

North Carolina Department of Community Colleges

**Vocational Education Performance Report
Program Year 1991-1992**

"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to race, color, national origin, sex or handicap.

Postsecondary Vocational Education

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Introduction

The North Carolina Community College System (NCCCS) was founded by the North Carolina General Assembly in 1963. Presently there are 58 community colleges in the NCCCS which offer a host of programs to meet the needs of individuals, businesses and industries. These programs range from one quarter to two years in length. In addition, single courses are offered to update job skills and for personal enrichment.

The primary emphasis of every college is on job training, and most programs are in vocational and technical areas which prepare students for entry-level positions in skilled and technical occupations. Diplomas are awarded to graduates of vocational programs one year or more in length, and certificates are awarded to graduates of shorter programs. Two-year technical programs lead to an associate degree in applied science.

Programs are also available to help adults learn to read, write, or do basic mathematics, earn a high school diploma or its equivalent, strengthen academic abilities, and complete most of the courses needed for the first two years of a baccalaureate degree. Some courses and services are free, while for others the tuition is low. Financial aid officers assist students with loans, scholarships and work/study programs. Since colleges are within commuting distance of most of the state's population, there are no dormitories on any campus.

More than 700,000 individuals are taught each year in the North Carolina Community College System. This is nearly ten percent of the total population of the state. In addition to instruction delivered at the 58 community college campuses, many programs are offered at hundreds of off-campus sites. The students are mainly adults, but some are out-of-school youth beyond the age (16) of public school compulsory attendance. The diversification of its students is mirrored in the breadth of life experiences from which they come. Some students enter the System directly after high school graduation, while others may enter after having worked for a period after graduation. Many of its students enter the System to pursue additional specialized training after having already attained baccalaureate or even graduate degrees. Many of its students enter later in life after successful careers by taking advantage of the wide array of personal development programs offered on many of the campuses and outreach centers. Figure 1 depicts student sources for the North Carolina Community College System. It also presents the total program year 1991-1992 enrollment in technical,

vocational, general education, and college transfer programs. This report presents information on the 111,081 students who were enrolled in technical and vocational education programs in accordance with the Carl D. Perkins Vocational and Applied Technology Educational Act of 1990 for that period.

North Carolina Community Colleges Student Sources

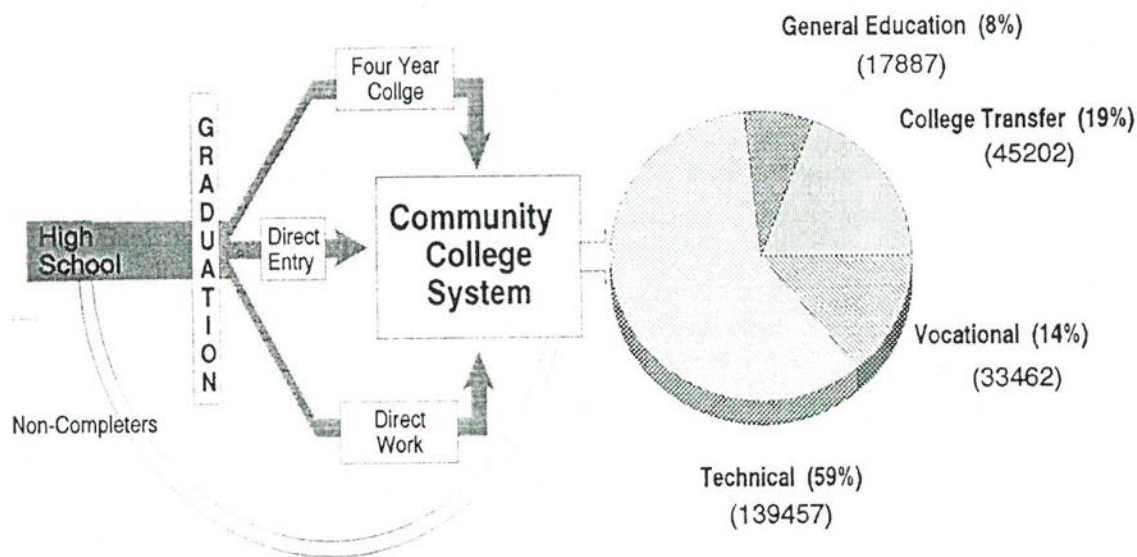


Figure 1
Student Sources and Current Enrollment
1991-1992 Program Year

Vocational Education Performance Report Program Year 1991-1992

I. Performance Standards and Core Measures (Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512).

The rationale for the establishment of standards and measures for the 58 constituent colleges of the North Carolina Community College System (NCCCS) has been predicated upon the concept of continuing quality improvement. As such it has been the position of the North Carolina Department of Community Colleges (NCDCC) members to seek every opportunity to assess program delivery and its impact upon the students. The NCDCC has welcomed and embraced the requirements of the Carl Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II), i.e., that recipients establish sufficient measures and performance standards to determine the degree of improvement in vocational education attributed to funds received under the Perkins II. These requirements have been considered simultaneously with reporting requirements imposed by the state's General Assembly, the Right to Know Act, system-wide Critical Success Factors, and so forth.

The Perkins II mandates that performance standards and measures be in place by September 25, 1992. Since this date follows the period covered by this report, no data from the developed measures have been gathered. However, considerable effort was expended during the reporting period to assure compliance with the requirements of the Perkins II.

A contractor was hired for an interim project designed to facilitate and coordinate the review and discussion of possible measures under the Perkins II. The contractor met with the state's Committee of Practitioners in February to develop and finalize a process whereby state and local community college personnel could fully participate in the development of measures which would not seriously over-burden staff who are already having difficulties responding to recent calls and mandates for additional information and accountability requests. To do this, the process was a collaborative effort. A NCDCC internal performance standards committee was established which included representatives from all divisions within the NCDCC. This group provided the sounding board for possible measures consistent with the Perkins II. Additionally, a subcommittee of the North Carolina Community Colleges Presidents' Association was formed and consulted to ensure that the developed measures and standards were both useful and practical in a time of limited resources.

A series of meetings were held across the state to gather feedback on the series of draft measures and standards as they were developed. Theses meetings included community college staff (planners, information processing, business managers, methods of administration representatives, and instructional deans.) Also, representatives from three colleges were selected to review the

final draft and discuss the actual data collection procedures. These representatives included planners, information system managers, and deans. This group provided input regarding the realistic viability and efficacy of the measures and standards. The final draft was presented to this group in April, and it was unanimously approved. The proposed measures were then presented to the Committee of Practitioners in May. The approved Core Standards and Measures document adopted in August by the North Carolina State Board of Community Colleges is included in Appendix A.

It was decided that the measures and standards would be implemented in the North Carolina community colleges by first gather longitudinal data on the adopted measures before establishing standards. Therefore, data will be collected during the 1992-1992 program year. That data will be analyzed to decide which, if any, measure of central tendency most appropriately reflects a standard for each measure. The developed standards will be reviewed biannually to determine if they continue to be appropriate or if they require adjustment.

II. Postsecondary/Adult Occupational Programs, Services and Activities (Title II, Part C, Section 231-232).

Appendix B contains the enrollment tables for the program year 1991-1992 for the North Carolina Community College System institutions. Appendix C lists the member institutions of the system. All member institutions are two-year postsecondary community colleges offering over 280 technical and vocational curricula, a wide array of general educational programs, as well as college transfer programs offered by several member colleges. The NCCCS member institutions are committed to providing the most comprehensive educational programs for the citizens of North Carolina. Each college is uniquely chartered to best meet the educational and economic development needs of its local community. The NCDCC provides curriculum guidelines and a central infrastructure to assure that each program regardless of its delivery location meets system-wide standards.

During the 1991-1992 program year, funds under Title III, Part C, Section 235 were distributed to 50 eligible community colleges in North Carolina. These funds may be grouped roughly into ten service or program areas. These are presented in Figure 2 below. The percentages shown represent the approximate level of funding used in each category.

These categories do not represent a total listing of all services or programs provided. They were compiled to facilitate reporting. Brief examples of programs or services are offered for each category. Figure 3 presents the number of community colleges expending Perkins II funds in each category.

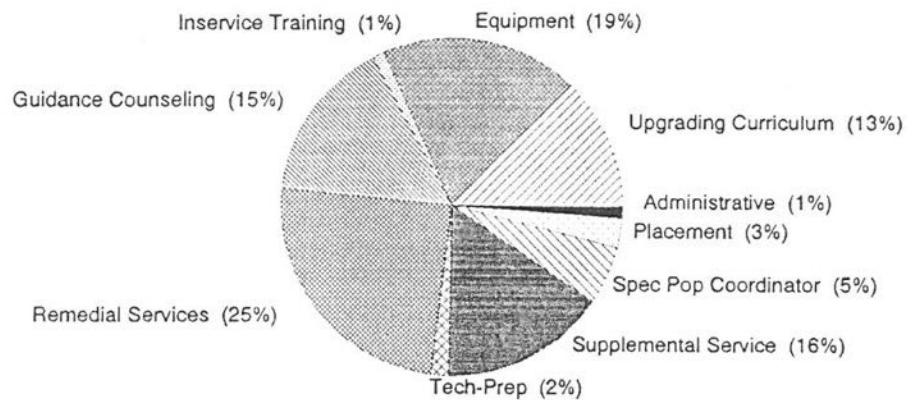


Figure 2
Perkins II Basic Allocation - Postsecondary

Upgrading Curriculum. One of the charges the community colleges in North Carolina is to assure continued economic development. This is consistent with the intent of the Perkins II provisions to provide improved curriculum in vocational education. Several approaches to upgrading curriculum are pursued by the colleges.

One community college developed and implemented a Writing Center to assist in improving the writing skills of technical and vocational students. The center serves both regular and special populations students. A part-time instructor was employed, and special equipment was purchased. Students are able to use computers to originate, revise, edit and print their written work. A unique feature of this lab is the use of academic English faculty and students to provide tutoring on grammar, punctuation, mechanics, content, and organization of manuscripts.

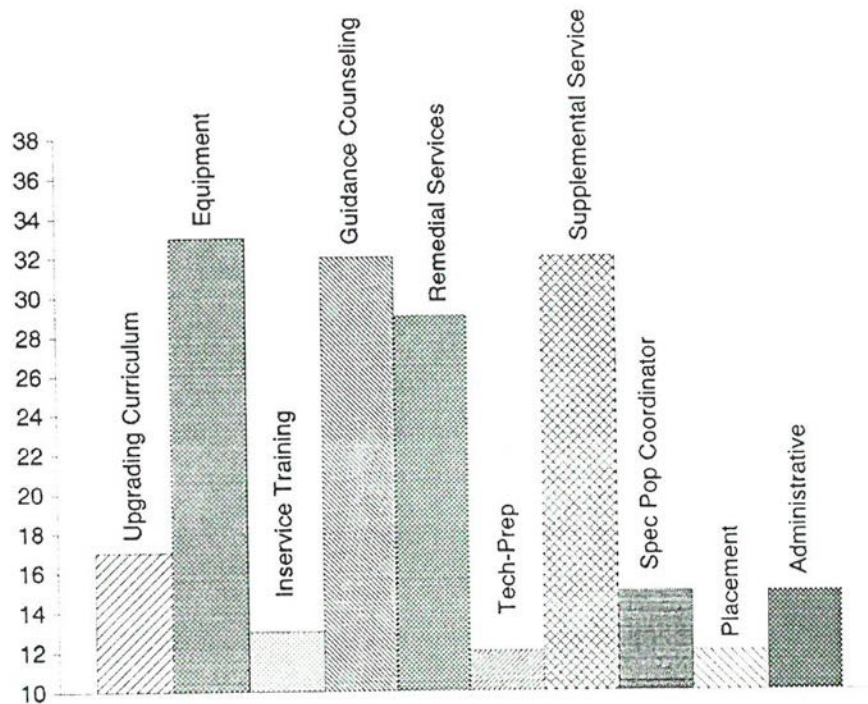


Figure 3
 Number of Community Colleges Expending
 Perkins II Funds in Each Category

Another approach used by several colleges to upgrade curricula has been to hire additional part-time faculty to reduce student-teacher ratios. Content areas for these programs included a wide-range of topics such as Equine Technology, Business Computer Programming, Cosmetology, Greenhouse and Grounds Maintenance, and several programs designed to increase the effectiveness of some colleges' on-going instructional programs for incarcerated students. In many instances these additional resources, unavailable without the Perkins II funds, provided intensive hands-on training for disadvantaged and disabled students who otherwise might not have been served.

Equipment. The North Carolina Community College system members realize the need to provide the most up-to-date training possible. In technical and vocational courses this often means offering students the opportunity to train on state-of-the-art equipment. Therefore, several community colleges used Perkins II funds to purchase equipment for classroom use. One college, after identifying a need to provide better laboratory classroom experiences for its medical assisting program purchased an electric bed and respiratory care equipment for

the program. The equipment has since provided increased service by doubling for use in the college's Geriatric Care Assisting program. Another college purchased a MIG welding unit, specialized band saw, radial arm saws, an overarm router, and a specially-equipped VCR and monitor to meet students' needs in their several welding and building trades courses.

Another widely applied use of equipment acquisitions has been the purchase of computing software and hardware. One college purchased a desktop publishing center to be used in its Administrative Office Technology program. Similarly, several colleges obtained specialized software programs to provide more intensive student tutorial services. These areas included writing skills, math skills, and English as a Second Language.

Several colleges purchased special software and hardware to increase their services for disadvantaged and disabled students as well. Examples of these included one college which purchased an IBM PC with a modified keyboard and terminal for the Career Guidance Center to better serve the visually impaired, learning disabled, and brain injured students. Another college purchased and deployed several software packages which provided special adaptive features for the disabled. These programs modified existing computer screen formats to provide larger text presentation and minimized the number of keystrokes required to execute commands.

Inservice Training. The community colleges in North Carolina realize that a second component required to assure that their students' receive the best education and training possible is to provide their faculty with an aggressive professional development program. To help meet this need, several colleges used Perkins II funds to offer faculty and staff opportunities for inservice training. Activities in this area include training at manufacturer's facilities for instructors. Examples include training received at three General Motors facilities to provide skills upgrade training in automotive sciences.

In addition to technical content training, several colleges provided opportunities for their support staff to receive skills upgrade training as well. These included one college which sent its counselor for special populations, Child Care/WINS Coordinator, and pre-technical instructors for services to special populations to intensive workshops at a senior university. Topics covered included career guidance, instructional methods, vocational assessment and evaluation, personal and family growth, and dysfunctional family counseling techniques.

Guidance Counseling. Thirty two community colleges expended Perkins II funds to provide increased guidance counseling services for their students. Most of these colleges chose to hire additional (either full- or part-time) staff to augment their existing programs. Many colleges funded counselors to work

specifically with a particular population segment such as educationally and economically disadvantaged or disabled students. One college hired part-time counselors who were located at satellite centers to make their services more accessible for economically disadvantaged students who were finding it difficult to attend the counselling facilities on campus.

Remedial Services. Twenty-nine community colleges used Perkins II funds to provide remedial services for students in eligible technical and vocational programs. Many of these colleges provided additional tutorial staff for specific skills laboratories. An example of these programs includes one college which used three employees to provide a viable developmental studies program. The college provides a reading program through the part-time, prorated services of one of its full-time reading faculty. Similarly, the college provides a developmental English program by prorating one of its full-time English instructors. The same is done for a developmental math program as well. The college feels that these programs are essential for the large population of educationally disadvantaged students in its community. These programs have contributed to a significant increase in student academic performance in technical and vocational programs at the college.

Tech-Prep. Twelve colleges have used Title II funds for Tech-Prep activities to date. In all instances, these funds have been used for release time or salary proration for administrators and faculty to consult with local education agencies (LEA) to develop or explore articulation possibilities. A further description of NCDCC Tech-Prep activities may be found later in this report under Section X.

Supplemental Services. Thirty-two community colleges provided increased supplemental services through the use of Perkins II funds. This category includes a broad array of services which many students, especially disabled and disadvantaged students, would find difficult to do without. Examples include providing notetakers, interpreters, signers for hearing impaired students, escorts for physically disabled, etc. One college provided a part-time testing assistant/admissions assistant to work with the disabled in the admissions process and to assist the counselor for special populations in enrolling students and arranging tutors, readers, interpreters, etc.

Several colleges also provided specialized supplemental services in the form of instructional and recruiting materials. One college created a special curriculum laboratory to centralize and extend tutoring and other supplementary services such as textbook taping and translating texts into braille or large print formats for visually impaired students. The laboratory also transcribes visual material into printed format for hearing-impaired students. Another college used a similar facility to prepare recruiting materials for disabled students in formats more accessible to them.

Special Populations Coordinator. Recognizing the need to provide opportunities for equitable participation of students with special needs, fifteen colleges chose to use Perkins II funds to staff a position as a Special Populations Coordinator. The function of this position is to assure that the needs of special population students are met and to ensure that the college at which they are enrolled remains sensitive to future needs. These are often part-time positions whose duties must be performed in addition to the person's other job responsibilities. In many instances, the person is in the counseling department. However, the position may be an administrative one, such as was the case at one college where the Special Populations Coordinator is a vice-president. It is this level of commitment which makes the North Carolina Community College System a leader in special population services among the nation's postsecondary schools.

Placement. The community colleges in North Carolina recognize that the key to a successful education for its technical and vocational students is their placement in jobs. To assure that this remains a focal point in its curricula, twelve colleges expended Perkins II funds in placement activities. Each college worked closely with industry and businesses in the community to determine their needs for training and retraining. These contacts include agencies such as local Chambers of Commerce and governmental agencies.

To assure a sensitive awareness of their students' needs, the colleges constantly review and revise curricula. In many cases, this review leads to the identification of a need for a new program. New and updated curricula are reviewed by a steering advisory committee composed of faculty, administrators, and relevant employers in the local communities. Based upon review of job availability data from the Employment Security Commission, programs are reviewed for their relevance. Additionally, the programs within the NCCCS are reviewed every five years. This program assessment process solicits opinions on the curriculum from faculty, current students, graduates, and selected employers.

The colleges provided public announcements and brochures to alert employers to the readiness of graduating students. A particularly useful approach to placement has been through the development of internships and direct work experiences. In these programs the faculty work closely with local employers to provide real-world, practical on the job experiences. The use of Perkins II funds greatly increased the opportunity for this to happen because instructional faculty are allowed release time to pursue such contacts.

Administrative. Fifteen colleges used a portion of Perkins II funds for administration of the program. These services were provided on a prorated basis by existing college personnel. It is interesting to note that even though it is allowable to allocate five percent of the total allocation to such activities, this

category received barely one percent state-wide. It is obvious that the administrative requirements remain the same whether a position is funded or not. Thus, it speaks well of the professionals in the community colleges in North Carolina that they have chosen to assume these duties in a largely unpaid manner rather than sacrifice other programs which provide services more directly to the students.

III. Single Parents, Displaced Homemakers, and Single Pregnant Women (Title II, Part B, Section 221).

During the 1991-1992 program year this grant changed from a formula allocation system to a competitive proposal process. Requests for proposals were circulated for special projects in child care for about two-thirds of the single parent set-aside. The remainder of the funds were used to fund proposals for other direct student support services such as student transportation, tuition and instructional materials. Local coordinators were consulted before this system was arranged, and they requested these services. They contributed, as it later turned out, much of the special counseling support from resources other than the single parent fund. A total of 47 community colleges received funds during the 1991-1992 program year. A total of 14,026 students were served (see Enrollment Tables in Appendix B).

Description of Services. All of the participating colleges used the single parent funds for direct, material support of students. Services included child care, student transportation, tuition, and instructional materials required for class participation. In addition most colleges provided personnel to maintain a one-on-one contact with the student at least once each month. This contact frequently was bi-weekly or even weekly.

Services most needed by the single parent, displaced homemaker, and single pregnant women are tuition, books, transportation, and instructional materials required for class participation. Sixty-five percent of the target population report these items as necessities in order for them to attend school. Next on the list came child care, reported by 43% of the target population as necessary support for class attendance.

A large sampling (23 of 35 participating colleges) reported serving 1,075 students at a total cost of \$334,716 which covered tuition, instructional materials, and transportation. Average expenditures were \$14,552 across an average of 47 students per college, or \$309 per student for a three-quarter year. Colleges were able to serve 35% of the target population who expressed a need for these support services. Fall to spring retention was 78% of those who received assistance of this kind, compared to 50% for those who requested but were unable to receive help with these services.

Of particular note for the 1991-1992 program year is the number of local coordinators who made astonishing strides in delivering service to many students for relatively little money. For example, with \$15,000 or less, several colleges were able to serve 50-100 students during the year with tuition, books, student transportation, and instructional materials. They accomplished this in a variety of ways. Some colleges recycled textbooks from student to student over successive quarters, while others served students with single parent funds only long enough to permit a search for other sources of support.

Grants which supported only child care reported 645 children served at 32 colleges (two other colleges presented unusable data) at an average cost of \$1,677 per child. Assuming that child care is provided for 33 weeks (three academic quarters), the costs averaged \$50 per week per child.

Child care had an apparent impact on retention. Preliminary calculations reveal that dropouts increased to 18 percent for those students who were able to receive child care assistance from the grant. This compares favorably with a dropout rate of 37 percent for those who applied for but could not receive this supplemental support.

Special Delivery Methods. Since very little of the grant was used to cover salaries, many services provided by college personnel connected with these programs are above and beyond those financed by the single parent fund. Voluntary contributions in services are exemplified by one small college in the western part of the state. This college had students identify special issues of interest to them so that the staff can prioritize and build workshops around the students' concerns. Another college developed a mentoring program for its single parent population by training and pairing successful single parent students with new students, allowing the latter to make a smoother and less anxious transition to college life. Finally, it should be noted that some colleges have additionally enhanced the single grant program with the energy they put into finding alternative community resources for child care. Some local coordinators were so successful in their coordination efforts that they have been able to rechannel child care allocations in the grant to other support services instead.

One college is particularly attentive to the individual needs of its students. The institution tailored its single parent aid to each student in a way that makes especially efficient use of other resources such as JOBS, SEOG, Pell, Vocational Rehabilitation, Work Study, Social Security, Medicaid, Food Stamps, and others. The local coordinator is a member of the JOBS Task Force in her county, a member of the Board of Directors of the local Women's Resource Center, and a board member of a local nonprofit child care center and has thus put herself in a position to advocate for students' needs for community support services.

This program also assisted individuals with job seeking by notifying students of openings and assisting all of them with resumes, portfolios, and interview practice. The coordinator augments the program with frequent on-site plant tours throughout the year. Students also help one another by returning as alumni to present motivational programs on "making it" through school as a single parent with many responsibilities.

More routine, but equally important is the academic counseling and tutoring, as well as the personal and crisis intervention counseling available to all students. The counselor offers an "open door" policy and provides the only support system sometimes available to a student.

Retention rates for these colleges' single parent program reflect the special care: 75% for those receiving tuition, transportation, and instructional materials; 92% for those receiving child care assistance.

IV. Sex Equity Programs (Title II, Part B, Section 222).

During the 1991-1992 school year 397 students were served with sex equity grants designed to train men and women in nontraditional occupations. Another 1223 participants took advantage of career exploration workshops held primarily for community women. A total of 6,459 students were identified as men and women in 98 nontraditional programs (as defined in the Perkins II) within the NCCCS.

Fourteen colleges enrolled the 397 students in one- and two-year programs. The money invested by the sex equity program has broken barriers to their training by providing them with material support (such as child care, transportation, books, etc.), affective support (personal and group counseling, personal development seminars), and practical support (extensive personality and aptitude assessment, peer tutoring, job development and placement.) Since the Perkins II legislation enabled this direct support, nontraditional women have been much more likely to stay in school than they were prior to Perkins assistance. Furthermore, the program has made these women employable at a reasonable wage for the first time in their lives.

This array of services in the nontraditional programs cost \$227,639, or \$537 per student, for the year. This figure includes all administrative as well as student support costs. Retention rates of nontraditional women in the program average 81% from fall to spring (the figure includes those who complete a curriculum at some point during the year). Students uniformly attain a B average. During the fall and spring quarters of 1991-1992 the average GPA was 3.07 for full time students and 3.27 for part time students.

Preparatory Services for Girls and Women. North Carolina's community college women, for whom the 14-25 age limit has been waived, are on average 30 years old; however, the sex equity program still offers the preparatory and supportive as well as the educational programs noted above.

Almost all the nontraditional grants offer a battery of personal aptitude, and placement tests as part of the orientation to personal assessments in a group setting, a strategy which fosters the bonding of a support group. Colleges report that the assessment instruments reinforce positive images and give the women confidence in knowing they are going into an occupation for which they are suited.

Although the programs were broadly similar, each offered something unique to the others. One college, for example, offered (in conjunction with the occupational curriculum) personal development seminars intended to foster self-esteem and discovery through a rigorous team-building ropes course. Another program can boast of a vigorous and successful recruiting effort that reached all educational, social services, and industrial sectors of the county. Still another project coordinator excelled in assessing a prospective student's suitability for the program. The same coordinator placed 85% of her graduating students this year in nontraditional jobs.

One college served 1,223 participants (duplicated head count) in a series of workshops on occupational exploration. The year-long program included sessions on career planning, strategies for succeeding in college, decision making, and job seeking skills for both traditional and nontraditional occupations. Eleven workshops were held for the 1223 women at a cost of \$3,957.

All project coordinators work closely in a one-on-one relationship with their students to meet personal, academic, and financial needs. All project coordinators share their insights and strategies with one another. The outcome of these two features strengthens the quality of the total program.

V. Criminal Offenders (Title II, Part B, Section 118).

Six community colleges participated in new programs for criminal offenders during the 1991-1992 program year. A total of 2,714 corrections inmates participated in 39 occupation programs (including non-1991/92 funded) (See Enrollment Tables in Appendix B). The following colleges and correctional facilities participated:

Table 1

Criminal Offender Program Participants

<u>College</u>	<u>Correctional Facility</u>
Nash Community College P.O. Box 7488 Rocky Mount NC 27804	Franklin Correctional Center P.O. Box 155 Bunn NC 27508
Anson Community College P.O. Box 126 Polkton NC 28135	Brown Creek Institutional Center P.O. Box 410 Polkton NC 28145
Cape Fear Community College 411 Front Street Wilmington NC 28401	Pender Correctional Unit P.O. Box 1058 Burgaw NC 28425
Johnston Community College P.O. Box 2350 Smithfield NC 27577	Johnston Prison Unit Route 3, Box 213 Smithfield NC 27577
Montgomery Community College P.O. Box 787 Troy NC 27371	Southern Correctional Center P.O. Box 786 Troy NC 27371
Southeastern Community College P.O. Box 151 Whiteville NC 28472	Columbus County Correctional Center P.O. Box 8 Brunswick NC 28424

Achievements, services, or programs.

The correctional center curricula programs in North Carolina are designed to prepare individuals for skilled and semi-skilled employment opportunities upon release from incarceration. These programs offer occupational advancement significantly above the no-wage or minimum wage prospects this population might otherwise expect. Both academic and skill development programs are offered. The developmental academic studies provide remediation in basic skills.

The occupational skill curricula are primarily oriented to the development of manipulative skill competencies for use in specialized trades and professions. These programs consist of logical sequences of courses designed to prepare individuals for identifiable employment levels in specific occupational fields.

A course of study in business computer programming was offered by one college. The program was selected after a review of inmate needs and interests conducted by college and correction center staff. Instructors were hired, a suitable location determined, and equipment purchased.

The general inmate population was notified that the program would be offered, and those who expressed an interest in the program were interviewed by correction officials. From this group 31 inmates were tested using the Assessment and Placement Test for Community College Students. Test scores were assessed and college and center administrators selected 14 students who demonstrated the ability to benefit from the program. Correctional center administrators also considered length of sentences and expected release dates of inmates to ensure sufficient time for the inmate to complete the program. All 14 had received a high school diploma or its equivalency.

Thirteen of the 14 students (93%) successfully completed the program. Due to unforeseen circumstances, the 14th inmate was required to move to another site and had completed approximately 70% of the program before moving. Nine of the students received honor status with two earning a perfect 4.0 GPA. The lowest GPA was 2.83. This achievement and retention rate exceeded the 67% retention rate goal of the program.

Another college offered programs in Heating and Air Conditioning, Plumbing and Pipefitting, and Masonry. The college and correction center staff anticipated 125 inmates in these three programs. However, due to delays in a proposed expansion of the center's capacity, only 59 participants enrolled in the three certificate programs. Completion rates were 43% for the Masonry program (three of seven inmates), 46% for the Plumbing program (14 of 30 inmates), and 23% for the Heating and Air Conditioning program (five of 22 inmates). The overall completion rate was 37.3% for the 59 inmates in all three programs. College and correctional center staff attribute the lower-than-expected rates to the unanticipated early release of several inmates and the lack of peer support for some. Future programs will include a stronger attempt to encourage released participants to complete the program at a local college campus.

Another college offered a program in digital electronic repair. Using Perkins II funds, a classroom/lab was outfitted at the correction center. During the 1991-1992 program year two classes were conducted and completed. Twenty four students were enrolled in the first cycle and 21 in the second cycle. Twelve inmates (50%) completed the first cycle and nine inmates (43%) completed the

second cycle. Although these completion rates appear lower than hoped, several factors must be considered. During the first cycle, three students were transferred to other programs or units and, during the second cycle, seven students were transferred. In addition nine inmates (six and three respectively) were removed from the program by Department of Correction personnel for reasons varying from segregation to lack of attendance. These actions emphasize that completion appears directly related to inmate status and not to academic deficiency of the program. Of the 45 inmates enrolled, only four were considered academic failures based on non-completion of program because of grades or attendance. Thus, based on the number of inmates completing the curriculum and on grades received by inmates while enrolled, the program appears viable and successful in providing vocational training.

Another college presented a program in advanced TV servicing (electronic repair) and enrolled eight students in the Winter quarter. Prior to their enrollment a full-time instructor was hired who developed and completed the course syllabi. The inmates are continuing the program and will complete the required four quarters of instruction in November. The college's dedication to the program is demonstrated in that Perkins II funds were completely expended in May, but the college continued the program using other funding sources. These sources contribute to the continued FTE generation which will sustain the program in subsequent years.

Two colleges were awarded new grants for program development, but were unable to begin the programs during the 1991-1992 program year. Both were delayed due to new correctional facilities lagging behind projected construction completion dates. In both instances, the programs are fully developed and equipped, and both are awaiting facility completion. Programs to be offered are in business computer programming, industrial electricity, marine and diesel mechanics, and light construction. These programs will be operational in the fall of 1992. An additional 150 full-time and more than 75 part-time students will be served through these programs.

VI. Special Populations (Title I, Part B, Section 118).

The 58 community colleges in North Carolina are committed to serving the vocational education needs of the adult special population of the state. It is the policy of the North Carolina Community College system not to discriminate on the basis of race, sex, age, national origin, religion or handicap with regard to its students, employees, or applicants for admission or employment. The primary emphasis of every college is on job training. Every opportunity is taken by all of the community colleges to increase special population participation and success in these programs.

The commitment to assuring the full and successful participation of special populations is strong at the state level. A permanent, full-time staff member serves as the Coordinator of Methods of Administration. This staff member serves on numerous committees which review system-wide policies and programs which target special population members. A minimum of 20% of the campuses are visited each year and their staff and procedures are rigorously screened to assure equitable special population treatment.

Disabled. During the 1991-1992 program year 4,236 disabled students were enrolled in 136 vocational and technical curriculum programs eligible for Perkins II funds. (See Enrollment Tables in Appendix B). To meet the needs of these students, particular attention was paid to coordinating other, compatible vocational services. Wherever possible, vocational rehabilitation programs were provided on community college campuses or are located nearby. This emphasis on coordination was accomplished in two steps -- identification and assessment.

The identification process included creating voluntary, non-prejudicial mechanisms for self-identification such as academic applications, course registration forms, counseling self-referrals, and other reporting forms. Other identification programs include testing, counseling, and faculty feedback. In addition, active participation and referrals by NC Vocational Rehabilitation Services, Division of Health Services, JTPA, and area secondary schools were encouraged. This program was especially productive and effective as evidenced by numerous cooperative agreements between local colleges and the NC Vocational Rehabilitation Services, local Departments of Social Services, community action agencies, and mental health clinics.

Assessment was accomplished by several methods which were used singly or in combination. One method often used is the administration of standardized assessment instruments such as the Meyers-Briggs Type Indicator. Also, as in the identification process, full use was made of personal interviews, observations by staff, and information passed from referring agencies. A recent addition has been made to these efforts through the use of computer software to diagnose students' learning problems. Additionally, where required to ensure appropriate participation, testing was conducted by licensed clinical psychologists.

Once a disabled student was identified and properly assessed, a wide array of supplemental services are provided by each colleges. These included such things as supplemental standardized counseling, placement tests in Braille, referral services available in the local community, specialized instructional equipment such as large print typewriters, "phonic ears" (hearing impaired telephone adapters), and individual tape recorders. Additional classroom support was provided through tutorial services, interpreters, notetakers, signers, readers, and typists. Special texts and other curricula related material were also available when needed. Other services included special programs such as sheltered

workshops or programs for the blind or hearing impaired. Physical access was assured through special parking and elevator access in multi-floor buildings. These, and the many other supplemental services, were provided on an "as needed" basis. These services allowed most disabled students to attend regular classes.

Limited English Proficiency (LEP). Eight hundred seventy six (876) students with limited English proficiency were served in 89 vocational/technical curriculum programs during the 1991-1992 program year (See Enrollment Tables in Appendix B).

North Carolina continues to attract many people from other countries. Each year the agricultural harvests attract many native Spanish-speaking immigrant farm workers. These workers tend to settle in the western and eastern regions of the state where agriculture-related jobs are readily available. Often these workers relocate to the larger urban areas to seek employment during off-peak farming seasons. This movement has placed a steadily increasing burden upon the community college system as it attempts to meet the language needs of these citizens.

Additionally, as reported in last year's Performance Report, a large number of Asian and Southeast Asian immigrants are attracted by the near home-like terrain of North Carolina. A large number of Hmong have settled in the western mountainous area for this reason. Also, as previously reported, contingents of Montagnards (Viet Nameese who were allies during the Viet Nam conflict) continue to seek settlement in areas such as Wake County.

Other resources also attract non-English speaking people to North Carolina. Recognizing the abundance and quality of higher education in North Carolina, many foreign students are attracted. Of these, many come with dependents and elect to stay for additional graduate work after initial degree completion. Another source of non-English speaking people is the dependents of military personnel stationed at the many North Carolina defense locations. All of these groups are served through the LEP programs at the community colleges.

Identification, outreach, and recruitment activities designed for those eligible for assistance under LEP programs include many different approaches. Many students are enrolled in English as a Second Language program to fulfill citizenship legalization requirements. However, a large number also attend vocational and technical curricula programs as indicated by the large number served (876). North Carolina community colleges apply a variety of recruitment and assistance techniques to assure full and successful participation by these students. Such techniques include easily available English as a Second Language classes, subject matter tutoring in native languages, translations of technical texts into native languages, and Guided Studies Centers which offer

individual or group tutoring and specialized classes for the distinct needs of LEP groups.

Disadvantaged. Community colleges in North Carolina have a large number of economically disadvantaged students. Information provided at registration provides a key identification element for the colleges to determine the type and extent of circumstances which contribute to classifying a student as disadvantaged. Other identification information is received through referral information from JTPA programs, community action agencies, and similar groups. Other students are identified by information supplied by financial aid offices within each college. Identification criteria include referral agency standards, Pell grant application guidelines, participation in JTPA programs, or a comparison of family income with the poverty guidelines established by the US Office of Management and Budget.

Likewise, many educationally disadvantaged students are enrolled in North Carolina's community colleges. One method used to identify students who may be educationally disadvantaged and, thus, at risk of academic failure is the administration of standardized instruments such as the Assessment and Placement Test for Community College Students, the Meyers-Briggs Type Indicator, and others. Also, full use is made of personal interviews, observations by staff, and information passed from referring agencies. As previously described, computerized diagnostic programs are available at several colleges to diagnose students' learning problems and enable staff and faculty to more effectively meet a student's needs.

The blending of identification and assessment plays a vital role in vocational education programs in the state's community colleges. This is especially true for the economically and educationally disadvantaged student. Colleges assess the student's interests, abilities, and special needs through preadmission conferences, career and academic guidance, personal counseling, financial assistance counseling, and academic testing. As mentioned earlier in this report, several testing instruments are also used. These include admissions placement tests, the Career Assessment Inventory, and the Meyers-Briggs Type Indicator. On the basis of student profile information gathered from these sources, students are often referred to service provider agencies which conduct more detailed assessment. An example of such a referral is when a student is sent to the Employment Security Commission for GATB testing or ASVAB assessment.

Once identified and assessed, disadvantaged students (both economically and educationally) are provided a wide array of supplemental counseling, tutoring, and special remedial instruction programs and services to increase their chances for success in vocational and technical curriculum programs. Each college staffs a learning resource center which is available to such students on an as-needed basis. Many colleges also aggressively promote the use of

developmental studies programs. These programs, and others like them, emphasize the NCCCS commitment to an open door environment and philosophy which enables students to increase whatever skills s/he may already possess, and to successfully progress to higher, more productive skills for employment.

Often the single largest impediment to successful academic performance for both the economically and educationally disadvantaged student has roots in fiscal limitations. To overcome this, community college financial aid offices strive to match needy students with the available sources such as scholarships, loans, and grants. The state of North Carolina annually makes over 1,000 grants from a scholarship fund. Additionally, many local business and civic organizations are encouraged to provide support by establishing scholarship funds. Whenever possible these local and state resources are augmented by federal sources such Pell grants and JTPA programs.

VII. State Leadership and Professional Development (Title II, Part A, Section 201).

Curriculum Improvement Projects. During the 1991-1992 program year, a major focus for the use of funds from Perkins II for state leadership and professional development was the undertaking of four curriculum improvement projects. The goal of a curriculum improvement project (CIP) is to create a process and environment through inservice training and professional peer guidance which leads to an updated instructional program or curriculum area. Programs or areas targeted for improvement are those that are strongly affected by episodic socio-technical or economic forces in the state. Programs which meet this criteria are identified via a system-wide request for proposal process in which all colleges can participate. These requests highlight what the circumstances are which require curriculum update, how the college will provide system-wide leadership to benefit all colleges offering the curriculum, and how the updated curriculum will be disseminated and implemented across the system. Strategies used by participating colleges include updating instructors' technical and professional knowledge, skills, and abilities, and updating the content of the associated curriculum and continuing education courses.

Four colleges received funds to implement curriculum improvement projects during the 1991-1992 program year. The funded CIP participants are listed in Table 2.

Table 2

Curriculum Improvement Projects
 1991-1992 Program Year

<u>College</u>	<u>Curricula Program</u>
Mayland Community College P.O. Box 547 Spruce Pine NC 28777	Electrical Installation and Maintenance
Pitt Community College P.O. Drawer 7007 Greenville NC 27359	Industrial Maintenance
Central Piedmont Community College P.O. Box 35009 Charlotte NC 28235	Transportation Services: Automotive Body Repair Automotive Service Diesel Vehicle Maintenance
Wilkes Community College P.O. Box 120 Wilkesboro NC 28697	Child Development

Electrical Installation and Maintenance
Mayland Community College

This college completed the second of a two-year project. Several goals were established for this year. The most prominent were to:

- Conduct state-wide inservice training workshops on
 - Instructional Skills Improvement
 - Program Logic Controllers
 - Electrical Installation and Maintenance curricula implementation
- Development of task and sub-task statements for job description "Industrial Electrician"

- Completion of a task analysis for "Industrial Electrician" for Georgia Pacific Corporation
- Establishment of state-wide Electrical Installation and Maintenance Instructor's Association
- Preparing the new curriculum manual for publication and dissemination

The project made the following progress toward these goals:

- The workshops were held as scheduled throughout the year. Due to greater-than-anticipated response for the Instructional Skills Improvement workshop, the NCDCC decided to repeat the workshop at several locations throughout the state.

A four day faculty inservice training workshop on Program Logic Controllers (PLC) was held in November and was hosted by Texas Instruments, Inc. at their Johnson City, TN facility. In addition to this excellent workshop, Texas Instruments agreed to allow NC community college instructors to attend any of their regularly scheduled PLC courses free of charge on a "space available" basis. This training has a value of \$300.00 per day. This is a direct illustration of the value-added benefit of federally funded programs such as this under Perkins II.

Evaluations of all workshops were excellent. Most were rated above 4.75 on a 5.0 scale. The demand to continue these workshops emphasizes the urgent need felt by faculty members to provide the most up-to-date training possible to their students.

- A DACUM was held in August, 1991 to develop a list of task performed by Industrial Electricians at Georgia Pacific Company. Although this was not a part of the original CIP proposal, it provided an invaluable opportunity to gain an extensive task pool. The resulting task analysis revealed over 150 job-specific tasks. The benefit of this effort is most readily seen by the fact that the previous curriculum for Industrial Electricians in the NC community colleges was predicated upon only 67 tasks. These tasks lists were validated and formed the basis of the new curriculum materials.
- A commercially-available, competency-based instructional materials package for Electrical Installation was purchased and evaluated. Initial evaluations are encouraging and will continue to examine the usefulness of this material for NC community college students.

- The efforts of this funded CIP revealed an increased need to provide more in-depth training in these areas. As a result, two approaches were developed. First, in accordance with the scope of this CIP, the current Electrical Installation and Maintenance was updated and renamed "Electrical Installation." This curriculum offers some additional technology beyond the previous content, while it eliminates some of the more antiquated or redundant tasks. To provide more detailed training, a second program is being developed by the NCDCC. This program will lead to the AAS degree, and will be made up of tasks that deal with industrial wiring, advanced controls, and programmable logic controllers. The curriculum will include all the newly developed materials resulting from this CIP.

Industrial Maintenance
Pitt Community College

This curriculum is taught at 38 community colleges in North Carolina. Several project goals were identified for the first program year of this CIP. These included the following:

- Provide state-wide faculty inservice training
- Develop instructional materials and methods
- Create an increased interaction with business and industry for the industrial maintenance skills areas

The activities of this CIP have been many and varied. They began with the appointment of a state-wide Project Steering Committee. The committee met eight times at regular intervals during the year to review project activities. Additionally, contact personnel at each community college were identified and have participated in several meetings and project review activities.

To increase business and industry participation, a state-wide Industrial Advisory group was also appointed. This group included seven members from all regions of the state and businesses ranging from local businesses to national, multi-plant industry representatives. A joint meeting of the Project Steering Committee and the Advisory group was held in March.

Three curriculum writing teams were appointed for the purpose of revising the present Industrial Maintenance curriculum. The teams were divided regionally for convenience of meeting. Initial meetings were held in July, 1991. Subgroups

met throughout the year to compile task and competency statements. These statements were subsequently reviewed by the Advisory group.

Pitt Community College faculty have received 66 hours of specialized training in Vibration Analysis, Bearing Analysis, Computer Maintenance Management Systems, Program Logic Controllers, and Instructional Techniques. This core group of trained faculty is prepared to provide in-depth training to the other 37 participating community colleges through regional workshops. Efforts are also underway to develop two continuing education programs that parallel the new curriculum models.

Several Professional Development Workshops were held throughout this first year of the CIP. A total of 56 instructors from 26 community colleges received 38.5 hours of inservice training. These included the following:

- a Predictive Maintenance workshop using Vibration Analysis, Computer Alignment, and Shock Pulse Methods
- working session of Effective Use of Local Advisory Groups
- three regional Hydraulic Systems Components workshops
- a Basic Program Logic Controller (PLC) workshop

Transportation Programs Central Piedmont Community College

In North Carolina, 52 community colleges offer courses of instruction in the Transportation Programs area. This first year of the curriculum improvement project focused on two broad goals -- faculty development and curriculum development.

The first goal, faculty development, is intended to promote technical update training opportunities which will provide system-wide transportation programs instructors with the knowledge to teach new and emerging automotive technologies. Faculty at Central Piedmont Community College in Charlotte have taken the lead role in this effort. During the 1991-1992 program year several activities were conducted to reach this goal.

Two state-wide conferences were held during this program year. The first was held at Wilkes Community College in October, 1991 and combined the efforts of the North Carolina Automotive and Diesel Instructors Association (NCADIA) and CIP members from Central Piedmont Community College. Eighty-

one instructors from 42 community colleges attended. Each received approximately 11 hours of technical update training.

A second conference was held in March, 1992. The conference, the Recruitment/Technical Updating Conference, was attended by 55 instructors from 32 community colleges. Presentations were made by Central Piedmont faculty, non-NCCCS faculty, and industry representatives. Topics included student recruiting methods, a detailed introduction to the national certification program by a representative of the National Automotive Technician Educational Foundation (NATEF), and several technical training update subjects such as ABS Brakes for Heavy Duty Trucks, Federal Heavy Duty Brake Inspection, and new safety device familiarization. At this conference many faculty (82%) expressed concerns that recruitment was a problem for these programs. After hearing the NATEF presentation, 70% responded that they were interested in pursuing NATEF certification for their students. Ninety-five percent responded that the technical update training provided valuable information and techniques which could be used in their programs.

In addition to the two state-wide conferences, Central Piedmont faculty received specialized training at General Motors facilities in Michigan and Oregon. This training will be shared with other instructors across the state through presentation scheduled for the Fall, 1993 conference, as well as a CIP conference tentatively planned for February, 1993.

The second goal of the CIP, curriculum development, was pursued through activities to develop curriculum models for Automotive Body Repair, Automotive Service, and Diesel Vehicle Maintenance programs. Each developed model will, at the end of the CIP process, include a curriculum description, a listing of major, related, general education, and elective coursework with credit hour parameters in accordance with established NC curriculum standards, a suggested sequence of courses by academic quarter, and a set of comprehensive course descriptions for all major courses.

The CIP revealed that there is great diversity among transportation programs in the NCCCS. With this diversity and with the evolving need to address national standards of excellence in program content, it was concluded that the best approach was to start almost from ground zero and use the NATEF Tasks List and minimum instructional time requirements to form a framework for the new curriculum models.

To meet this goal a listing of knowledge elements and performance tasks with accompanying knowledge and performance standards for each course were generated from NATEF validated task lists. A target projection for the curriculum is that the composite of major courses will contain at least 80% of the NATEF high priority tasks. Additionally, a DACUM process was conducted for Auto Body

and Diesel programs. Additionally, curricula materials were obtained from programs in Florida, Oklahoma, and Georgia for comparison. These were reviewed for ideas that could be of assistance in program model development.

Child Development
Wilkes Community College

Thirty-nine community colleges in North Carolina offer programs in the Child Development Curricula. Wilkes Community College in Wilkesboro, North Carolina was selected as the lead school for the two year Curriculum Improvement Project (CIP) for these programs. As in other CIP processes funded with Perkins II during the 1991-1992 program year, the project focuses on faculty inservice education, curriculum materials development, and increasing system-wide interaction with business and industry. A Project Steering Committee was established and consisted of representatives from seven community colleges.

Faculty inservice education goals were approached using several methods. Several regional orientation workshops for instructors were held, and the instructors were surveyed to determine professional development needs. Throughout the year several topics were discussed and shared at these meetings. These included recruitment and retention ideas. Due to the concern expressed by many faculty, a regional workshop was held in February to deal specifically with these issues. Another issue raised was the need for more information concerning state-agency requirements for credentialing child day care facilities and workers. A workshop on this topic was presented in April and was attended by 75 personnel from 38 community colleges. That workshop was co-sponsored by the NC Child Day Care Section and focused on state Child Care Credential requirements. Information on current issues and trends in Early Childhood Education were also presented. A total of ten inservice training hours were received by each participant.

Curricula materials development activities included an examination of current program delivery systems throughout the state. Committees were established to collect and analyze instructional materials from each of these programs. From these a list of competencies and core curriculum requirements were developed. A student text was developed for two programs, Child Care Credential I and II. Six instructors were granted release time during the Winter Quarter 1991-1992 to develop a companion instructor's manual for each program. Field testing of both courses at eight community colleges began in the Spring and Summer, 1992 quarters. Final copies of the manuals will be distributed to all participating colleges in late summer, 1992.

Increased interaction with business and industry activities were designed to help identify current and emerging educational and training needs to prepare students for employment and to upgrade the education of current child care

workers. Two approaches were taken. The first was the establishment of a CIP Project Advisory Committee. This group included 12 members from university education programs, state-level departments and agencies with child care oversight responsibilities, and local business leaders. This group met twice during the 1991-1992 program year and provided review input for the development of the instructional materials. The second approach was to increase coordination with the staff of the NC Child Day Care Section on the development of the basic Child Care Credential course content and materials. This led to a review process which greatly enhanced the validity and usefulness of the materials. Details were also identified which led to the approval for colleges to award state Credentials in Child Day Care upon course completion.

Other Projects. Two other projects were funded during the 1991-1992 program year. One project was an exploratory effort to determine the feasibility of developing an interagency follow-up system to track employment of community college students after either completing or leaving community college instruction. This exploratory effort led to the development of a consortia of the NCDCC, the NC Department of Public Instruction's Division of Vocational and Technical Educational services, the NC Employment Security Commission, Division of Vocational Rehabilitation Services, and the NC Department of Labor. The agencies have agreed to support and share data to develop an automated records matching system to link necessary record information and gather supporting data annually and over time, in order to improve the evaluation, assessment and planning of job preparatory programs. An agreement was reached between all the parties in April, 1992. The project has received full funding for the Worker Training Trust Fund. Upon implementation, the NCDCC will have a greatly increased ability to identify the status of its students as they are dispersed into the workforce. In this way, appropriate actions can be taken by the community colleges to further ensure the relevance and effectiveness of their instructional programs and delivery systems.

VIII. Community-based Organizations (Title III, Part A, Sections 301 and 302).

Three community colleges worked in collaboration with community organizations under this program during the 1991-1992 program year. These are listed in Table 3 below.

Alamance Community College
Transitional Entrepreneurship and Apprenticeship in
Technical Industries (TrEAT)

This project targeted persons with closed head and/or spinal cord injuries who were still in public schools and were over 17 years of age or were currently placed in a sheltered workshop or other rehabilitation program. It is intended to

Table 3

Community-based Organization Projects
 1991-1992 Program Year

<u>College</u>	<u>CBO</u>
Alamance Community College P.O. Box 623 Haw River NC 27258	Vocational Trades of Alamance 717 N. Park Avenue Burlington NC 27215
Catawba Valley Community College Route 3, Box 283 Hickory NC 28602	Hmong Natural Association, Inc. P.O. Box 1709 Morganton NC 28655
	Catawba County Council on Adolescents 231 Third Avenue, NE Hickory NC 28601
	Women's Resource Center 328 N. Center Street Hickory NC 28601
	Salvation Army 750 Third Ave., Place SE Hickory NC 28602
	Catawba County Department of Social Services Fairgrove Church Road Hickory NC 28602
	General Electric Company 1223 Fairgrove Church Rd. Hickory NC 28602
Guilford Technical CC P.O. Box 309 Jamestown NC 27282	Guilford Native American Association 400 Prescott Street P.O. Box 5623 Greensboro NC 27403

develop a model program which deals with the increase in the number of young adults who have such disabilities and desire vocational educational services. The model involves industrial apprenticeships for individuals and small groups of students who can be trained and supported at work in prearranged industrial settings with a full-time trainer who remains as long as needed until industrial staff take over the apprenticeship activities.

Activities of the project during the 1991-1992 program year included the study of three national programs to identify best practices in the field. These resulted in best practice recommendation in physical integration, earning, social interaction, outcome orientation, innovativeness, positive image, individual choice, organizational stability, "rights" orientation, and futurism and planning. These were developed and presented in the form of suggested guidelines for future participants, both student and employer.

Using equipment which had been donated to the project, the staff equipped a classroom and designed a curriculum for teaching students basic computer skills. Eight students were enrolled (5 males, and 3 females) after being referred by their case managers. Topics covered in the classroom included basic keyboard skills, computer peripheral device recognition, MS DOS commands, word processing, spread sheets, introduction to telecommunications, and various program operations. Other activities included the coordination and implementation of two job shadowing experiences for the students where they saw firsthand the skills they were learning being applied in the work place.

As those students progressed, some were placed in paid positions within the workshop utilizing the skills they had learned. Other services provided this special population included counseling, referral to other agencies, and coordination with group home staff. Two students were referred to a job cooperative for supported employment outside the workshop environment.

Catawba Valley Community College Vocational Explorations

This project was developed to assist in facilitating the entry of disadvantaged youth and displaced homemakers into the workforce through a program of information provision and structured participatory activities. The program provided the participants with information on over 15 vocations, assessed their vocational interests and abilities, introduced them to appropriate role models, and exposed them to actual work-site conditions.

Four series of workshops were presented. Each workshop consisted of 40 hours of activities over a two week period. The sessions included an overview of careers, skills, and job availability, hands-on exploration through lab, shop, and

classroom visits at Catawba Valley Community College, administration and interpretation of testing instruments, self-esteem building and goal setting activities, and a tour of the local General Electric manufacturing plant.

The sessions were attended by 60 females and seven males which included 39 displaced homemakers and 52 JOBS recipients. Results from the program have been very positive to date. As of the end of the program year, four students have completed their GED. Three students have enrolled in curriculum programs at the community college. One student enrolled in continuing education programs for hosiery workers at the college and has been employed in the field. Another five students are studying for their GED tests.

Guilford Technical Community College
Model for Improving Vocational, Choice, Education, and
Training

The purpose of this project is to provide Native American youth with assistance in improving their quality of life. The project attempts to reduce or remove barriers which this ethnic group encounters in successfully targeting and completing appropriate educational and leadership goals. The 1991-1992 program year was the fourth year of the program's operation.

An annual American Indian Youth Career Day was sponsored. This year 33 students attended, and heard presentations by community leaders. A full-time Advisor/Outreach worker was based at the community college, but spent a portion of each week at the Guilford Native American Association. This allowed the Advisor/Outreach Worker to better coordinate work with at-risk Indian youth in the high schools.

During the 1991-1992 program year 62 students were served by the project. These included 42 females and 20 males. Forty three students received financial assistance which included payment of tuition, purchase of textbooks, tools, and day care and transportation reimbursement. As a result of these efforts Guilford Technical Community College increased its Native American enrollment by 20% over the project period.

IX. Consumer and Homemaking Education (Title III, Part B, Sections 311, 312, and 313).

No postsecondary programs were supported or presented in North Carolina.

X. Tech-Prep (Title III, Part E, Sections 341-347).

During the 1991-1992 program year there were no Tech-Prep students enrolled in the North Carolina Community College system. This was due to the relatively recent introduction of the program throughout the state. Thus, the colleges were in the process of planning and in the early stages of implementing articulated Tech-Prep programs. See the Secondary portion of this report for a more detailed description of Tech-Prep activities.

Perkins II funds were distributed via a competitive bid process. Two categories or levels of effort were funded -- planning and implementation. During the 1991-1992 program year 42 requests for planning grants were received from tech prep consortia. Of these, 23 were funded. During the same period 36 requests for implementation grants were received of which 19 were funded. System-wide, 16 community colleges participated in planning efforts and 14 were involved in implementation projects.

The tech prep movement and program in North Carolina integrates academic and occupational subjects, placing heavy emphasis on articulation between secondary and postsecondary education. Articulation between high schools and the community college embodies a competency-based, technical curriculum, designed jointly by business/labor and the participating education institutions. This collaboration is designed to result in instructional sequences offered by the schools which will teach job-essential competencies without duplication or repetition.

The Tech-Prep planning process involves many constituent elements in North Carolina. These include employers, labor representatives, parents, community organizations, and, of course, the secondary and postsecondary schools. The business/labor community identifies student outcomes required for future as well as current jobs. It also reviews curricula and course content for job relevance, and participates with school officials to develop and provide work-based learning experiences such as shadowing, mentoring, cooperative learning, internships, and apprenticeships. These comprehensive and intensive cooperative efforts assure that Tech-Prep students receive appropriate training consistent with the availability of jobs when they complete the course of study.

XI. Integrating Applied Academics into Vocational Education (Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Section 235, 240).

The North Carolina Department of Community Colleges recognizes the need to integrate academic and vocational content in a coherent and meaningful manner for its students. As postsecondary institutions, its member colleges provided technical and vocational curricula to 111,081 students. Each curriculum

program is reviewed by the NCDCC and approved by the State Board of Community Colleges. The standards used to determine approval are consistent with regional accrediting agencies such as the Southern Association of Colleges and Schools. All approved and Perkins II eligible programs include both technical/job-specific course work as well as academic preparation courses. Therefore, by choosing a specific course of study, the student receives an integrated program of academic and vocational training.

Since the nature of postsecondary education is learner-chosen, i.e., a curriculum of interest is chosen by the student, programs are available which include both academic and vocational components. To ensure that students are successful in these programs the North Carolina Community College system provides extensive academic support services to vocational and technical students. These include counseling, career assessment, tutoring, and a wide-array of remedial classes. Many of these programs have been previously described in this report.

Another program previously described in this report is the Curriculum Improvement Project process. These projects identify all competencies, both academic and vocational, needed by students to become productive employees. As a result, the programs developed include a system of coherently developed courses to provide such. This is the nature of program development at the community college level. As such, these programs embody the concept of academic and vocational integration.

XII. Career Guidance and Counseling (Title II, Title III, Part C, Section 321-323).

No postsecondary funds were used for Title III, Part C, Section 321-323 eligible programs during the 1991-1992 program year. However, as previously described, many community colleges apply Perkins II funds to provide a more comprehensive guidance and counseling program at their respective campuses. Several colleges hire full-time counselors for special population students or use part-time (prorated full-time) counselors for such activities. Additionally, many colleges have increased their guidance capabilities through the purchase of computer software designed to assess a student's career interests and abilities. Since the mission of a comprehensive community college is to provide complete educational services to all its constituents, programs such as these are indispensable.

Appendix A

Performance Measures and Standards

- Postsecondary -

Performance Measures and Standards

**Carl Perkins Vocational and Applied
Technology Education Act of 1990**

Department of Community Colleges
North Carolina State Board of Community Colleges
200 W. Jones Street
Raleigh, NC 27603-1337

Performance Measures and Standards for Compliance with the Carl Perkins Vocational and Applied Technology Education Act of 1990

The Carl Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) requires that recipients of funds under the Act establish sufficient measures and performance standards to determine the degree of improvement in vocational education programs. The rationale for the establishment of the measures and standards for the North Carolina Department of Community Colleges has been to meet this requirement with the least additional burden to its member institutions. The development of the measures and standards has taken into consideration the additional reporting requirements imposed on the institutions by the General Assembly, the Right to Know Act, system-wide Critical Success Factors, and so forth. Therefore, to the extent possible, the measures and standards required by Perkins II have been developed to minimize or eliminate redundant data collection and reporting. Where possible, data collection is coordinated with the Student Progress Monitoring System currently being developed. The following narrative describes the measures and standards adopted to demonstrate compliance with Perkins II.

Part I: The Measures

Perkins II states that the minimum core measures needed for compliance include

- (1) *[a] Measures of learning and competency gain, including student progress in [b] the achievement of basic and more advanced academic skills . . .* In response the following guidelines have been reviewed and adopted.

- [a] Curricula approved during the last seven years have required to define such competencies. Each college should, therefore, define 5 to 15 measurable competencies for each curriculum. While aggregate competencies are difficult to trace to specific courses, completion of the entire sequence of required courses may be presented as evidence of completion of all competencies in targeted skills.

Performance Measure: Record the percentage of the required credit hours completed for the curriculum, i.e., number of students who have completed 25%, 50%, 75%, or 100% of the courses needed for curriculum completion/graduation.

- [b] For compliance purposes, *basic academic skills* are defined as those necessary for entering a community college curriculum program. *Advanced*

academic skills are those that are attained in General Education or Related courses, as stated in the Curriculum Standards for each curriculum program. Curriculum standards require a minimum number of credits in General Education and Related topics for diploma and degree programs.

Performance Measure: Colleges will report the rates at which vocational education students are required to take remedial basic academic courses (such as English and mathematics) and the rates at which they pass these academic courses. Additionally, rates at which vocational education students take and pass General Education and Related courses shall be reported.

(2) *One or more measures of performance, including only*

- (i) *Student competency gain.*
- (ii) *Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.*
- (iii) *Retention in school or completion of secondary school or its equivalent.*
- (iv) *Placement into additional training or education, military service or employment.*

This part of the Perkins II requirements relates to labor market results rather than measurements taken in the educational setting as was required in the previous measure. Since only one measure must be reported (though more than one may be chosen), reporting options are flexible and have been developed to include existing data collection systems wherever possible. Given this rationale, item (iii) which examines retention rates has been determined to most easily and effectively meet this criteria at this time. Future performance measures and standards will address other criteria as data collection and reporting capabilities are developed.

- (iii) A measure of retention rates has been developed for the Critical Success Factors, and has been adopted to comply with this requirement.

Performance Measure: Students are considered to be retained if they were enrolled in the fall quarter, did not complete (graduate) in the quarter, and completed at least one additional course during the subsequent winter or spring quarters. Students who are enrolled as special credit, or in dual enrollment or Huskins Bill courses are to be omitted from the retention cohort group, as are students in the V099 and T099 curriculum codes.

Retention rates are to be reported by credit hour categories, as presented in the Annual Statistical Report. Thus, student data will be separated into four groups based upon the following course loads during the fall quarter:

1. 12 or more credit hours
2. 9 to 11 credit hours
3. 6 to 8 credit hours
4. 5 or fewer

(3) *Incentives or adjustments that are*

- (i) *Designed to encourage service to targeted groups or special populations; and*
- (ii) *Developed for each student, and, if appropriate, consistent with the student's Individualized Education Program developed under section 614(a)(5) of the Education of the Handicapped Act:*

It is the interpretation of the North Carolina Department of Community Colleges (NCDCC) that the requirements of item (i) are substantially met through the nature and specificity of assurances given to the US Department of Education which state that funds from the Perkins II grants will be used to consistently encourage the participation of special populations in vocational and technical programs.

- (i) Colleges identify vocational education students who are members of special populations in several ways (declaration at registration, remedial classes for academic disadvantaged, or requests for financial aid, readers, interpreters, tutors, special counseling, etc.). These methods and the delivery of other supplemental services are designed to meet the needs of special populations as defined in Perkins II and to provide comparability between special and non-special (regular) vocational education students.

Performance Measure: Special population participation may be measured by either of two methods:

1. The ratio of percent of special population students enrolled in vocational-technical curricula to the percent of special population students enrolled in all curricula programs in the school population; or
2. The ratio of percent of special population students completing vocational-technical curricula to the percent of special population students completing all curricula programs in the school population.

Additionally, the NCDCC shall maintain a monitoring instrument which records the colleges' compliances with all assurances of equal access for members of special populations to meet the assurances contained in Perkins II grant applications.

- (ii) It is the interpretation of the NCDCC that this section applies to secondary education programs because community colleges do not provide Individualized Education Programs.

Part II: The Standards

Standards shall be established after first analyzing the state average data on the above measures. Data will be collected for the 1992-1993 school year to establish the baseline state averages. These baseline data will be analyzed to determine which, if any, measure of central tendency is most appropriate for each measure. These standards will be monitored subsequently to provide trend analysis in subsequent reporting periods. As additional data collection and analysis capabilities are developed and implemented (such as placement data), standards will be similarly developed and added to this initial base of measures and standards.

Appendix B

Enrollment Tables - Program Year 1991-1992

- Postsecondary -

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/91 TO 6/30/92
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
01.0101	AGRICULTURAL BUSINESS	21	14	7	14	6				3		5
01.0104	AGRICULTURAL TECH.	6	4	2	6							1
01.0201	FARM MACHINERY MECH	12	12		9			1		1		3
01.0301	AGRICULTURAL SCIENCE	8	7	1	4			6		7	1	1
01.0302	SWINE MGMT TECHNOLOGY	110	69	41	58	46				5		15
01.0304	HORTICULT. & FRUIT PROD	20	7	13	10							
01.0399	DAIRY MANAGEMENT TECH.	3	2	1	2			1		2		1
01.0505	EQUINE TECHNOLOGY	62	13	49	28	28		9			13	16
01.0599	TAXIDERM	71	65	6	70						6	11
01.0601	HORTICULTURE	512	361	151	312	100	4	22	67	45		49
01.0604	GREENHOUSE & GRNDS MGMT	397	360	37	111	75	2	103	193	12		36
01.0605	LANDSCAPE GARDENING	96	79	17	68	22	1	4		5		23
01.0607	RECREATIONAL GRND. MGT.	98	97	1	67	28		2		3		15
03.0401	FOREST MANAGEMENT	175	160	15	130	42		5		1		39
03.0404	WOOD PRODUCTS	5	5		2					1		1
03.0499	LUMBER SPECIALIST	17	16	1	14	3		1		3		17
03.0601	FISH AND WILDLIFE MGT.	140	121	19	82	55		7		3		27
07.0699	DESKTOP PUBLISHING (T.S)	25	3	22	16			1		3		2
08.0102	FASHION MERCHANDIS & MKT.	185	6	179	102	69		7		26		24
08.0503	FLORAL DES & COMM. HORT.	64	10	54	46	17		4		1		21
08.0705	MARKETING & RETAILING	716	241	475	504	153	9	41		63		84
08.0901	HOSPITALITY MGMT. TRNG.	6	2	4	6							2
08.1001	INSURANCE	108	48	60	101	5		1		1		2
08.1104	TRAVEL AND TOURISM TECH	156	21	135	131	18	1	3		10	21	5
08.9999	CUSTOMER SERVICE TECH	105	18	87	65	32	3	8		16	18	5
10.0101	COMMUNICATIONS TECH.	23	13	10	17					5		1
10.0103	PHOTOFINISHING SPEC.	33	18	15	14	18		3		2		8
10.0104	BROADCASTING TECH	239	168	71	166	61		7		16		26
12.0301	FUNERAL SERVICE ED.	163	110	53	135	22	1	5		8		13
12.0403	COSMETOLOGY	3,778	221	3,557	2,011	1,456	11	107	36	790	221	484
13.1501	TEACHER ASSOCIATE	395	15	380	164	182		33		115	15	38
13.9999	AD FOR VOC INSTRUCTORS	25	17	8	20	4				2		4
14.0001	MANUFACTURING ENG.	323	270	53	231	71	5	10		18	53	16
15.0101	ARCHITECTURAL	924	725	199	637	235	14	56	3	32	199	118
15.0201	CIVIL ENGINEERING	625	543	82	472	112	10	27		22	82	77
15.0303	ELECTRONICS ENGINEERING	3,807	3,395	412	2,590	1,031	51	141	1	203	412	409
15.0304	LASER/ELECTRO-OPTICS TEC	49	37	12	25	3				3	12	6
15.0399	IND ELECT/ELECTRO TECH	169	151	18	116	45	2	12		12	18	21
15.0401	BIOMEDICAL EQUIPMENT	164	148	16	67	90		10		14	16	25
15.0402	COMPUTER ENGINEERING TEC	854	672	182	556	240	19	36	1	71	182	85
15.0403	IND MAINTENANCE TECH.	572	493	77	378	169	4	25		28	77	52
15.0404	INSTRUMENTATION	99	85	14	90	40	2	10	1	6	14	16
15.0405	AUTOMATION/ROBOTICS	130	116	14	80	62	2	11		17	29	1
15.0501	A/C, HEAT, & REFRIG	239	232	7	163	19		5		2		
15.0506	ENVIRONMENTAL SCIENCE	56	37	19	34							

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REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
48.0105	DRAFTING-MECHANICAL	215	173	42	120	63	6	10	20	13	42	34
48.0199	FURNITURE DFT & PROD DEV	39	24	15	26	12	2	1		5		6
48.0201	GRAPHIC ARTS--PRNT MGMT	411	228	183	261	129	3	29		36		56
48.0303	UPHOLSTERING	161	97	64	115	30	5	4		21		35
48.0303	MACHINIST	1,730	1,583	147	1,307	349	18	53	4	97	147	283
48.0507	TOOL & DIE	97	95	2	73	21	4	2		4		39
48.0508	WELDING	1,701	1,628	73	1,153	362	6	51	183	84	73	149
48.0701	FINE & CREATIVE WOODWKG	22	18	4	22	12	2	1		2		10
48.0702	FURNITURE MACH OPERATION	170	166	4	157	4		1		2		55
48.0799	WOOD PRODUCTION CRAFTS	16	9	7	10	9		1		2		4
48.9999	POTTERY PRODUCTION	68	19	49	53	9		4		8		5
49.0102	AVIATION MGT & C PILOT	299	265	34	231	63	2	4		5	34	43
49.0105	AIR TRAFFIC MGMT	19	11	8	15	7		1		1		1
49.0202	HEAVY EQUIP OPERATOR	70	69	1	59	7		3		1		11
49.0202	TRUCK DRIVER TRAINING	625	540	85	623	1			1		85	389
49.0306	MARINE MECHANICS	19	19		14	5				3		5
49.9999	TRAFFIC AND TRANS.	44	26	18	34	7				8		11
50.0402	COM. ART & ADV. DES.	1,293	620	673	881	343	1	67		98		111
50.0406	PHOTOGRAPHY	226	121	105	116	80	1	9		52		32
50.0408	INTERIOR DESIGN	444	29	415	280	99	1	14		84		74
51.0205	INTERPRETER TRAINING	63	6	57	39	15	1	4		12		5
51.0601	DENTAL ASSISTING	462	6	456	293	150	2	7		40		139
51.0602	DENTAL HYGIENE	407	3	404	273	105		4		51		114
51.0603	DENTAL LABORATORY	36	14	22	16	18				6		9
51.0703	HOSPITAL WARD SECRETARY	132	13	122	64	51		10		40		40
51.0707	MED. RECORDS TECHNOLOGY	249	13	236	118	104	2	14	1	62	13	22
51.0801	MEDICAL ASSISTING	1,022	6	1,016	492	451	3	42		249	6	176
51.0803	OCCUP. THERAPY ASST.	113	10	103	27	76	1	11		27	10	22
51.0805	INDUS. PHARMACEUTICAL TEC	285	71	214	135	135	6	14		53	71	57
51.0806	PHYSICAL THERAPIST ASST.	452	66	386	261	165	5	13		57	66	89
51.0808	VETERINARY MEDICAL	108	9	99	59	45	1	6		6	9	31
51.0904	EMERGENCY MEDICINE TECH	452	289	163	355	87	3	21		29		44
51.0905	NUCLEAR MEDICINE TECH	24	12	12	17	4		2		3		6
51.0907	RADIOLOGIC TECH / RADPHY	958	197	761	542	325	7	20		151	197	188
51.0908	RESPIRATORY CARE TECH	652	197	455	313	280	7	43		135		185
51.0909	SURGICAL TECH.	287	26	261	179	86	4	6		52	26	75
51.0910	MEDICAL SONOGRAPHY	61	6	55	33	22		6		7		30
51.0999	ELECTRODIAGNOSTICS TECH	59	15	44	44	12		1		8		16
51.1004	MEDICAL LABORATORY TECH	438	70	368	255	156	5	16		76	70	76
51.1099	PHLEBOTOMY	89	11	78	46	32	1	8		21	11	49
51.1501	DRUG & ALCOHOL TECH	131	30	101	63	55	1	33		30		15
51.1502	HUMAN SERVICES TECH.	461	54	407	136	295	5	25		129	54	42
51.1601	ASSOC. DEGREE NURSING	8,821	720	8,101	4,967	3,113	68	206	7	1,622	720	1,588
51.1613	PRACTICAL NURSING	1,937	113	1,824	1,035	717	16	45		435	113	492
51.1614	NURSING ASSISTANT	932	78	854	539	297		12	35	229	78	255

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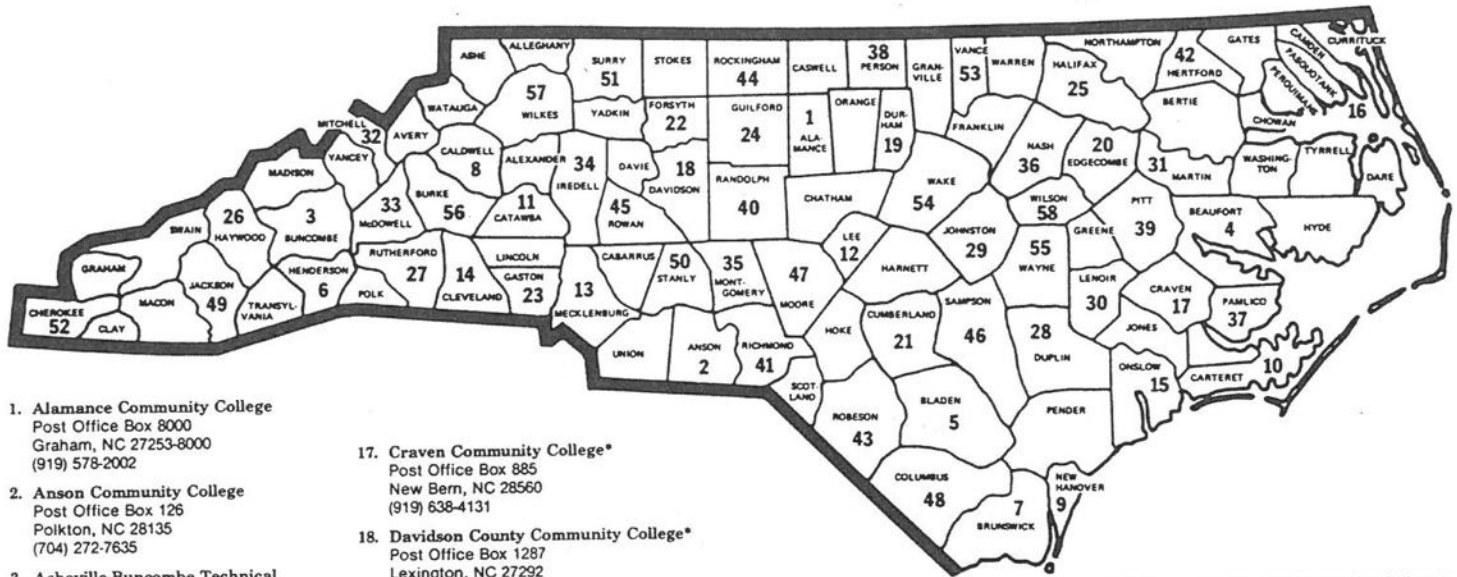
CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
51.1615	HOMEMAKER/HOME HEALTH AI	174	6	168	98	59		7		42	6	108
51.1699	OPERATING ROOM TECHNICI	10		10	4	5				4		
51.1802	OPTICIANRY	91	52	39	48	39	1	3		10	2	15
51.2399	DEVELOPMENT DISABILITIES	24	2	22	3	20		3		8	32	28
51.2601	THERAPEUTIC RECREATION	195	32	163	55	106	3	15		89		1,073
52.0201	BUSINESS ADMINISTRATION	11,324	3,905	7,419	7,018	3,265	76	43	373	1,413		551
52.0205	INDUSTRIAL MANAGEMENT	1,404	804	600	3,998	334	9	44	3	124	1,019	266
52.0302	ACCOUNTING	5,758	1,019	4,739	3,598	1,743	43	28	1	815	35	45
52.0402	SECRETARIAL-EXECUTIVE	2,852	35	2,817	1,446	1,161	23	130		86	10	118
52.0403	SECRETARIAL-LEGAL	447	5	442	246	741	12	59		348	1	33
52.0404	SECRETARIAL-MEDICAL	1,623	10	1,613	767	6		11		2	17	181
52.0405	COURT REPORTING	29	1	28	22	52	4	1		49	24	11
52.0407	DATA ENTRY OPERATIONS	176	17	159	101	878	13	108		471	1	28
52.0408	GENERAL OFFICE TECH	1,874	24	1,850	859	20		6		14	42	24
52.0499	POSTAL SERVICE TECH.	98	46	52	30	78	4	12		34	8	130
52.0701	SMALL BUS MGMT, ENTR DEV	31	17	14	323	89	11	14	1	36	477	594
52.0803	BANKING AND FINANCE	421	42	379	203	20	29	123		5		54
52.0902	HOTEL & RESTAURANT MGMT	317	153	164	45	676	119	375		435		32
52.1101	INTERNATIONAL BUSINESS	72	30	42	1,203	2,488	8	30		1,047		
52.1201	MICROCOMPUTER SYSTE TECH	2,080	47	1,603	4,583	248	14	19		76		
52.1202	BUSINESS COMPUTERS PROG	7,629	2,693	4,936	344	99						
52.1205	COMPUTER OPERATIONS	655	176	479	1,481							
52.1501	REAL ESTATE (TEC SPEC)	1,667	939	728								
		111,081	47,361	63,720	68,901	32,745	876	4,236	2,714	14,026	7,166	14,166

Appendix C

Member Community Colleges

North Carolina Department of Community Colleges

The North Carolina Community College System



1. Alamance Community College
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002
2. Anson Community College
Post Office Box 126
Polkton, NC 28135
(704) 272-7635
3. Asheville-Buncombe Technical Community College*
340 Victoria Road
Asheville, NC 28801
(704) 254-1921
4. Beaufort County Community College*
Post Office Box 1069
Washington, NC 27889
(919) 946-6194
5. Bladen Community College
Post Office Box 266
Dublin, NC 28332
(919) 862-2164
6. Blue Ridge Community College*
Flat Rock, NC 28731
(704) 692-3572
7. Brunswick Community College
Post Office Box 30
Supply, NC 28462
(919) 754-6900
8. Caldwell Community College and Technical Institute*
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200
9. Cape Fear Community College
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481
10. Carteret Community College
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000
11. Catawba Valley Community College*
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000
12. Central Carolina Community College
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401
13. Central Piedmont Community College*
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566
14. Cleveland Community College*
137 S. Post Road
Shelby, NC 28150
(704) 484-4000
15. Coastal Carolina Community College*
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221
16. College of The Albemarle*
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821
17. Craven Community College*
Post Office Box 885
New Bern, NC 28560
(919) 638-4131
18. Davidson County Community College*
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186
19. Durham Technical Community College*
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222
20. Edgecombe Community College*
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166
21. Fayetteville Technical Community College
Post Office Box 35236
Fayetteville, NC 28303
(919) 678-8400
22. Forsyth Technical Community College*
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371
23. Gaston College*
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200
24. Guilford Technical Community College*
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822
25. Halifax Community College*
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551
26. Haywood Community College
Freedlander Drive
Clyde, NC 28721
(704) 627-4516
27. Isothermal Community College*
Post Office Box 804
Spindale, NC 28160
(704) 286-3636
28. James Sprunt Community College*
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341
29. Johnston Community College
Post Office Box 2350
Smithfield, NC 27577
(919) 834-3051
30. Lenoir Community College*
Post Office Box 188
Kinston, NC 28501
(919) 527-6223
31. Martin Community College*
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521
32. Mayland Community College
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351
33. McDowell Technical Community College
Route 1, Box 170
Marion, NC 28752
(704) 652-6021
34. Mitchell Community College*
West Broad Street
Statesville, NC 28677
(704) 878-3200
35. Montgomery Community College
Post Office Box 787
Troy, NC 27371
(919) 572-3691
36. Nash Community College*
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011
37. Pamlico Community College
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851
38. Piedmont Community College
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181
39. Pitt Community College*
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200
40. Randolph Community College
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471
41. Richmond Community College*
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000
42. Roanoke-Chowan Community College
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921
43. Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101
44. Rockingham Community College*
Wentworth, NC 27375
(919) 342-4261
45. Rowan-Cabarrus Community College*
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760
46. Sampson Community College
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081
47. Sandhills Community College*
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185
48. Southeastern Community College*
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141
49. Southwestern Community College
275 Webster Road
Sylva, NC 28779
(704) 586-4091
50. Stanly Community College*
Route 4, Box 55
Albemarle, NC 28001
(704) 982-0121
51. Surry Community College*
Box 304
Dobson, NC 27017
(919) 386-8121
52. Tri-County Community College*
Post Office Box 40
Murphy, NC 28906
(704) 837-6810
53. Vance-Granville Community College*
Box 917
Henderson, NC 27536
(919) 492-2061
54. Wake Technical Community College*
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551
55. Wayne Community College*
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
56. Western Piedmont Community College*
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000
57. Wilkes Community College*
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136
58. Wilson Technical Community College
Post Office Box 4305 - Woodard Station
Wilson, NC 27893
(919) 291-1195

