMARY REPORT
SMALL BUSINESS CENTERS—1981-1992

YEAR	# OF CENTERS	SEMINARS/WORKSHOPS	PARTICIPANTS
1981-84	8	123	3,296
1984-85	14	476	11,550
1985-86	20	563	13,556
1986-87	34	1,111	27,531
1987-88	40	1,368	32,654
1988-89	50	1,682	36,161
1989-90	50	1,979	43,736
1990-91	50	2,257	43,563
1991-92	53	2,254	45,981
1992-93	53	2,360	46,511
1993-94	53	2,100	37,760
TOTAL		16,273	342,299

YEAR	COUNSELING	REFERRALS	TOTAL ALL CLIENTS
1984	N/A	N/A	3,296
1984-85	1,779	1,338	14,667
1985-86	3,658	4,492	21,706
1986-87	4,751	3,371	35,653
1987-88	5,384	4,541	42,579
1988-89	7,389	5,508	49,058
1989-90	7,098	5,998	56,832
1990-91	4,816 (one on one session)	6,143	59,162
	4,640 (telephone session)		
1991-92	4,993 (one-on-one session)	14,101	75,554
	10,479 (telephone session)		
1992-93	5,080 (one-on-one session)	7,447	66,880
	7,842 (telephone session)		
1993-94	4,550 (one-on-one session)	3,350	53,060
	5,300 (telephone session)		
TOTAL	77,759	56,289	478,438

1993-94 Estimated Figures

IN-PLANT TRAINING PROGRAM

The in-plant training program enables the colleges to assist manufacturing, service, and/or governmental organizations with inservice training of their employees. This occupational extension training includes involvement in five areas: industry, business, health, government and agriculture. Training occurs in the facilities or at the site in which an organization normally operates, usually at the employee's assigned work station. This method of delivering skills training works very well for companies where it is not feasible to duplicate the training environment in an institutional setting.

Production industries continue to benefit most from in-plant training. On-the-job training continues to be utilized in all sectors for training of new hires and in the retraining of veteran workers.

YEAR	# OF ORGANIZATIONS SERVED	# OF TRAINEES
1989-90	188	12,537
1990-91	135	8,518
1991-92	205	9,575
1992-93	51	1,036
1993-94	27	920

JOB TRAINING PARTNERSHIP ACT

The JTPA Program Services Section is responsible for administration of the departmental Job Training Partnership Act.

The Job Training Partnership Act is a federal law enacted in 1982 and amended in 1993. The purpose of the Act is to establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force. The job training and support services provided increase the chances of the eligible individuals obtaining employment and earning higher wages. Individuals who are considered economically disadvantaged, 16 or older, who have certain barriers to employment are usually eligible to participate in a JTPA program. Education and training services include basic skills training, pre-employment skills training, occupational skills training and employment exploration. These services help to decrease welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness.

The department receives a portion of the fund provided under the "State Education Coordination and Grants" section (Sec.123) (commonly referred to as 8 percent set aside funds) of the Act. These funds are used to promote coordination of workforce development programs between the department and other state agencies involved in employment and training activities. Assistance is provided to local colleges in planning and implementing programs supported by JTPA. In addition, the department receives program funds which are granted to select local colleges for implementation of appropriate workforce development programs or models. A "One Stop Shop" model is currently being demonstrated at one of the local colleges.

During the 1994-95 year the department has at its disposal \$157,134 to support the state level coordination activities and \$942,805 to support local training/educational programs in the colleges.

Coordination Activities

Activities to fulfill the section's responsibilities to assist in the coordination of employment and training programs on the local level have included the provision of technical assistance to the colleges in the community college system as they work with the local JTPA service delivery areas (SDAs) and private industry councils (PICs) which are the local entities for the implementation of JTPA programs. On-site visits are conducted by the section staff, and regional and statewide workshops are held periodically to assist in the dissemination of information.

In an attempt to assure that coordination between the local community colleges and other agencies involved in workforce development takes place as mandated by the Governor's Commission

on Workforce Preparedness, the section via a request for proposal (RFP) process has historically required that the appropriate local SDA and its PIC review and concur with proposed programs prior to submission of proposals to the department.

Coordination on the state level consists mainly of service by staff members serving on numerous and various committees and bodies concerned with workforce development. These committees include the Interagency Coordinating Committee, Performance Evaluation Committee, Welfare Reform Task Force, the Department of Human Services' Welfare Reform Advisory Committee, the Interagency Transportation Review Committee, and others.

Grants Program Activities

As in prior years, for the 1994-95 year, the section issued a request for proposals to the colleges in the system soliciting proposals to operate JTPA programs utilizing the Education Coordination and Grants Fund Program. Forty proposals were received, evaluated, and ranked. The State Board of Community Colleges has approved 29 separate projects in 27 local colleges utilizing the \$942,805 available. These projects will serve approximately 1,417 participants.

In addition to providing the necessary technical assistance to the local colleges in the operation of the funded programs, the section conducts on-going program monitoring. This monitoring is aimed at assuring that individuals enrolled in the programs are eligible to receive services and that proper records and documentation of activities are retained by the local college.

**CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT**

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and retraining skill competencies needed to work in a technologically advanced society.

The primary resources which are available for support of local federally assisted vocational education programs are provided under the Carl D. Perkins Vocational and Applied Technology Education Act. The N.C. Community College System receives one-third of the state's approximately \$33,000,000 or approximately \$11,000,000.

Key Elements in the Act:***The Act—***

- Requires that the federal funds provided under the Act be allocated to local community colleges by a formula which requires the funds be distributed based upon the number of Pell Grant recipients in a local community college as a percentage of such recipients in the system; it also requires that no grant under this part be provided to any institution which would receive less than \$50,000 under this formula distribution. (This has had a negative impact on several community colleges in the North Carolina system.)
- Places major emphasis on the interpretation and mutual reinforcement of academic and vocational competencies with a special emphasis on technologies; integration of academic and applied learning; professional development; and a greater accountability in program evaluation.
- Eliminates many of the fiscal constraints such as matching and excess cost requirements.
- Maintains a strong emphasis on special population groups (the handicapped, educationally and economically disadvantaged, including individuals of limited English proficiency, individuals in programs designed to eliminate sex bias, and individuals in correctional institutions) while, at the same time, eliminating the categorical formula funding for the handicapped, disadvantaged and persons with limited English proficiency.
- Provides greater accountability by requiring the measurement of student achievement against a set of performance standards which were implemented as of September, 1992.

CORRECTIONAL EDUCATION

Correctional education includes classes offered by the North Carolina Community College System (CCS) to persons in facilities operated by the Department of Correction (DOC), Department of Human Resources (Division of Youth Services) juvenile training schools, federal prisons and local jails.

In academic year 1993-94, 36 community colleges offered curriculum-level instruction in North Carolina correctional facilities. In that same year, 47 community colleges provided continuing education offerings (including basic skills/literacy).

CORRECTIONAL EDUCATION ENROLLMENT

	1992-93	1993-94
Extension (Continuing Education):		
Headcount (Duplicated)	41,372	39,058
Hours	2,501,942	2,342,783
FTE	3,554	3,328
Curriculum:		
Headcount (Duplicated)	27,132	32,583
Hours	2,260,661	1,877,841
FTE	3,211	2,667
(Data from DCC Information Services reports CC517IMM.MP and CC507IMM.MP)		

On September 16, 1994, the State Board of Community Colleges adopted the following policy concerning the scope of the definition of prison and correctional programs: "It should be assumed that all policies and procedures relating to prison education apply to classes offered in any captive, prison-type setting, including but not restricted to Department of Correction correctional facilities, federal prisons, local jails and Department of Human Resources Youth Services facilities, unless specified otherwise."

Specific Agreements with the Department of Correction

In response to House Bill 50 (1987 General Assembly), the CCS and the DOC have developed a state correctional education plan to ensure that educational programs are available for inmates. Courses and/or programs have been designed to reflect the definition of correctional education (stated below) and to support each unit's educational objectives. A North Carolina Community College System/Department of Correction Interagency Committee plans and monitors correctional education programming in the state.

On October 22, 1992, a policy manual entitled *COOPERATIVE AGREEMENT BETWEEN THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES AND THE NORTH CAROLINA DEPARTMENT OF CORRECTION ON THE PROGRAMMING OF CORRECTIONAL EDUCATION* went into effect, covering such items as the course approval process, funding, data reporting and student transcripts. In June 1993, in response to a special provision from the General Assembly, a statewide Prison Education Task Force was created to develop a plan for appropriate education in the state's correctional facilities. The resulting plan (revised) was approved on September 16, 1994 by the State Board of Community Colleges. The Community College System and the Department of Correction are currently implementing the plan, which emphasizes tailoring course offerings to the length of stay of inmates in education.

The September 16, 1994 plan includes the following definition of correctional education:

Correctional education provided through the CCS shall be for the purpose of providing appropriate basic skills, occupational continuing education, vocational, technical, and post-secondary academic education that enables inmates to obtain job skills 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 CCS shall be appropriate to these purposes and shall not be *designed* for population control, therapy, recreation, production processes of the enterprise operations of the correction facility, or other purposes which may be legitimate objectives of DOC program efforts.

PROPRIETARY SCHOOLS LICENSURE

Proprietary schools are for-profit businesses which provide education and training. They may be privately owned, a partnership or a corporation.

Under Article 8 of N.C.G.S. 115D, the State Board of Community Colleges is charged with the responsibility for licensing certain proprietary business, trade and correspondence schools in North Carolina. This responsibility was transferred from the State Board of Education by action of the General Assembly in 1987. This action was taken because the State Board of Community Colleges is often referred to as the "occupational board," and it and the system it governs possess the expertise to make informed decisions regarding business, trade and correspondence school education.

The State Board of Community Colleges, along with six other state boards or agencies, is charged with regulating the proprietary school industry in North Carolina. Others include:

- Department of Motor Vehicles—Truck Driving Schools
- Division of Facility Services—Nurse Aide I Programs
- N.C. Board of Barber Examiners—Barber Schools
- N.C. Board of Cosmetic Art Examiners—Beauty Schools
- N.C. Board of Nursing—Nurse Aide II and Nursing Programs
- UNC Board of Governors—Degree-Granting Programs

The initial licensing process consists of four phases and may take between four and six months because of the investigations and reviews required. To be licensed, proprietary schools must pay an initial licensing fee of \$750, a renewal fee of \$500 each year thereafter and meet the general requirements for licensing including standards for program and course offerings, facilities, financial stability, personnel, and operating practices.

CURRENT STATUS OF LICENSED SCHOOLS

Licenses	36
Business Schools	20
	2 (degree-granting with authority from UNC Board of Governors)
Correspondence Schools	2
Trade Schools	10
Technical Schools	4

FIRE AND RESCUE TRAINING SERVICES

The North Carolina Department of Community Colleges provides training to over 107,000 students who serve as both paid and volunteer fire fighters and members of rescue squads in the state. Training is provided in over 250 different subject areas. 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 skills, public education, driver-operator, hazardous materials, arson investigation, rescue, 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. Twenty-four regional training seminars are 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.

FIRE TRAINING PROGRAM STATISTICS:**CLASS HOURS, STUDENTS, AND FTE**

YEAR	CLASS HOURS	STUDENTS	FTE
1989-90	48,888	82,530	1,278
1990-91	54,780	94,707	1,419
1991-92	64,552	106,856	1,823
1992-93	66,346	108,779	1,830
1993-94	64,705	107,109	1,781

<i>FINANCE/FACILITIES/EQUIPMENT</i>	<i>PAGE</i>
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Regular Program Cost by Purpose	51
Average Cost Per FTE by Institution	52
Facilities/Equipment	54
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OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS

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

- One student who takes 16 hours of class work for one quarter (or 11 weeks) generates 176 hours. If this same student attends classes for one year (4 quarters), the student would generate 704 hours which is equivalent to one annual FTE.

$$1 \text{ Quarterly FTE} = 16 \text{ hours} \times 11 \text{ weeks} = 176 \text{ hours}$$

$$1 \text{ Annual FTE} = 176 \text{ hours} \times 4 \text{ quarters} = 704 \text{ hours}$$

In order for an institution to generate budget, approximately 21 FTEs must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and extension (no-credit) changes depending on funds available.

- The actual dollar amount paid to each institution 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 are used for salaries.
- The majority of funds (90%) 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, winter, spring). Continuing Education funds are based on FTE earned in the previous spring, summer, fall and winter quarters. Continuing Education programs include Occupational Extension and Literacy Education. Funds for Community Service Programs are allotted as a block grant and can be used only for community service programs. These 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 FTE (winter, spring, summer, fall) are used in determining the fund distribution. Funds allotted for these purposes cannot be transferred to other areas.
- Funds set aside for the Human Resources Development Program are allotted by distributing one-third of the available funds for program maintenance, one-third for FTE earned, and one-third for performance earned back. These funds are restricted and cannot be used for other purposes.
- The other State Aid funds are distributed based on either project proposals or some modified FTE formulas. Funds set-aside for categorical programming must be used for those purposes.
- FTE funds may *NOT* be used for utilities (including telephone) or plant maintenance. These costs must be paid from local sources.
- Some kinds of classes must be "self-supporting" if offered. That is, instructional costs of recreational courses must be paid from fees charged.

SOURCE OF FUNDS, YEAR ENDING JUNE 30, 1994

A. Current Operation & Capital Outlay

• Appropriations	<u>\$450,022,605.00</u>
• Receipts	
College Receipts	\$66,898,355.48
Other Income—Indirect Cost	207,264.04
ABE Homeless	464,048.25
Adult Education Act	7,609,558.78
HRD Employment & Training	54,429.00
Cooperative Education	54,005.97
Reimbursement—Miscellaneous	50.00
Payroll—Clearing	(.72)
Employees on Loan	15,450.30
Vocational Education Act	10,472,680.61
Transfer—Indirect Cost	184,356.00
Worker Training Trust Fund	1,922,467.17
State Legalization Impact Assistance Grant	69,790.75
Job Training Partnership Act	1,048,369.21
Transfer—Prior Year	3,004,251.00
Motorcycle Training	220,723.96
Registration Fees	62,076.28
Sale of Equipment	326.72
Refund—Cape Fear	51,999.53
Refund—Prior Year	81,389.35
Transfer—Proprietary Schools	29,818.36
Refund—Guilford	1,032.50
Total Receipts	<u>\$92,452,442.54</u>

Total Current Operations & Capital Outlay \$542,475,047.54

B. Capital Improvements

• Balance July 1, 1993	\$1,911,188.94
• Appropriation	<u>226,213,100.00</u>

Total Capital Improvements \$228,124,288.94

Total Appropriations and Receipts \$770,599,336.48

DISPOSITION OF FUNDS, YEAR ENDING JUNE 30, 1994

A. Payments to Colleges

Regular Programs	\$485,383,708.11
Equipment and Books	27,621,163.87
Vocational Education—Special Projects	777,781.89
Adult Literacy Education—Special Projects	1,831,509.15
JTPA Programs	742,882.33
SLIAG Projects	69,790.75
State Board Reserve Projects	691,775.05
Special Allotments	2,642,009.34
Capital Improvement	<u>3,953,591.61</u>

Total Payments to Colleges \$523,714,212.10

B. State Level Expenditures*Direct Costs*

General Administration	\$2,180,516.37
Finance	4,493,557.15
Student Development Services	496,878.47
Program Services	3,323,925.52
Unallotted Expenses	7,842,356.89
Equipment	<u>509,053.71</u>

Total State Level Direct Costs \$18,846,288.11

Indirect Costs

Adult Education—Homeless	856.93
Adult Basic Education	81,911.00
Vocational Education	64,656.59
JTPA	55,839.08
Cooperative Education	<u>4,000.44</u>

Total State Level Indirect Costs \$207,264.04

Total State Level Expenditures \$19,053,552.15

C. Unexpended Balances

State Current Operations & Capital Outlay	\$3,660,874.90
Capital Improvement	<u>224,170,697.33</u>

Total Unexpended Balances \$227,831,572.23

Total Expenditures and Balances \$770,599,336.48

DESCRIPTION OF STATE LEVEL EXPENDITURES

- **General Administration**—The funds expended in this area include the President's office, Governmental Affairs, Board Affairs, Legal Affairs, Administration, Planning and Research, Program Audits, Personnel, Public Affairs, and Special Programs Administration.
- **Finance**—The funds expended in this area include Finance Administration, Auditing and Accounting, JTPA—Fiscal Administration, Departmental Services, Publications, Telecommunications, Facility and Property Services, Information Services, Institutional Services, and Library Services.
- **Student Development Services**—The funds expended in this area include Student Development Services, Enrollment Management, Student Progress, Student Support Services, and Student Access.
- **Program Services**—The funds expended in this area include Program Services Administration, Tech Prep, Special Programs, Program Development Services, Professional Development, Employee Readiness, JTPA—Technical Assistance, Vocational Education, Sex Equity, Business and Industry Services, Existing Industry, Small Business Services, Basic Skills, Adult Basic Education, Adult High School/GED, and Special Populations Training.
- **Unallotted Expenses**—The funds expended represent payments at the state level for the benefit of the colleges and includes Worker's Compensation, Adult Basic Education—Evaluation, Unemployment Compensation, Liability Insurance, Diploma Nursing, GED Scoring, Focused Industrial Training—Textile School and FIT Brochure, Networking, New Industry, Systemwide Projects, HRD—Manual, and current operating funds transferred into fiscal year 1994-95.
- **Equipment**—The funds expended represent payments at the state level for the benefit of the colleges and includes New Industry Equipment, Data Processing Equipment, Educational Equipment, and freight and tax on books.
- **Indirect Costs**—Indirect costs are computed on direct current operating expenses allowable under the various federal grants. The funds received for indirect cost are reverted to the State.

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
STATEMENT OF STATE-WIDE COST BY PURPOSE--REGULAR PROGRAMS
YEAR ENDED JUNE 30, 1994

	BUDGET	EXPENDITURES	BALANCE	PERCENT EXPENDED
GENERAL ADMINISTRATION				
1. General Administration	30,947,348.00	30,803,128.03	144,219.97	99.53%
Total General Admin	\$30,947,348.00	\$30,803,128.03	\$144,219.97	99.53%
CURRICULUM INSTRUCTION				
1. College Transfer	40,237,859.00	39,915,350.21	322,508.79	99.20%
2. Technical Education	141,652,262.00	141,172,562.13	479,699.87	99.66%
3. Vocational Education	45,182,714.00	44,797,716.55	384,997.45	99.15%
4. General Education	6,579,939.00	6,495,335.74	84,603.26	99.01%
5. Curriculum Supervision	24,988,213.00	24,827,984.66	160,228.32	99.36%
Total Curriculum Instr	\$260,640,957.00	\$259,209,972.31	\$1,431,984.69	99.45%
NON-CURRICULUM INSTRUCTION				
1. Occupational Extension	18,993,179.00	18,532,673.28	460,505.72	97.58%
2. Adult Basic Education	19,058,534.00	18,578,480.76	480,053.24	97.48%
3. Adult High School & GED	7,917,387.00	7,722,300.16	194,486.84	97.54%
4. Compensatory Education	4,941,556.00	4,829,291.17	112,264.83	97.73%
5. Vocational Extension	1,026,786.00	984,833.45	41,952.55	95.91%
6. Practical Skills	620,365.00	599,549.49	20,815.51	96.64%
7. Academic Extension	332,322.00	315,233.64	17,088.36	94.86%
8. Training Artist	186,264.00	175,655.92	10,608.08	93.35%
9. Non-Curriculum Super	24,577,067.00	24,461,559.11	115,507.89	99.53%
10. Human Resource Devel	4,571,608.00	4,481,377.10	90,230.90	98.03%
11. New Industry Training	7,098,717.00	6,977,091.78	121,625.22	98.29%
12. Small Business Training	3,172,991.00	3,121,994.92	50,996.08	98.39%
13. Other Special Project	902,217.00	861,404.69	40,812.31	95.48%
Total Non-Curriculum Instr	\$173,400,983.00	\$171,642,165.47	\$1,758,817.53	98.12%
LEARNING RESOURCES				
1. Library	16,140,206.00	16,140,647.31	446.31	99.40%
2. Individual Instr Res	2,267,744.00	2,218,920.66	48,823.34	97.85%
Total Learning Resources	\$18,407,950.00	\$18,359,567.97	\$48,382.03	99.21%
STUDENT SERVICES				
1. Student Services	14,752,751.00	13,509,134.33	1,243,616.67	91.58%
2. Financial Aid Services	1,922,797.00	1,836,831.21	85,965.79	95.53%
Total Student Services	\$16,675,548.00	\$15,345,965.54	\$1,329,582.46	92.03%
PLANT OPERATION & MAINTENANCE				
1. Plant Operation	573,963.00	573,961.73	1.27	100.00%
2. Plant Maintenance	157,266.00	157,263.30	2.70	100.00%
Total Plant Oper & Maint	\$736,229.00	\$736,225.03	\$4.97	100.00%
GENERAL INVESTMENT				
1. General Investment	4,444,517.12	4,444,517.12	0.00	100.00%
2. General Investment	4,444,517.12	4,444,517.12	0.00	100.00%
Total General Investment	\$8,889,034.24	\$8,889,034.24	\$0.00	100.00%
TOTAL DEPARTMENT EXPENSE	\$489,851,800.00	\$485,383,708.11	\$4,468,091.89	99.09%

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1994

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. & MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
ALAMANCE CC	269.55	3,169.51	2,655.84	157.15	281.27	0.00	457.03	4,213.25
ANSON CC	339.01	2,662.45	2,609.76	145.79	354.80	0.00	333.80	3,809.42
ASHEVILLE-BUNCOMBE TCC	196.28	2,808.27	2,537.66	101.81	271.03	0.00	268.21	3,580.90
BEAUFORT CC	282.36	3,201.79	1,856.04	140.52	328.26	14.03	375.99	3,789.21
BLADEN TC	486.16	3,203.91	3,480.22	308.93	424.31	0.00	492.42	4,968.20
BLUE RIDGE CC	290.35	3,408.34	2,051.67	128.92	340.48	0.00	236.69	3,891.02
BRUNSWICK CC	466.66	2,435.35	2,677.90	151.37	342.00	0.00	353.86	3,838.09
CALDWELL CC & TI	220.90	2,730.01	2,413.24	161.97	299.28	0.00	380.91	3,696.69
CAPE FEAR CC	157.24	2,643.11	2,281.85	147.61	284.54	0.00	396.49	3,537.66
CARTERET CC	396.82	2,855.26	2,533.42	285.91	283.72	0.00	161.38	3,908.37
CATAUBA VALLEY CC	145.88	2,833.47	2,278.64	114.86	298.65	0.00	374.39	3,606.17
CENTRAL CAROLINA CC	183.43	3,049.50	2,676.02	196.16	256.82	63.70	232.14	3,862.85
CENTRAL PIEDMONT CC	188.70	2,631.30	2,146.23	141.85	337.65	0.00	398.06	3,607.74
CLEVELAND CC	279.86	2,935.69	2,264.69	181.01	252.58	0.00	356.23	3,783.86
COASTAL CAROLINA CC	186.66	2,535.65	2,195.68	122.11	295.63	0.00	283.16	3,329.03
COLLEGE OF THE ALBEMARLE	300.93	3,067.15	3,333.53	124.21	366.79	136.53	320.68	4,379.99
CRAVEN CC	212.76	2,816.90	2,107.71	131.93	395.43	0.00	393.45	3,798.51
DAVIDSON COUNTY CC	242.59	2,818.41	2,939.16	270.64	291.76	0.00	421.82	4,079.07
DURHAM TCC	268.87	2,911.37	2,285.78	95.87	376.18	0.00	406.16	3,879.16
EDGECOMBE CC	318.91	3,095.94	3,145.59	179.28	395.26	0.00	245.88	4,247.93
FAYETTEVILLE TCC	136.66	2,543.85	1,724.11	86.09	251.44	0.00	286.12	2,961.49
FORSYTH TCC	158.47	2,866.37	2,026.16	88.03	318.01	0.00	294.99	3,456.27
GASTON COLLEGE	144.60	2,781.24	3,120.38	125.78	244.96	0.00	327.34	3,703.50
GUILFORD TCC	175.80	2,795.79	2,679.80	96.73	367.04	0.00	268.94	3,677.10
HALIFAX CC	357.92	2,877.44	2,470.90	76.57	293.43	10.33	366.46	3,864.49
HAYWOOD CC	282.62	3,717.86	2,808.24	167.08	334.32	0.00	562.28	4,876.52
ISOTHERMAL CC	323.38	3,471.32	2,999.23	220.95	301.42	0.00	354.74	4,555.61
JAMES SPRUNT CC	378.40	3,092.27	2,763.87	125.37	347.50	0.00	432.68	4,280.36
JOHNSTON CC	179.06	2,898.17	2,586.71	137.11	275.72	0.00	179.46	3,588.37
LENOIR CC	162.39	2,950.96	2,805.24	135.69	403.43	0.00	369.98	3,972.46
MARTIN CC	392.35	2,985.16	3,200.82	168.58	397.81	46.78	445.65	4,517.64

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1994

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM NON-CURRICULUM (NOTE 1)	INSTRUCTION CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
MAYLAND CC	498.83	3,141.49	2,416.25	206.99	247.58	0.00	617.64	4,426.77
MCDOWELL TCC	451.21	3,164.08	3,392.16	158.24	443.56	0.00	483.44	4,775.57
MITCHELL CC	331.62	2,699.28	3,077.81	196.02	437.42	0.00	268.99	4,047.71
MONTGOMERY CC	517.40	2,869.98	2,539.46	131.38	315.42	0.00	593.63	4,349.76
NASH CC	336.17	3,090.23	2,618.56	92.91	322.11	0.00	403.60	4,104.05
PAHLICO CC	1,307.41	5,315.04	3,461.78	631.07	522.65	0.00	1,097.04	8,009.61
PIEDMONT CC	273.19	3,014.88	3,054.99	139.28	234.85	0.00	355.51	4,030.79
PITT CC	250.94	2,508.95	2,900.97	189.29	333.70	0.00	298.31	3,640.06
RANDOLPH CC	332.05	2,798.10	3,290.56	189.16	270.16	0.00	298.96	4,074.45
RICHMOND CC	269.77	2,729.73	2,379.74	241.71	393.79	0.00	387.39	3,851.66
ROANOKE-CHOWAN CC	240.80	2,446.90	3,099.10	151.66	424.58	39.32	541.30	4,036.35
ROBESON CC	229.10	2,948.81	2,598.62	181.61	329.96	0.00	341.21	3,881.65
ROCKINGHAM CC	330.81	2,749.32	3,250.42	204.90	349.94	0.00	369.28	4,123.52
ROMAN-CABARRUS CC	224.35	2,923.89	3,003.78	121.46	286.97	0.00	362.38	3,945.60
SAMPSON CC	356.18	3,293.99	2,376.10	137.26	370.48	0.00	321.57	4,134.45
SANDHILLS CC	203.13	3,008.27	2,474.77	115.78	305.53	0.00	303.08	3,798.74
SOUTHEASTERN CC	315.97	2,760.65	2,519.84	137.64	404.25	0.00	461.73	4,025.44
SOUTHWESTERN CC	414.96	2,478.29	2,926.01	175.74	331.75	82.37	281.02	3,879.79
STANLY CC	315.15	2,705.35	2,942.74	136.52	434.31	0.00	281.34	3,945.70
SURRY CC	191.42	2,788.94	2,784.67	122.81	275.89	0.00	270.68	3,648.84
TRI-COUNTY CC	555.37	2,895.16	2,499.00	167.09	482.70	22.58	433.55	4,456.35
VANCE-GRANVILLE CC	227.52	2,428.36	3,088.73	90.96	343.62	35.55	563.12	3,866.29
WAKE TCC	153.26	2,491.03	2,548.29	85.05	341.97	0.00	151.55	3,225.20
WAYNE CC	170.66	2,835.09	2,475.37	253.99	335.64	0.00	258.04	3,745.69
WESTERN PIEDMONT CC	395.19	3,051.10	2,860.62	184.95	266.24	0.00	324.77	4,163.40
WILKES CC	351.20	3,511.16	2,484.42	139.33	400.61	0.00	467.44	4,514.99
WILSON TCC	316.76	3,260.25	2,239.30	147.58	310.92	0.00	300.82	3,978.97
TOTAL	\$304.93	\$2,943.14	\$2,671.73	\$162.87	\$337.04	\$37.60	\$372.63	\$4,033.49

ALL AVERAGES (EXCEPT AS NOTED) ARE BASED ON FOUR QUARTER AVERAGES OF ALL FTE EARNED WITH THE EXCEPTION OF SELF SUPPORTING FTE.

NOTE 1: AVERAGES BASED ON CURRICULUM FTE ONLY.

NOTE 2: AVERAGES BASED ON EXTENSION FTE ONLY.

FACILITIES/EQUIPMENT**FACILITIES**

Building Gross Square Footage 13.7 million

Number of Buildings 835

Building Value (Replacement) \$955 million

Campus Acreage 5,441 acres
(Does not include off-campus facilities)

Learning Resource Center Book Volumes 2 million

State Appropriations, Capital Improvement

1989-90 \$3.0 million (1)

1990-91 \$0.1 million (1)

1991-92 \$0.0 million

1992-93 \$0.9 million

1993-94 \$226.1 million (2)

1994-95 \$0.0 million

EQUIPMENT

State Equipment Inventory (Cost) \$172.4 million

State Appropriations

1990-91 \$18.8 million

1991-92 \$13.8 million

1992-93 \$13.8 million

1993-94 \$20.0 million

1994-95 \$24.6 million

Depreciation (Unfunded Accumulated) \$41.2 million

1. Does not include the following reverted funds:

1989-90 \$1.6 million

1990-91 \$2.9 million

2. Authorized from a \$250 million statewide bond referendum, \$23.9 million not allocated.

OFF-CAMPUS FACILITIES

The following list shows those community colleges which have State Board approved off-campus centers or an additional campus. Not included are the numerous facilities throughout the state which have been made available for community college use.

CAMPUS/CENTER	TOWN
Alamance CC	Graham
Burlington Center	Burlington
Hillcrest School Center	Burlington
Anson CC	Polkton
Union County Center	Monroe
Asheville-Buncombe TCC	Asheville
Madison County Center	Marshall
Blue Ridge CC	Flat Rock
Transylvania County Center	Pisgah Forest
Brunswick CC	Supply
Leland Center	Leland
Southport Center	Southport
Caldwell CC & TI	Hudson
Watauga County Center	Boone
Cape Fear CC	Wilmington
Hampstead Center	Hampstead
Pender County Center	Burgaw
Carteret CC	Morehead City
Central Carolina CC	Sanford
Chatham County Center	Pittsboro
Harnett County Center	Lillington
School of Telecommunications	Sanford
Siler City Center	Siler City
Central Piedmont CC	Charlotte
North Area Learning Center	Huntersville
Northeast Center	Charlotte
South Mecklenburg Center	Mathews
Southwest Center	Charlotte
West Mecklenburg Center	Charlotte

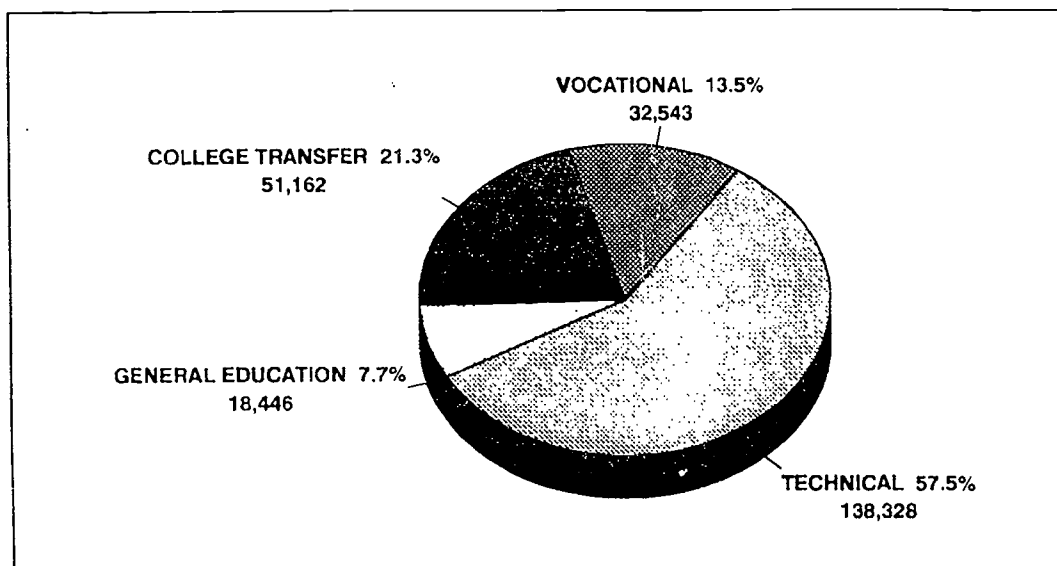
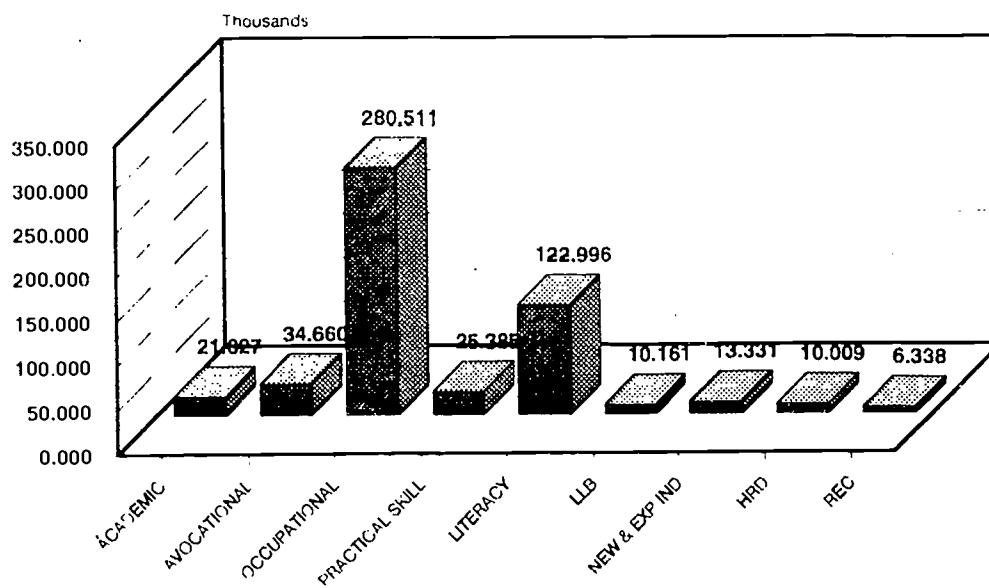
CAMPUS/CENTER	TOWN
College of The Albemarle	Elizabeth City
Dare County Center	Manteo
Riverside Ext. Center	Elizabeth City
Craven CC	New Bern
Havelock/Cherry Point Center	Havelock
Davidson County CC	Lexington
Davie County Center	Mocksville
Durham TCC	Durham
Northern Durham Center	Durham
Edgecombe CC	Tarboro
Rocky Mount Center	Rocky Mount
Forsyth TCC	Winston-Salem
Carver Road Center	Winston-Salem
Kernersville Center	Kernersville
West Center	Winston-Salem
Gaston College	Dallas
Lincoln County Center	Lincolnton
Guilford TCC	Jamestown
Aviation Center	Greensboro
Greensboro Center (Washington St.)	Greensboro
High Point Center	High Point
Haywood CC	Clyde
Continuing Education Center	Clyde
HRD Center	Clyde
High Tech Center	Waynesville
Isothermal CC	Spindale
Polk County Center	Columbus
Lenoir CC	Kinston
Greene County Center	Snow Hill
Jones County Center	Trenton
Aviation Center	Kinston
Martin CC	Williamston
Bertie County Center	Windsor
McDowell TCC	Marion
Marion Center	Marion
Mitchell CC	Statesville
Mooresville Center	Mooresville
Piedmont CC	Roxboro
Caswell County Center	Yanceyville

CAMPUS/CENTER	TOWN
Randolph CC	Asheboro
Archdale Center	Archdale
Richmond CC	Hamlet
Continuing Education Center	Rockingham
James Nursing Bldg.	Hamlet
Scotland County Center	Laurinburg
Robeson CC	Lumberton
Emergency Training Center	Lumberton
Rowan-Cabarrus CC	Salisbury
Cabarrus County Campus	Concord
Sampson CC	Clinton
Courthouse Annex	Clinton
Sandhills CC	Pinehurst
Hoke County Center	Raeford
Southeastern CC	Whiteville
Business/Industry Training Center	Whiteville
Southwestern CC	Sylva
Macon County Center	Franklin
Swain County Center	Bryson City
Vance-Granville CC	Henderson
Franklin County Center	Louisburg
Granville County Center	Creedmoor
Warren County Center	Warrenton
Wake TCC	Raleigh
Allied Health Center	Raleigh
Adult Education Center	Raleigh
Wayne CC	Goldsboro
Aviation Center	Goldsboro
Wilkes CC	Wilkesboro
Ashe County Center	Jefferson

STUDENT DATA

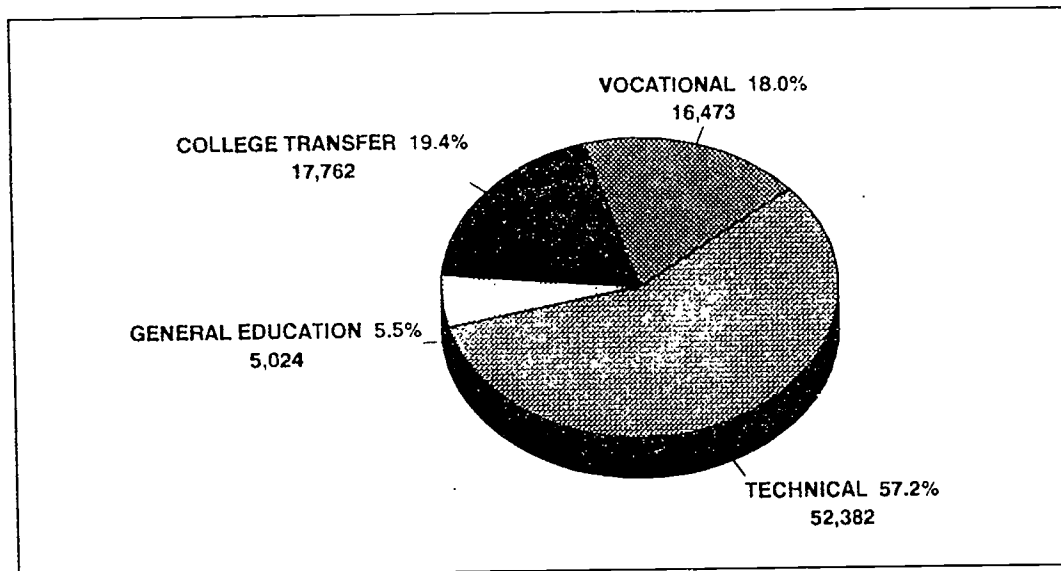
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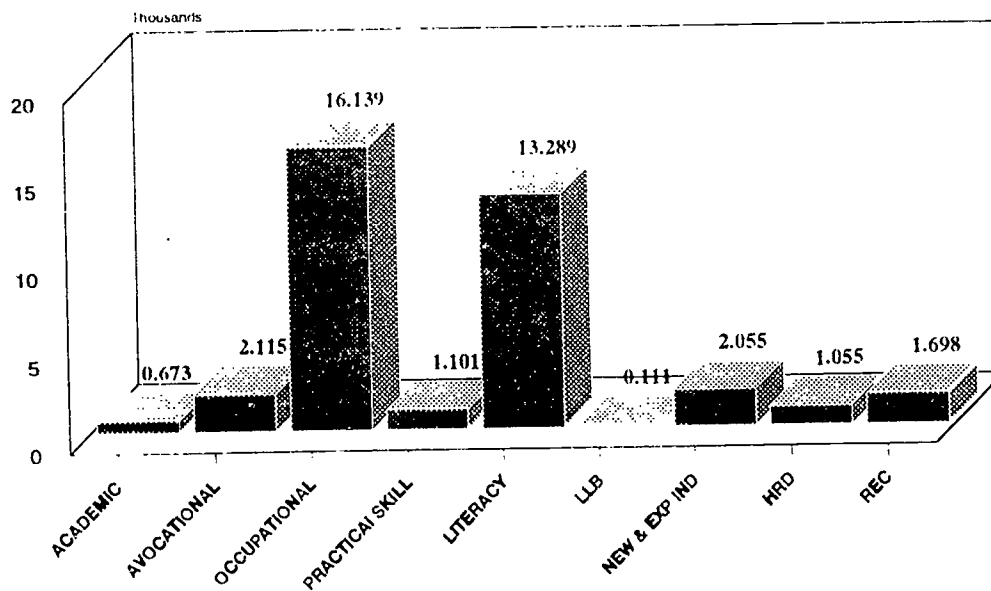
CURRICULUM ENROLLMENT BY PROGRAM AREA
1993-94EXTENSION ENROLLMENT BY PROGRAM AREA
1993-94 Unduplicated Headcount

Source: North Carolina Department of Community Colleges, Information Services.

AVERAGE ANNUAL CURRICULUM FTE BY AREA
1993-94

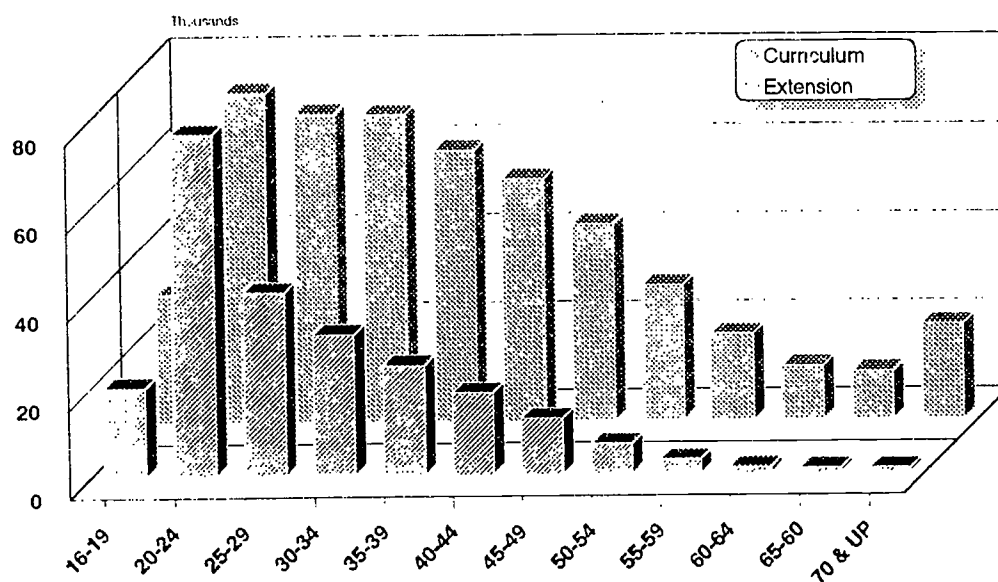


AVERAGE ANNUAL EXTENSION FTE BY AREA
1993-94

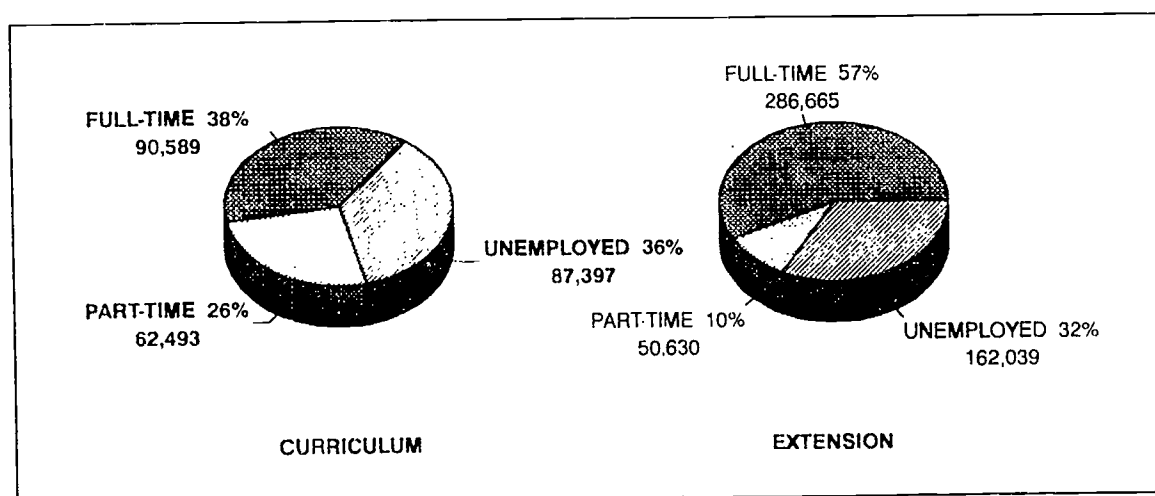


Source: North Carolina Department of Community Colleges, Information Services.

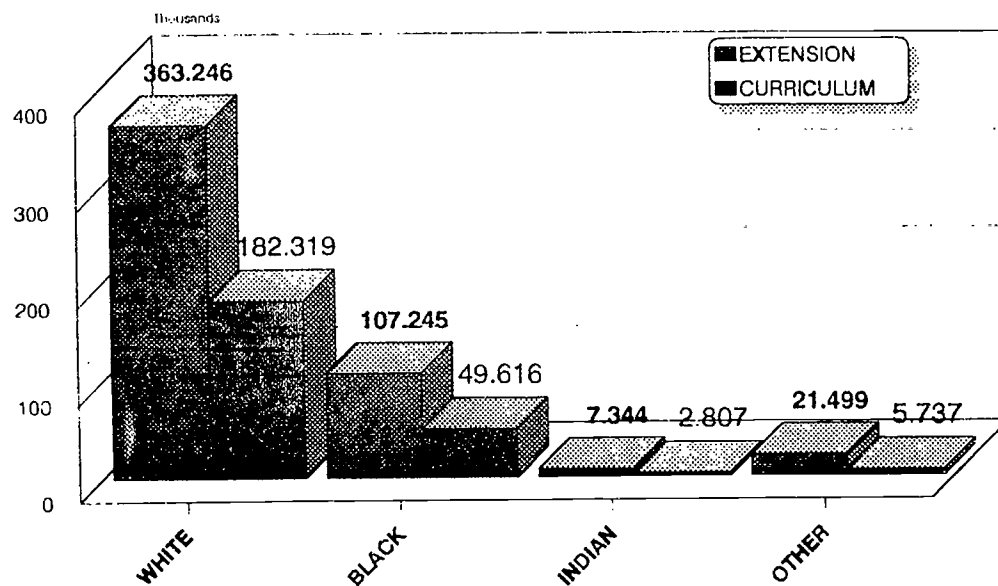
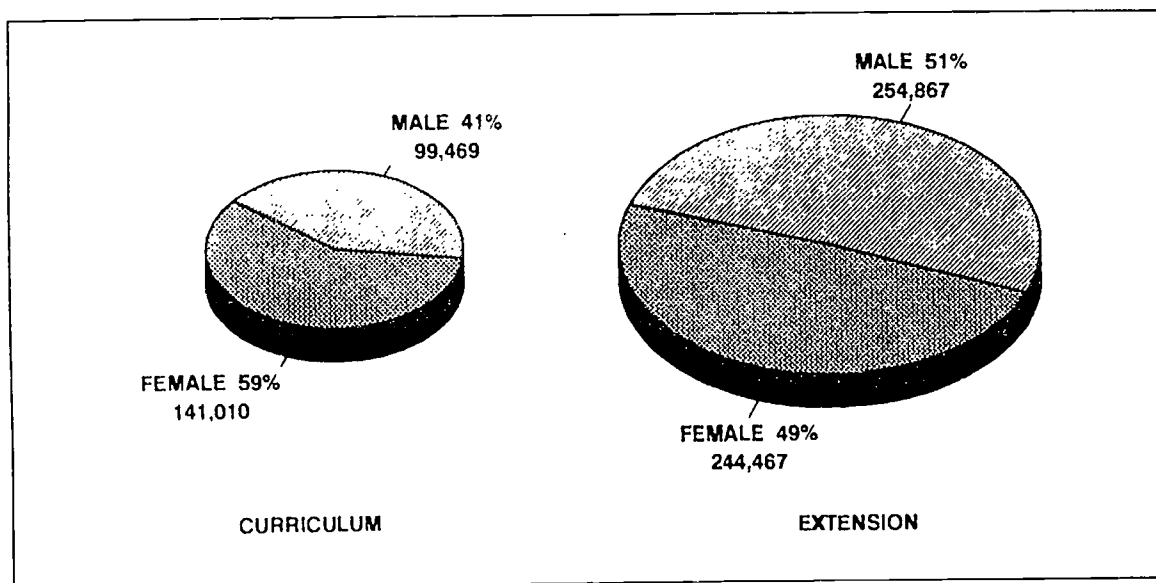
ENROLLMENT BY AGE GROUPS
1993-94



ANNUAL ENROLLMENT BY EMPLOYMENT STATUS
1993-94

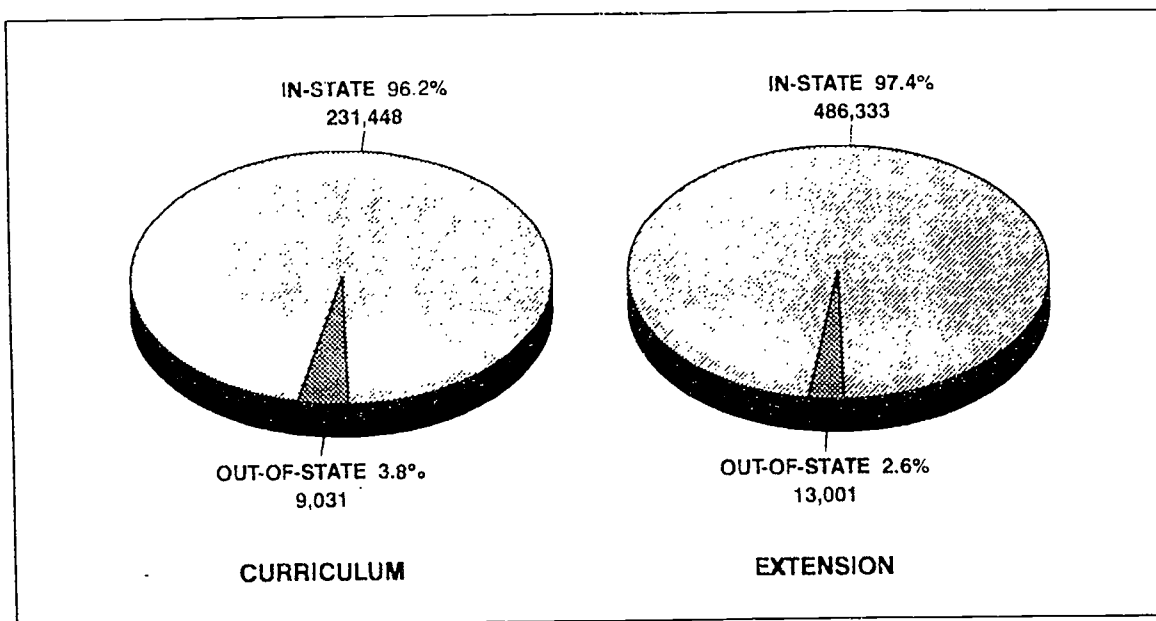


Source: North Carolina Department of Community Colleges, Information Services.

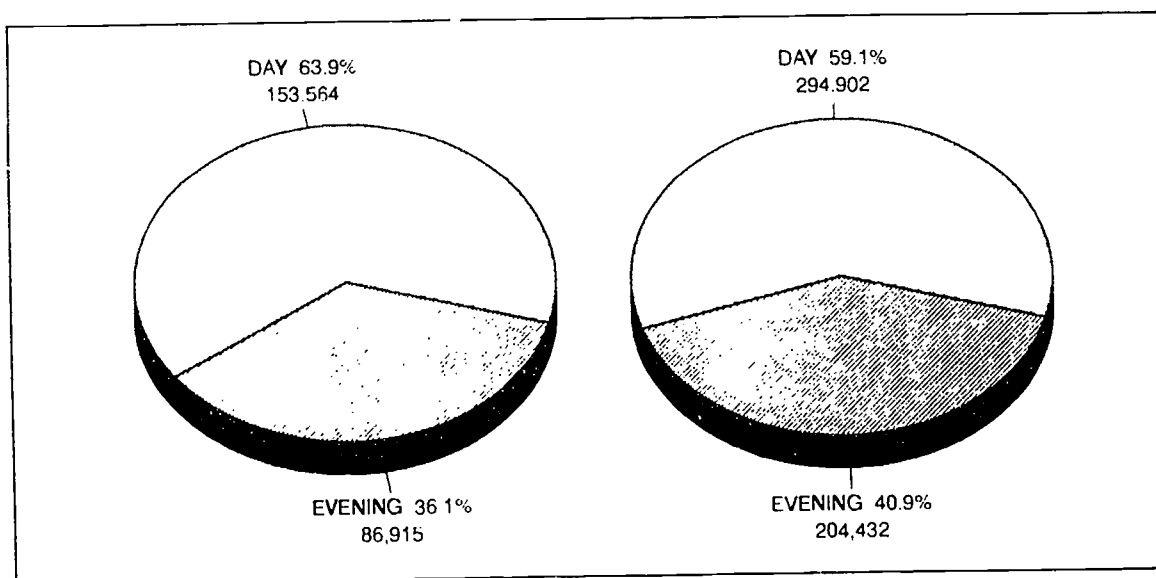
ENROLLMENT BY RACE
1993-94ENROLLMENT BY SEX
1993-94

Source: North Carolina Department of Community Colleges, Information Services.

ENROLLMENT BY RESIDENCY STATUS
1993-94

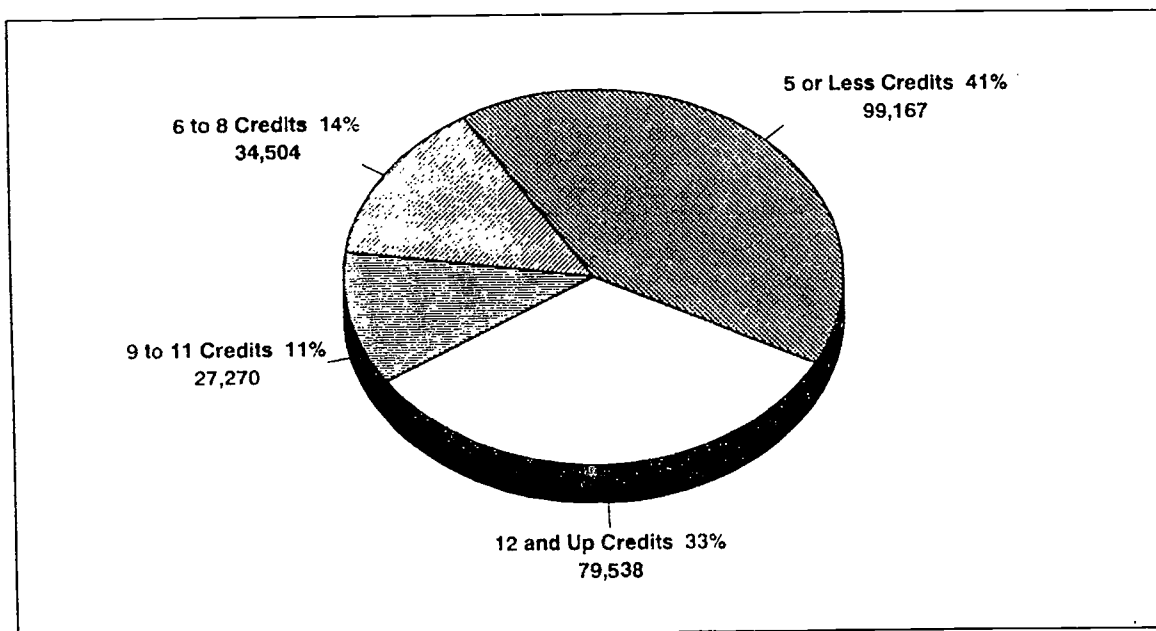


ENROLLMENT BY DAY/EVENING STATUS
1993-94



Source: North Carolina Department of Community Colleges, Information Services.

CURRICULUM ENROLLMENT BY CREDIT HOURS
1993-94



STUDENT COMPLETIONS BY PROGRAM—1993-94

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
V024	A/C, HEATING & REFRIGERATION	291	C301	COLLEGE SPECIAL STUDIES	0
T036	A/C HEATING, REFRIGERATION	23	T070	COM ART & ADV DES	169
T016	ACCOUNTING	675	T068	COMMERCIAL GRAPHICS	24
T109	AD FOR VOC INSTRUCTORS	2	T225	COMMERCIAL REFRIG TECH	1
T030	ADMINIS OFFICE TECHNOL	379	T154	COMMUNICATIONS TECH	2
V134	ADVANCED MACHINIST	2	T181	COMPUTER ENGI APPLI TEC	16
T230	AGRICULT MECHANIZATION	1	T040	COMPUTER ENGINEERING TEC	83
T001	AGRICULTURAL BUS TECH	4	V012	COMPUTER OPERATIONS	61
T126	AGRICULTURAL SCIENCE	5	T102	CORRECTIONAL SERVICES	39
T133	AGRICULTURAL TECH	2	V009	COSMETOLOGY	558
T215	AIR CONDITION SERV TECH	0	T028	COURT REPORTING	1
V004	AIRFRAME & POW PLANT TEC	1	T129	CRIM JUSTICE—PROTECT SER	451
T193	ANIMAL CARE & MGMT TEC	6	T071	CULINARY TECHNOLOGY	26
T041	ARCHITECTURAL TECH	88	T198	CUSTOMER SERVICE TECH	13
T059	ASSOC. DEGREE NURSING	1,383	T232	CYTOTECHNOLOGY	0
C050	ASSOCIATE IN SCIENCE	81	V129	DATA ENTRY OPERATIONS	43
V001	AUTO BODY REPAIR	123	V011	DENTAL ASSISTING	154
V003	AUTO MECHANICS	194	T054	DENTAL HYGIENE	127
T173	AUTOMATION/ROBOTICS TECH	11	T055	DENTAL LABORATORY TECH	18
V171	AUTOMOTIVE RESTORATION	4	T222	DESKTOP PUBLISHING (TEC SPEC)	4
T156	AUTOMOTIVE SERVICE TECH	47	T168	DEVELOPMENT DISABI TEC	5
T176	AUTOMOTIVE TECHNOLOGY	75	C099	DEVELOPMENTAL STUDIES	0
T082	AVIATION MAINT TECH	46	T003	DIESEL & EQUIPMENT TECH	6
T081	AVIATION MGT & C/PILOT	10	V147	DIESEL TRANS/EQUIP SYS	7
T112	BANKING AND FINANCE	23	V013	DIESEL VEHICLE MAINT	34
T189	BASIC LAW ENFORCE TRNG	1,000	V113	DIGITAL ELECTRON REPAIR	33
T158	BIOMEDICAL EQUIPMENT TEC	53	V015	DRAFTING—BUILDING	9
T186	BIO TECHNOLOGY	14	V017	DRAFTING—MECHANICAL	39
V115	BOATBUILDING	4	T140	DRUG & ALCOHOL TECH	16
T150	BOOKBINDING/CLERICAL	1	T303	DUAL ENROLLED—HIGH SCHOOL	0
T024	BROADCASTING TECH	2	T073	EARLY CHILDHOOD ASSOC	356
T027	BUILDING CONSTRUCTION	5	T118	EDUCATION AIDE	12
T018	BUSINESS ADMINISTRATION	1,123	V018	ELEC INSTALL & MAINT	332
T022	BUSINESS COMPUTER PROG	586	T044	ELECTRICAL ENGI TECH	42
V172	CABINETMAKING	6	T203	ELECTRODIAG TECHNICIAN	12
T234	CARDIOVASCULAR SONOGRAPHY	8	T039	ELECTROMECHANICAL TECH	37
T037	CHEMICAL TECHNOLOGY	13	V042	ELECTRONIC SERVICING	119
V067	CHILD CARE WORKER	62	T045	ELECTRONICS ENGI TECH	441
T038	CIVIL ENGINEERING TECH	84	T139	EMERGENCY MEDICAL SCI	76
T208	CLAY PRODUCTION CRAFTS	2	T103	ENVIRONMENTAL SCI TECH	22

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
T175	EQUINE TECHNOLOGY	19	T122	HORT & FRUIT PROD	23
V141	FACILITY SERVICE CLINIC	32	V021	HORTICULTURE	8
V020	FARM MACHINERY MECH	1	T131	HORTICULTURE BUS TECH	10
T143	FASHION MERCHANDISE & MKT	13	T009	HORTICULTURE TECH	60
T209	HIBER PRODUCTION CRAFTS	2	V066	HOSPITAL WARD SECRETARY	97
T197	FINE & CREATIVE WOODWKG	7	T213	HOSPITALITY/TOURISM SPE	0
T172	FIRE PROTECTION DIPLOMA	1	T025	HOTEL & RESTAURANT MGMT	21
T063	FIRE SCIENCE	39	T136	HUMAN SERVICES TECH	54
T014	FISH AND WILDLIFE MGT/TECH	29	C302	HUSKINS BILL—HIGH SCHOOL	0
T012	FLORAL DES & COMM HORT	10	T223	IMAGING TECH (TECH SPEC)	23
T074	FOODSERVICE MANAGEMENT	35	T212	IND ELECT/ELECTRO TECH	79
V053	FOODSERVICE SPECIALIST	67	V054	IND ELECT/MOTOR & CONTROL	8
T007	FOREST MANAGEMENT TECH	36	V028	IND MAINTENANCE	60
V163	FORESTRY SKILLS	3	T119	IND MAINTENANCE TECH	49
V169	FUNDAMENTAL CARPENTRY	0	T153	IND SFTY SCRTY & HLTH MG	5
T057	FUNERAL SERVICE ED	71	T196	INDUS PHARMACEUTICAL TECH	17
T042	FURNITURE DFT & PROD DEV	1	V170	INDUS PROD OPERATIONS	0
V140	FURNITURE MACH OPERATION	28	T231	INDUSTRIAL CONSTR TECH	5
T075	FURNITURE PRODUCTION	8	V124	INDUSTRIAL ELECTRICITY	16
T165	GEN. OFFICE (TECH SPEC)	52	V045	INDUSTRIAL ELECTRONICS	10
C024	GENERAL CURRICULUM	170	T047	INDUSTRIAL ENGR TECH	16
G020	GENERAL EDUCATION	431	V033	INDUSTRIAL MECHANICS	36
T114	GENERAL OCCUPATIONAL TECH	18	T049	INDUSTRIAL MGMT TECH	105
T033	GENERAL OFFICE TECH	116	V148	INDUSTRIAL PLANT MAINT	16
G301	GENERAL SPECIAL STUDIES	0	T217	INDUSTRY SPECIALTY TECH	0
T201	GENERAL TECH CURR CORE	99	T048	INSTRUMENTATION TECH	16
V201	GEN VOC CURR CORE	15	T128	INSURANCE	2
V145	GERIATRIC CARE ASSISTING	5	T229	INSURANCE (TECH SPEC)	0
V111	GERIATRIC CARE SPECIALIST	9	T077	INTERIOR DESIGN	45
T141	GERIATRIC TECHNOLOGY	3	T207	INTERNATIONAL BUSINESS	6
V022	GRAPHIC ARTS—PRINTING	11	T185	INTERPRETER TRAINING	5
T026	GRAPHIC ARTS—PRINT MGMT	9	T210	JEWELRY PRODUCTION CRAFTS	1
V144	GREENHOUSE & GROUNDS MGMT	14	T167	JUVENILE JUSTICE	8
C030	GUIDED STUDIES—COLLEGE	0	T219	LANDSCAPE ARCHITECTURE TECH	1
T099	GUIDED STUDIES—TECH	0	T184	LANDSCAPE GARDENING	12
V099	GUIDED STUDIES—VOC	0	T200	LASER/ELECTRO—OPTICS TECH	9
V119	GUNSMITHING	17	T064	LAW ENFORCEMENT TECH	186
V064	HEAVY EQUIPMENT OPERATOR	21	T080	LIBRARY ASSISTANT	1
V026	HEAVY EQUIPMENT MECH	9	V029	LIGHT CONSTRUCTION	27
T239	HELPDESK AND TECH SUPPORT	0	V027	LUMBER SPECIALIST	15
V146	HOMI MAKER/HOMI HEALTH AIDE	121	V032	MACHINIST	338

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
T121	MACHINIST TECHNOLOGY	26	T132	PHOTOFINISHING SPEC TECH	12
T170	MANUFACT RESOURCES PLAN	0	T069	PHOTOGRAPHY TECH	49
T205	MANUFACT SYSTEM TECH	9	T062	PHYSICAL THERAPIST ASST	103
T050	MANUFACTURING ENG	65	V118	PIANO TUNING & REPAIR	0
V034	MARINE & DIESEL MECHAN	10	V037	PLUMBING & PIPE FITTING	60
V107	MARINE MAINT & RELATED	0	T141	POSTAL SERVICE TECH	3
T085	MARINE TECHNOLOGY	26	V023	POTTERY PRODUCTION	1
T020	MARKETING & RETAIL TECH	85	T010	POULTRY AND LIVESTK TECH	11
V070	MASONRY	60	V155	PRACTICAL AIR CONDITIONING	29
T043	MECHANICAL DET & DES TEC	128	V156	PRACTICAL AUTO MECHANICS	14
T226	MECHANICAL DET TECHNOLOGY	21	V154	PRACTICAL ELECTR WIRING	62
T051	MECHANICAL ENGINEER TECH	51	V158	PRACTICAL FOODSERVICE	53
T058	MEDICAL ASSISTING TEC	116	V173	PRACTICAL HORTICULTURE	27
V031	MEDICAL ASSISTING VOC	159	V151	PRACTICAL MASONRY	17
T110	MEDICAL LABORATORY TECH	95	V038	PRACTICAL NURSING	602
T032	MEDICAL OFFICE TECHNOI	303	V149	PRACTICAL PLUMBING	43
T053	MEDICAL RECORD TECHNOL	44	V150	PRACTICAL WELDING	16
T180	MEDICAL SONOGRAPHY	21	C001	AGRICULTURE	1
V127	MEDICAL TRANSCRIPTION	16	C002	PRE-ARCHITECTURE	0
T056	MENTAL HEALTH ASSOCIATE	10	C003	PRE-ART	32
V143	METAL ENGRAVING	4	C004	PRE-BUSINESS-ADMIN	81
T192	MICROCOMPUTER SYSTEMS	300	C026	PRE-BUSINESS-ED	3
T174	MICROELECTRONICS TECH	1	C040	PRE-COMPUTER SCIENCE	3
T214	MILITARY SERVICE TECH	9	C037	PRE-CRIMINAL JUSTICE	4
V085	MOTORCYCLE MECHANICS	11	C038	PRE-DANCE	1
T232	NETWORKING TECH	0	C005	PRE-DENTAL	0
T104	NUCLEAR MEDICAL TECH	12	C006	PRE-DRAMA	5
T116	NURSE EDUCATION W/PRAC	618	C035	PRE-EARLY CHILDHOOD ED	1
V072	NURSING ASSISTANT	403	C007	PRE-ENGINEERING	21
T142	OCCUP THERAPY ASST	42	C008	PRE-FORESTRY	0
V164	OPERATING ROOM TECHNICIAN	0	C031	PRE-HEALTH & PHYS ED	0
V108	OPTICAL LAB MECHANICS	9	C039	PRE-INDUSTRIAL ARTS	0
T060	OPTICIANRY	23	C036	PRE-INTERNATIONAL STUDY	0
V074	OUTBOARD MOTOR REPAIR	4	C009	PRE-JOURNALISM	3
V130	PACKAGING MACHINERY SERV	3	C010	PRE-LAW	6
T120	PARALEGAL TECHNOLOGY	393	C011	PRE-LIBERAL ARTS	1,301
T008	PARK & OUTDOOR REC RES	2	C012	PRE-MATHEMATICS	6
T218	PARK/RECREATION RECREATION	5	C013	PRE-MEDICAL	5
T202	PERSONNEL MGMT TECH	6	C014	PRE-MINISTERIAL	0
T161	PHARMACY TECHNOLOGY	65	C015	PRE-MUSIC	7
V168	PHILATOLOGY	162	C023	PRE-NURSING	12

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
C016	PRI -OPTOMETRY	2	T029	SECRETARIAL—ENG & TECH	0
C041	PRI-PERFORMING ARTS	0	T031	SECRETARIAL—LEGAL	40
C017	PRI-PHARMACY	3	T195	SMALL BUS MGMT/ENTR DEV	1
C022	PRI-PHYSICAL THERAPY	2	V077	SMALL ENG & EQUIP REPAIR	65
C044	PRI-PSYCHOLOGY	6	T107	SOCIAL SERVICE ASSOC	109
C029	PRI-RECREATIONAL	1	T151	SPECIAL EDUCATION ASSOC	4
C018	PRI-SCIENCE	182	V071	SURGICAL TECH	106
C019	PRI-SOCIAL WORK	7	T125	SURVEYING TECHNOLOGY	33
C020	PRI-TEACHING—ELEM	64	T216	SWINE MGMT TECHNOLOGY	18
C028	PRI-TEACHING—SEC	19	V061	TAXI DRIVER	8
C032	PRI-TEXTILE CDM MISTRY	0	V088	TEACHER AIDE	11
C033	PRI-TEXTILE TECHNOLOGY	0	T088	TEACHER ASSOCIATE	24
C024	PRI-VETERINARY MED	2	T301	TECHNICAL SPECIAL STUDIES	0
C042	PRI-VISUAL ARTS	13	T065	TELEPHONY (TEC SPEC)	14
T146	PUBLIC ADMINISTRATION	9	T083	THERAPEUTIC RECREATION	15
T233	QUAL ASSUR TECHN (TEC SPEC)	0	V048	TOOL & DIE	29
T221	RADIATION THERAPY TECH	17	T194	TOOL DESIGN TECHNOLOGY	2
V043	RADIO & TV BROADCASTING	0	T034	TRAFFIC AND TRANS	0
T179	RADIO/TV BROADCAST TECH	53	T182	TRAVEL AND TOURISM TECH	23
T061	RADIOLOGIC TECH (RADPHY)	205	V083	TRUCK DRIVER TRAINING	474
T127	REAL ESTATE	11	V082	UPHOLSTERING	46
T166	REAL ESTATE (TEC SPEC)	17	V084	UPHOLSTERY CUT/SEW	5
T224	REAL ESTATE APPRAISAL	2	T004	VETERINARY MEDICAL TECH	24
T094	RECREATION ASSOCIATE	14	V301	VOCATIONAL SPECIAL STUDIES	0
T011	RECREATIONAL GRND MGT	33	V087	WAST WAT TREAT PLANT OP	0
V112	RES CARPENTRY & PRESERV	6	T220	WATER AND WASTE TECH	1
V007	RESIDENTIAL CARPENTRY	88	V050	WELDING	266
T091	RESPIRATORY CARE TECH	223	T160	WELDING TECHNOLOGY	1
V142	RETAIL FLORICULTURE	7	T211	WOOD PRODUCTION CRAFTS	4
V041	SAMPLER	5	T015	WOOD PRODUCTS	1
V025	SAWYER	2			
T235	SCIENTIFIC VIS COM GRAT	0	TOTAL		20,987

Source: NC Department of Community Colleges, Information Services.

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STUDENT ENROLLMENT BY COLLEGE 1993-94
(UNDUPLICATED HEADCOUNT)

C U R R I C U L U M P R O G R A M S																							E X T E N S I O N P R O G R A M S										* * *		
COLLEGES		COLL GEN. TRAN EDUC		TECH- VOCA- NICAL TIONAL		CURR.: SUB- :ACA- TIONAL		AVOCA- TIONAL		OCCUPA TIONAL		PRACT SKILL		LITERACY : GED AHS		CED		LIT-: ERACY: LRN LAB		NEW& EXP. IND.		HRD SUPP		SELF		EXT.: SUB-: TOTAL									
=====		=====		=====		=====		=====		=====		=====		=====		=====		=====		=====		=====		=====		=====		=====							
ALAMANCE CC	0	588	4220	596	5404	614	1075	3829	707	1389	1175	244	2663	0	311	75	0	8919	14323																
ANSON CC	0	130	1153	522	1805	70	82	2174	12	1238	204	48	1427	0	58	352	50	4054	5859																
ASHEVILLE-BUNCOMBETCC	1110	0	4867	445	6422	472	1186	6092	762	1457	844	151	2384	0	123	461	0	11010	17432																
BEAUFORT COUNTY CC	469	23	936	342	1770	188	700	3356	246	754	205	140	1079	66	263	0	99	5646	7416																
BLADEN CC	0	429	351	444	1224	47	155	1038	99	241	149	25	408	39	60	301	16	2013	3237																
BLUE RIDGE CC	716	0	1171	687	2574	563	663	3552	381	686	805	158	1545	173	47	142	68	6570	9144																
BRUNSWICK CC	0	341	720	324	1385	113	384	1748	30	269	228	88	539	17	8	0	0	2804	4189																
CALDWELL CC & TI	1554	0	2477	413	4444	176	417	4386	241	1540	1176	108	2613	73	0	219	9	7792	12236																
CAPE FEAR CC	1237	818	2663	564	5282	229	468	6104	7448	1039	682	181	1859	30	143	216	0	15964	21246																
CARTERET CC	625	0	1357	433	2415	205	369	3498	210	335	471	110	902	73	17	0	69	5113	7528																
CATAWBA VALLEY CC	1064	0	3926	587	5577	279	1187	7380	377	1743	855	125	2634	0	470	0	198	12074	17651																
CENTRAL CAROLINA CC	0	684	3086	1033	4803	292	933	5305	362	2754	1359	225	4114	0	323	0	268	11310	16113																
CENTRAL PIEDMONT CC	7478	4792	14205	2482	28957	1925	1757	17168	1249	4061	3042	326	6916	1308	2290	529	521	32411	61368																
CLEVELAND CC	748	118	1299	897	3062	147	696	2619	270	433	992	67	1439	3	9	46	0	5062	8124																
COASTAL CAROLINA CC	3332	0	1933	543	5808	249	362	9159	351	2464	1309	66	3614	1488	332	0	645	15310	21118																
COLLEGE OF ALBEMARLE	1313	63	1441	299	3116	155	349	2546	223	973	940	83	1885	0	0	0	0	5079	8195																
CRAVEN CC	1453	370	1585	524	3932	141	841	4506	354	441	925	116	1394	124	0	0	52	7112	11044																
DAVIDSON COUNTY CC	997	0	1847	512	3356	157	590	7787	211	1291	1269	78	2475	0	185	770	43	11443	14799																
DURHAM TCC	1428	796	4980	443	7647	823	452	7306	342	2318	1193	243	3697	357	51	0	0	12679	20326																
EDGECONSE CC	263	1	2326	411	3001	259	244	2131	119	904	1169	76	2138	0	60	99	0	4840	7841																
FAVETTEVILLE TCC	904	2849	7664	794	12211	1230	2613	19519	778	3695	1353	222	5187	0	234	633	0	29094	41305																
FORSYTH TCC	784	0	6393	527	7704	1010	1742	8654	723	2259	1398	241	3713	0	147	0	396	15682	23386																
GASTON COLLEGE	2976	0	2934	757	6667	319	217	7350	922	2955	998	87	3928	0	825	424	67	13496	20163																
GUILFORD TCC	2167	1673	5964	951	10755	1638	1900	12247	1230	2540	1751	298	4143	0	928	242	38	22055	32810																
HALIFAX CC	425	0	1220	645	2290	59	308	4029	147	1167	166	41	1339	35	45	28	105	5965	8255																
HAYWOOD CC	0	376	1260	353	1989	179	348	1304	273	384	218	103	676	63	67	128	0	2870	4859																
ISOTHERMAL CC	870	0	1528	336	2734	409	758	2246	339	509	1164	175	1755	0	107	116	918	6217	8951																
JAMES SPRUNT CC	343	63	945	440	1791	63	123	1937	134	1115	156	72	1286	203	0	177	90	3861	5652																
JOHNSTON CC	0	915	1971	1734	4620	300	275	5238	213	826	556	135	1430	1735	276	144	13	9142	13762																
LENOIR CC	1186	0	1474	491	3151	20	369	4168	477	1927	574	184	2579	3	112	288	8	7620	10771																

STUDENT ENROLLMENT BY COLLEGE 1993-94
(UNDUPLICATED HEADCOUNT)

CURRICULUM PROGRAMS										EXTENSION PROGRAMS										**		

AVERAGE ANNUAL FTE BY PROGRAM AREA AND TOTAL
1989-90 THROUGH 1993-94

	1989-90	1990-91	1991-92	1992-93	1993-94
College Transfer	13,613	14,670	15,979	17,089	17,762
General Education	4,278	4,841	5,328	5,126	5,024
Technical	47,142	49,584	52,832	54,479	52,382
Vocational	16,596	16,955	18,174	17,899	16,473
Curriculum Sub-Total	81,629	86,050	92,313	94,593	91,641
Academic	1,357	1,349	1,123	966	673
Adult High School	2,915	3,356	3,956	4,012	3,751
Avocational	5,214	5,074	3,751	3,296	2,115
Occupational	20,243	20,024	21,890	18,903	16,139
Practical Skills	2,225	2,126	1,740	1,662	1,101
ABE	5,422	6,256	6,762	6,847	6,394
Compensatory Education	3,649	3,841	3,553	3,391	3,144
Extension Regular Budget Sub-Total	41,025	42,026	42,775	39,077	33,317
Regular Budget Total	122,654	128,076	135,088	133,670	124,958
Learning Lab	150	136	171	212	111
New and Expanding Industry	2,716	1,620	1,238	1,668	2,055
HRD	679	909	1,030	1,120	1,055
Self-Supporting and Rec.	730	856	986	1,259	1,698
TOTAL	126,929	131,597	138,513	137,929	129,877

Source: North Carolina Department of Community Colleges, Information Services.

AVERAGE ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL
1989-90 THROUGH 1993-94

	1989-90	1990-91	1991-92	1992-93	1993-94
College Transfer	39,138	41,409	45,202	48,529	51,162
General Education	16,819	16,929	17,887	17,311	18,446
Technical	136,747	139,441	139,457	144,546	138,328
Vocational	31,831	32,439	33,462	33,328	32,543
Curriculum Sub-Total	224,535	230,218	236,008	243,714	240,479
Academic	28,152	30,275	28,348	24,030	21,027
Avocational	53,135	52,897	45,040	41,999	34,660
Occupational	290,636	282,623	289,087	287,719	280,511
Practical Skills	34,858	41,059	29,162	27,971	25,385
ABE	64,869	73,535	77,005	79,358	77,331
GED AND AHS	42,261	45,536	49,202	48,439	44,246
Compensatory Education	8,731	8,436	8,137	7,989	7,330
Learning Lab	10,708	10,998	10,715	11,673	10,161
New and Expanding Industry	16,169	11,427	9,076	14,316	13,331
HRD	7,238	8,600	9,212	9,466	10,009
Self-Supporting and Rec.	2,087	2,831	3,891	5,996	6,338
Extension Sub-Total	516,852	524,282	516,469	516,823	499,334
TOTAL	741,387	754,500	752,477	760,537	739,813

Source: North Carolina Department of Community Colleges, Information Services.

ANNUAL CURRICULUM AND EXTENSION ENROLLMENT
BY RACE, SEX, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY
1989-90 THROUGH 1993-94

YEAR	WHITE	BLACK	OTHER	MALE	FEMALE	DAY	NIGHT	UNEMPLOYED	EMPLOYED PART-TIME	EMPLOYED FULL-TIME	NC RESIDENT	NON RESIDENT	TOTAL
Curriculum													
1989-90	178,651	39,939	5,945	93,820	130,715	133,717	90,818	74,735	49,696	100,104	215,678	8,857	224,535
1990-91	182,406	41,416	6,396	95,075	135,143	139,476	90,742	72,245	58,393	99,580	223,689	6,529	230,218
1991-92	184,816	44,333	6,859	98,021	137,987	144,944	91,064	81,523	61,625	92,860	228,572	7,436	236,008
1992-93	188,022	48,382	7,310	100,900	142,814	155,465	88,249	87,995	63,548	92,171	234,453	9,261	243,714
1993-94	182,319	49,616	8,544	99,469	141,010	153,564	86,915	87,397	62,493	90,589	231,448	9,031	240,479

Extension

1989-90	382,354	109,666	24,832	243,387	273,465	295,260	221,592	168,105	46,494	302,253	501,534	15,318	516,852
1990-91	391,139	107,412	25,731	258,100	266,182	298,669	225,613	176,652	47,754	299,876	512,026	12,256	524,282
1991-92	382,183	106,751	27,535	264,840	251,629	302,916	213,553	172,212	48,100	296,157	502,157	14,312	516,469
1992-93	378,975	109,699	28,149	263,212	253,611	305,068	211,755	172,627	50,423	293,773	503,490	13,333	516,823
1993-94	363,246	107,245	28,843	254,867	244,467	294,902	204,432	162,039	50,630	286,665	486,333	13,001	499,334

ANNUAL CURRICULUM ENROLLMENT BY CREDIT HOUR LOAD
1988-90 THROUGH 1993-94

YEAR	1/4 TIME		1/2 TIME		3/4 TIME		FULL-TIME		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
1989-90	101,658	45.3%	34,500	15.4%	21,989	9.8%	66,388	29.6%	224,535
1990-91	100,146	43.5%	35,071	15.2%	23,354	10.1%	71,647	31.1%	230,218
1991-92	98,715	41.8%	34,920	14.8%	25,662	10.9%	76,711	32.5%	236,008
1992-93	100,694	41.3%	35,547	14.6%	26,971	11.1%	80,502	33.0%	243,714
1993-94	99,167	41.2%	34,504	14.3%	27,270	11.3%	79,538	33.1%	240,479

Source: North Carolina Department of Community Colleges, Information Services.

STAFF/FACULTY DATA

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1994-95 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY
(AS OF 10-1-94)

POSITION CATEGORY	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	644
Faculty	4,301
Professional (Non-Teaching)	1,606
Secretarial/Clerical	1,557
Technical/Paraprofessional	966
Skilled Crafts	41
Service/Maintenance	878
Total	9,993

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1994-95 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY RACE, BY SEX
(AS OF 10-1-94)

POSITION CATEGORY	WHITE	BLACK	OTHER	TOTAL	MALE	FEMALE	TOTAL
Exec/Admin/Managerial	559	73	12	644	416	228	644
Faculty	3,838	380	83	4,301	2,113	2,188	4,301
Professional (Non-Teaching)	1,311	277	18	1,606	620	986	1,606
Secretarial/Clerical	1,236	291	30	1,557	34	1,523	1,557
Tech/Paraprofessional	787	161	18	966	217	749	966
Skilled Crafts	38	3	0	41	38	3	41
Service/Maintenance	449	414	15	878	670	208	878
Totals	8,218	1,599	176	9,993	4,108	5,885	9,993

Source: NC Department of Community Colleges, Information Services.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1994-95 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY YEARS OF SERVICE
(AS OF 10-1-94)

POSITION CATEGORY	UNDER 6 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26 AND UP YEARS	TOTAL EMPL
Exec/Admin/Managerial	197	112	82	118	97	38	644
Faculty	2,075	742	564	483	351	86	4,301
Professional (Non-Teaching)	756	301	229	211	90	19	1,606
Secretarial/Clerical	829	299	205	144	64	16	1,557
Technical/Paraprofessional	420	194	166	120	54	12	966
Skilled Crafts	16	15	5	5	0	0	41
Service/Maintenance	591	143	87	41	13	3	878
Total	4,884	1,806	1,338	1,122	669	174	9,993

Source: NC Department of Community Colleges, Information Services.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1994-95 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY EDUCATION LEVEL
(AS OF 10-1-94)

POSITION CATEGORY	IF LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIV	1-YR COLL.	VOC DIPL.	2 YRS COLL.	ASSOC DEGREE	3-4 YRS COLL.	BACH DEGREE	MAST DEGREE	DOCT DEGREE	EDUC SPEC DEGREE	TOTAL EMPL
Exec/Admin/Managerial	0	4	1	4	3	7	2	99	339	165	20	644
Faculty	1	127	39	166	44	258	64	1,052	2,265	269	16	4,301
Professional (Non-Teaching)	4	61	36	18	24	119	23	565	702	47	7	1,606
Secretarial/Clerical	6	395	223	77	114	553	52	131	6	0	0	1,557
Technical/Paraprofessional	3	152	82	35	47	381	39	189	38	0	0	966
Skilled Crafts	5	22	5	4	1	3	1	0	0	0	0	41
Service/Maintenance	202	459	54	55	32	50	8	16	2	0	0	878
Total	221	1,220	440	359	265	1,371	189	2,052	3,352	481	43	9,993

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1994-95 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY MONTHS OF EMPLOYMENT
(AS OF 10-1-94)

POSITION CATEGORY	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS	TOTAL EMPL
Exec/Admin/Managerial	0	0	0	0	0	0	0	0	0	2	1	641	644
Faculty	1	1	29	2	3	3	1	1	441	365	99	3,355	4,301
Professional (Non-Teaching)	0	1	4	1	1	0	0	0	8	15	6	1,570	1,606
Secretarial/Clerical	4	0	1	2	0	0	0	1	1	3	1	1,544	1,557
Technical/Paraprofessional	0	0	3	2	0	1	0	0	11	5	2	942	966
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	41	41
Service/Maintenance	0	1	1	1	0	0	0	1	1	5	0	868	878
Total	5	3	38	8	4	4	1	3	462	395	109	8,961	9,993

Source: North Carolina Department of Community Colleges, Information Services.

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North Carolina Community College System—Publications

(All of the publications listed below are also located in the Documents Collection of the North Carolina State Government Library.)

ANNUAL STATISTICAL REPORT. Finance and Administrative Support, Information Services Section.

COMMUNITY COLLEGE LAWS. Administration Division, Legal Affairs Section.

CRITICAL SUCCESS FACTORS. Administration Division, Planning and Research Section.

CURRICULUM MATERIALS BROCHURE. Programs Division, Program Services Section.

EDUCATIONAL CATALOG. Administration and Programs Divisions, Public Affairs Section.

EDUCATIONAL CHART. Administration and Programs Divisions, Public Affairs Section.

LEGISLATIVE REPORT. Administration Division, Governmental Affairs Section.

SYSTEM LONG RANGE PLAN. Administration Division, Planning & Research Section.

STATE BOARD OF COMMUNITY COLLEGES HANDBOOK. Administration Division, Board Affairs Section.

TRUSTEES MANUAL. Administration Division, Board Affairs Section.

GLOSSARY

Academic Quarter—An eleven-week period during which credit classes are offered.

Academic Year—The period of the regular session, generally extending from September to early June, divided into three quarters.

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 fundamental education program designed for adults 16 years old or older who have not completed the eighth grade or who function at less than the eighth-grade level.

Adult Education—Programs offered by a community college or technical institute that provides 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.

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.

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.

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: Quarter Credit Hour—A student who spends one hour per week in a class for eleven weeks earns one quarter hour credit.

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

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.

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 11 weeks or 176 student membership hours for each quarter enrolled.

- **Average Annual FTE**—The average of the summer, fall, winter, and spring FTE or the average FTE developed over an entire school year.
- **Four-Quarter Average FTE**—The average of the FTE developed in any consecutive four-quarter period.
- **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 quarter 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.

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

Job Training Partnership Act (JTPA)—A federal program designed to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons.

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—"Other Costs" is a term describing 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.

Technical Programs (Associate Degree Programs)—A term generally used to describe associate degree programs in the North Carolina Community College System (sometimes referred to as two-year 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 takes or the number of quarters for which he registers.

Vocational Programs (Diploma Programs)—A term generally used to describe diploma programs in the North Carolina Community College System (sometimes referred to as one-year programs).

STATE BOARD OF COMMUNITY COLLEGES

November 14, 1994

<u>Name and Occupation</u>	<u>Mailing Address</u>	<u>Appointed</u>	<u>Term Expires</u>	<u>Telephone</u>
Mrs. Barbara K. Allen Manager, Community Relations Dept. Carolina Power & Light Co.	3714 Marsh Creek Road Raleigh, NC 27604	Senate	6/30/97	919-546-6309 O 919-546-4338 Fax
Bishop George Battle Minister	8233 Charles Crawford Lane Charlotte, NC 28269	Governor	6/30/99	704-332-7600 O 704-343-3745 Fax
Mr. U. James Bennett Human Resources	510 Leak Street Rockingham, NC 28379	Governor	6/30/95	910-895-1097 H
Mr. Mayo Boddie Chairman and CEO Boddie Noell Enterprises, Inc.	Boddie-Noell Enterprises, Inc. P.O. Box 1908 Rocky Mount, NC 27802-1908	Governor	6/30/95	919-937-2800 O 919-937-2978 Fax
The Hon. Harlan E. Boyles State Treasurer	Albemarle Building 325 Salisbury St. Raleigh, NC 27611	Ex Officio		919-733-3951 O 919-733-9586 Fax
Dr. Jeannette Council Educator	3310 Lake Bend Drive Fayetteville, NC 28311	House	6/30/99	910-483-2078 O 910-488-0691 H 910-488-1472 Fax
Mr. Asa B. Dail President, Damco, Inc.	PO Box 1656 New Bern, NC 28560	Governor	6/30/97	919-633-1404 O 919-633-1224 Fax
Mr. Meigs C. Golden First Vice President Interstate/Johnson Lane	PO Box 1152 Sanford, NC 27330	House	6/30/95	919-774-4711 O 919-775-4295 Fax
Mrs. Elisabeth G. Hair Pres., Sunbelt Communications, Inc.	1522 Stanford Place Charlotte, NC 28207	House	6/30/97	704-376-2813 O 704-376-2837 Fax
Ms. Carolyn Harmon Retired, State Government	3510 Harmon Road Lincolnton, NC 28092	Senate	6/30/99	704-735-2607 H
Mr. Phillip J. Kirk, Jr. Pres., NC Citizens for Business and Industry	NC Citizens for Business and Industry PO Box 2508 Raleigh, NC 27602	Governor	6/30/97	919-828-0758 O 919-821-4992 Fax
Mr. B. E. Mendenhall, Jr. Retired, Superior Mfg.	523 Bethany Church Road Winston-Salem, NC 27107	Governor	6/30/97	910-769-2871 H
Mr. James M. Patterson (RESIGNED) Retired, former Manager, Public Affairs, AMOCO Corp.	Box 195 Lake Toxaway, NC 28747	Governor	6/30/95	704-966-4723 H

-Over-

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<u>Name and Occupation</u>	<u>Mailing Address</u>	<u>Appointed</u>	<u>Expires</u>	<u>Telephone</u>
Dr. G. Herman Porter Retired Community College President	202 Deerborn Circle Goldsboro, NC 27534	House	6/30/97	919-778-0722 H
Mr. William F. Simpson Owner, Sanitary Cafe Vice-Chairman	1002 Oakcrest Drive Reidsville, NC 27320	Governor	6/30/97	910-349-8621 O
Ms. Ann Turlington Retired Community College Administrator	208 Country Club Circle Clinton, NC 28328	Governor	6/30/99	910-592-2497 H
Mr. Harry Turner Retired, Phillip Morris	3569 Chelwood Drive Concord, NC 28027	Governor	6/30/99	704-788-1807 H
The Hon. Dennis A. Wicker Lieutenant Governor Chairman	Office of the Lt. Governor 116 W. Jones Street Raleigh, NC 27603-8006	Ex. Officio		919-733-7350 O 919-733-6595 Fax
Ms. Winifred J. Wood VP, F.P.Wood & Son, Inc.	PO Box 159 Camden, NC 27921	Senate	6/30/97	919-335-4357 O 919-335-4075 Fax
Mr. James J. Woody, Jr. Safety & Environmental Mgr. Chandler Concrete Co., Inc.	1256 Old Salem Rd. Roxboro, NC 27573	Senate	6/30/95	910-226-1181 O 910-570-0557 Fax

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Lloyd V. Hackley, System President

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Dr. John R. Dempsey
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Pinehurst, NC 28374
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Dr. Stephen C. Scott
Southeastern C.C.
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Whiteville, NC 28472
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James Lemons
NC Center for Applied Textile
Technology
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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM STATE OFFICE

<u>ADMINISTRATION</u>	<u>EXT.</u>	<u>ROOM #</u>
LLOYD V. HACKLEY, SYSTEM PRESIDENT	709	101D
Carolyn M. Smith, Special Assistant	709	101C-2
Daniel J. Green, Executive Assistant to the System President	707	
<u>Assistants to the System President</u>		
Roger W. Bone, State Governmental Affairs	3-5023	**
Hal M. Miller, Federal Governmental Affairs	720	144E
Gennie L. Thurlow, Office Assistant	742	144B
VACANT, Special Assistant	730	184
VACANT, Program Assistant	729	184
Susan Barbour, Office Assistant	748	171A
Mark R. Van Sciver, Public Affairs	722	144G
Shelia Thompson, Public Affairs Assistant	744	144I
Delores Steele, Coord. of Public Information	723	144H
Clay Tee Hines, Legal Affairs	752	171D
Betty West, Legal Assistant	750	171B
J. Parker Chesson, Jr., Executive Vice President and Chief Operating Officer	711	101B
Glenda C. West, Executive Assistant	710	101C
Millicent Locklear, Office Assistant	716	101
C. Neill McLeod, Associate Executive V.P.	719	144D
Marion Patrick, Office Assistant	742	144B
VACANT, Associate Vice President for Planning and Research	728	172G
Vivian Barrett, Office Assistant	733	172
VACANT, Director of Research	725	172D
Xiaoyun Yang, Coordinator, Spec. Projects	737	172C
Keith Brown, Interim Associate VP for Planning and Research and Coord. for Inst'l Planning	726	172E
Brenda Splawn, Statistical Research Asst.	727	172F
<u>Personnel</u>		
Rosalyn Comfort, Director	701	130E
Judith Rounds, Personnel Assistant	703	130A
Rhonda Stephenson, Personnel Assistant	702	130D
Lori Grippo, Personnel Analyst	704	130C

**210 N. Person Street

ADMINISTRATION (Continued)Program (FTE) Audits

	<u>EXT.</u>	<u>ROOM #</u>
Bill Cole, Director	203	201J
Polly Murphy, Statistical Assistant	220	201M
Shea Henson, Education Program Auditor Alamance Community College	(910) 578-2002	
VACANT, Education Program Auditor	218	201N
Walter Currie, Education Program Auditor Fayetteville Technical Community College	(910) 678-8363	
David Hall, Education Program Auditor Southwestern Community College	(704) 586-4091	Ext 286
Phil Marion, Education Program Auditor Forsyth Technical Community College	(910) 723-0371	Ext 319
VACANT, Education Program Auditor Wilson Technical Community College	(919) 291-1195	
Todd Parker, Education Program Auditor Cape Fear Community College	(910) 675-1439	

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FINANCE & ADMINISTRATIVE SUPPORT

	<u>EXT.</u>	<u>ROOM #</u>
Thomas C. King, Jr., Senior Vice President and Chief Financial Officer	211	201B
Jan M. Hopkins, Executive Assistant	210	201C
<u>Auditing and Accounting</u>		
Larry L. Morgan, Director	208	201E
VACANT, Accounting Clerk	207	201F
Harold Butts, Assistant Director for Budget & State-Level Accounting	209	201D
Dorothy Sallinger, Budget Officer	205	201H
Gloria McLaughlin, Administrative Assistant	204	201I
Paula Jones, Accounting Clerk	217	201O
Kim Pendergraft, Accounting Technician	206	201G
John M. Malia, Assistant Director for State-Aid Auditing	201	234A
Alice Smith, Accountant, Vocational Education Programs	223	234B
Myra W. Davis, Accounting Technician	221	201L
Joy Wright, Supervisor for Regular Programs	230	234E
Gina Sampson, Accounting Clerk	231	234K
Tony James, Accounting Clerk	228	234I
Patricia Edmondson, Accounting Technician for Construction	224	234C
Linda H. Wilson, Accountant, JTPA Programs	232	234F
Donna Tetrault, Accountant	229	234J
<u>Departmental Services</u>		
Jane Goodwin, Director	251	269
Carol Ann Penny, Office Assistant	250	273
Parks Todd, Telecommunications Coordinator	618	B39A
Fred W. Manley, Telecommunications Consultant	619	B39B
Todd Dupree, Telecommunications/Media Specialist	620	B39C
Cindy Pannill, Office Assistant	622	B39E
Hilda Raynor, Publications Coordinator	626	B39G
Veronica Ross, Departmental Services Coordinator	249	273A
Dorothy Bain, Purchasing Clerk	242	258H
Todd Williams, Receptionist/Switchboard Operator	0	Lobby
Gary Bridges, Mail/Printing Supervisor	608	B20C
Rickie Hill, Mail Clerk	610	B24
Robert Octetree, Mail Clerk	610	B24
Michael Farmer, Printing Machine Operator	601	B20A
Ricky Tart, Printing Machine Operator	601	B20A

FINANCE & ADMINISTRATIVE SUPPORT (Continued)**EXT.****ROOM #**Facility and Property Services

C. Eugene Hinton, Director	236	258B
Dee Ann Burns, Processing Assistant	235	258A
VACANT, Storeroom Manager	9215	**
Philip Albano, Coordinator of Facility Services	237	258C
Jeanette Ray, Coordinator, Equipment Services	240	258E
Kaye G. Russell, Processing Assistant	243	258G
Rosa Leach, Processing Assistant	239	258D

**101 South West Street

Institutional Services

Major Boyd, Director	634	B47C
Kathie Pierce, Office Assistant	636	B47
Pamela B. Doyle, Coordinator, Library Technical Assistance	635	B47D
Azalee B. Sain, Coordinator, Library Acquisition	633	B47B
Chavon Casey, Accounting Clerk	649	B47O
Robert Brown, Library Clerk	653	B47N
Betty Gooch, Library Clerk	644	B47K
Frances Shugart, Library Clerk	651	B47L
Ronnie Thompson, Library Assistant	656	B47A
Ortha B. Allen, Coordinator, Library Cataloging	638	B47E
Roxanne Davenport, Librarian	648	B47P
Annette Jones, Library Assistant	642	B47I
Judy Murray, Library Technical Assistant	643	B47J
Malissa Oakley, Library Assistant	641	B47H
Kathy Overton, Library Assistant	639	B47F

FINANCE & ADMINISTRATIVE SUPPORT (Continued)**EXT.****ROOM**Information Services

Steve Ijames, Director

367

371A

Lisa Schmitt, Office Assistant

371

371

Nan Johnson, Data Entry Operator

352

392E

Ronnie Gaines, Systems Programmer

340

358B

Larry Butts, Telecommunications Specialist

339

358C

Ellen Haynes, Computer Operator

376

376

IIPS Team

Philip Shepard, Supervisor

348

392B

Systems and Programming (PRIME)

Joe Barefoot, Computer Systems Analyst

333

334H

Pat Hill, Computer Training Specialist

342

358A

Doug Williams, Analyst Programmer

368

368

Julian Wingfield, Systems Analyst

324

348B

Jim Watkins, Analyst Programmer

335

334I

Arthur Hohnsbehn, Analyst Programmer

350

392C

Rick Bundy, Analyst Programmer

359

392M

Susan Bright, Analyst Programmer

331

348B

Paul Godley, Analyst Programmer

354

392M

Don Chandler, Computer Technical Writer

358

392G

IBM Team

Carl Byers, Supervisor

365

3

Statistical and Programming (IBM)

Kathy Blake, Computer Production Specialist

356

392H

Dan Harris, Computer Equipment Operator

345

358E

Glen Johnson, Analyst Programmer

366

392J

Cate Daniels, Analyst Programmer

353

392L

Martha Howard, Computer Production Specialist

355

392K

Margaret Perry, Computer Production Specialist

351

392N

Dave Smith, Analyst Programmer

347

392A

Information Resource Center

F. Milam Johnson, Information Resource Center Coordinator

281

281

Donna Watkins, Analyst Programmer

282

279

Lee Xiao, Computing Consultant

280

279

Co-op Student

280

281

PROGRAMS

	<u>EXT.</u>	<u>ROOM #</u>
James G. Wingate, Vice President	413	401B
Judy Wilkerson, Executive Assistant	412	401C
 <u>Tech Prep and Apprenticeship Programs</u>		
Gerald Pumphrey, Director	411	401D
Coralene Colvin, Office Assistant	416	401Q
 <u>Professional Development</u>		
Bob Allen, Director Prof. Dev./Co-Director Network for Education and Professional Development	403	401K
Lynda Wilkins, Office Assistant	423	401L
 <u>Business and Industry Services</u>		
Joe Sturdivant, Director	408	401F
Judy Strother, Office Assistant	417	401P
 <u>New Industry Training Coordinators</u>		
Tom Bennett, Northeastern Region	405	401I
Rick Kimrey, Piedmont Region	*101-43 or	
Mitchell Community College, Statesville	(704) 878-3227	
Don Moore, Southeastern Region	406	401H
Bob Poore, Western Region, High Tech. Center	(704) 452-1411	
Haywood Community College, Waynesville		
Jean Overton, Assoc. Director, Small Business	409	401E
Peggy Walker, Office Assistant	418	401R
VACANT, Associate Director	407	401G
Business and Industry Services		
Faye Steele, Office Assistant	422	401O

PROGRAMS (Continued)EXT.ROOM #Workforce Development

J. W. Eades, Interim Director Workforce Development	445	485
& Associate Director Federal Vocational Education		
Bernice Heller, Program Assistant	446	480
Allen McNeely, Coordinator, Fed. Voc. Ed.	443	486
Elizabeth Brown, Coordinator, MOA Voc. Ed.	444	483
Doris Jacobs, Coordinator, Sex Equity	448	489
Stephanie Deese, Assoc. Director, JTPA Programs	456	498
Diannette Jackson, JTPA Coordinator	449	493
Bobbie Lancaster, Office Assistant	452	497
Audrey Foster, Processing Assistant	451	495
Peggy Graham, Assoc. Director, HRD and SLIAG Programs	453	499
Judy Stephenson, Office Assistant	455	496

Special Programs

Charles Barham, Director	460	473
Mary Ellen Stevens, Office Assistant	459	473
Ken Farmer, State Director for Fire Training	447	481
Mary Ellen Stevens, Office Assistant	459	473
Tracy McPherson, Coordinator, Correctional Educ.	404	401J
Mary Ellen Stevens, Office Assistant	459	473

PROGRAMS (Continued)

	<u>EXT.</u>	<u>ROOM #</u>
<u>Program Development Services</u>		
Carolyn Girardeau, Associate Vice President for		
Program Development Services	401	434D
Deborah Ward, Administrative Secretary	402	434C
Betty Carter Jones, Curriculum Information Spec.	440	460A
Jennifer Frazelle, Standards Coordinator	435	434I
Ana Cuomo, Coordinator, Developmental Education	421	401M
VACANT, Associate Director, Liberal Arts & Sciences/		
Business/Service	428	434G
Doris Nixon, Office Assistant	430	434H
Sharon Morrissey, Coordinator		
Business Education Programs	431	434H
Doris Nixon, Office Assistant	430	434O
VACANT, Office Assistant	433	434N
Luby Weaver, Associate Director		
Agricultural and Public Service	439	434L
VACANT, Office Assistant	434	434M
Mike Pittman, Coordinator		
Construction/Electrical/Electronics Trades	437	434K
VACANT, Office Assistant	434	434M
Dan Sullivan, Coordinator, Transportation,		
Drafting, Applied Sciences and Technology	436	434J
VACANT, Office Assistant	434	434M
Elizabeth Jones, Associate Director		
Health Programs	426	434E
VACANT, Office Assistant	424	434A
Julie Burnham, Program Coordinator		
Allied Health Programs	427	434F
VACANT, Office Assistant	424	434A
<u>Basic Skills</u>		
Bobby Anderson, Director	301	334C
Lisa Stell, Office Assistant	327	334A-3
Randy Whitfield, Coordinator, ABE	332	334G
Florence Taylor, Coordinator, ABE	329	334E
Karen O'Neal, Office Assistant	330	334F
Delane Boyer, Coordinator, GED and AHS	302	334B
Joy Matthews, Office Assistant	303	301J-2
Darlene Tart, GED/Competency Test Clerk	304	301J
James Camp, Training Specialist, ABE	337	334K
and Special Populations		
Lisa Stell, Office Assistant	327	334A-3

STUDENT DEVELOPMENT SERVICES

	<u>EXT.</u>	<u>ROOM #</u>
Janice Kennedy-Sloan, Vice President	314	301C
Grace Hocutt, Executive Assistant	313	301D
<u>Enrollment Management</u>		
Larry Gracie, Director	307	301I
Sheila Hohnsbehn, Student Services Assistant	308	301H
<u>Student Progress (Monitoring)</u>		
Terry Shelwood, Director	311	301F
Sheila Hohnsbehn, Student Services Assistant	308	301H
<u>Student Support Services</u>		
William Strickland, Director	322	301L
Lavee Stuckey, Student Services Assistant	319	301O
<u>Student Access and Equity</u>		
Morris Johnson, Director	309	301G
Lavee Stuckey, Student Services Assistant	319	301O

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