

North Carolina Department of Community Colleges
Vocational Education Performance Report
Program Year 1992-1993

* "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, age, or disability.

Postsecondary Vocational Education

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Introduction

The North Carolina Community College System was founded by the North Carolina General Assembly in 1963. Presently there are 58 community colleges in the system 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 760,000 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 college directly after high school graduation, while others may enter after having worked for a period after graduation. Many of its students enter the community college to pursue additional specialized training after having already attained baccalaureate or even graduate degrees. Many of its students enter later in

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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 presents the total program year 1992-1993 enrollment in technical, vocational, general education, and college transfer programs. This report presents information on the 111,759 students who were enrolled in technical and vocational education programs in accordance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 for that period.

NORTH CAROLINA COMMUNITY COLLEGES

Student Enrollment

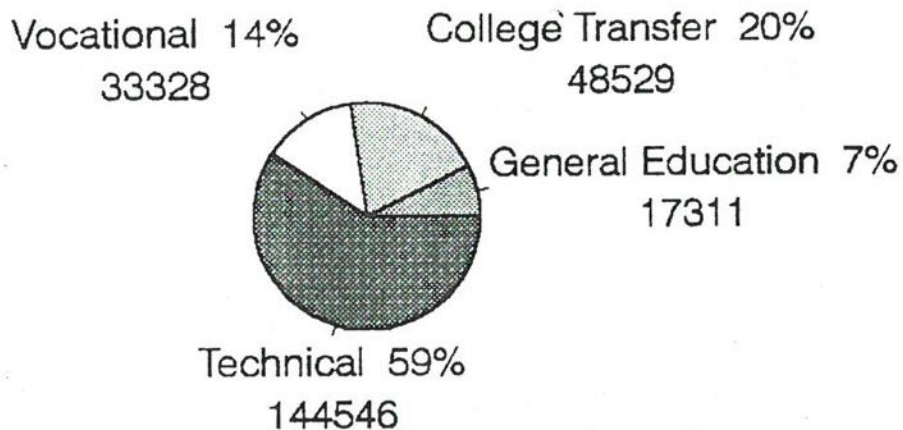


Figure 1 - Current Enrollment 1992-1993 Program Year

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Program Year 1992-1993

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

The performance measures were developed and put into effect September 1992 in all 58 community colleges of the North Carolina Community College System. After being produced through a series of meetings including community college administrative staff (state and local, including planning and research, management information, business managers, methods of administration representatives, and instructional deans), the core measures were presented in final draft to the Committee of Practitioners in May of 1992, and were approved and then adopted by the North Carolina Board of Community Colleges in August 1992.

A database, the Curriculum Student Progress Information Services, or CSPIS, was created as a blueprint for community college reporting of Perkins grant programs. Six performance measures were identified:

- 1 - Percentage of required credit hours completed for the curriculum, i.e., the number of students who completed 25%, 50%, 75%, or 100% of the courses needed for curriculum completion/graduation.
- 2 - (a) Rates at which vocational education students are required to take and pass remedial basic academic courses (such as English and math), and (b) the rates at which vocational education students take and pass general education and related courses.
- 3 - Retention rates of students enrolled in Fall quarter, students not completing/graduating in the quarter, and those enrolled in at least one additional course during the subsequent Winter or Spring quarters. (Omitting special credit, dual enrollment/Huskies, and V-099 and T-099 curricula.)
- 4 - Special population by (a) the ratio of percent of special population students enrolled in vocational/technical curricula to the percent of special population students enrolled in all curriculum

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programs in the school population; or (b) the ratio of percent of special population students completing vocational/technical curricula to the percent of special population students completing all curriculum programs in the school population.

- 5 - Services provided to special populations and strategies to overcome the educational barriers to this group.
- 6 - Progress in providing vocational students with the experience and understanding of the industries they are preparing to enter.

The first systemwide reporting of this 1992-1993 data will be compiled in early 1994. This data will be analyzed to establish baseline state averages. This baseline data will in turn be analyzed by departmental staff and the Committee of Practitioners to determine performance standards. These standards will be monitored subsequently to provide trends in later reporting periods. As additional data is collected and reviewed, the standards will be similarly developed and amended. Appendix A contains the approved and adopted Performance Measures and Standards for the Department of Community Colleges.

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

The 1992-1993 postsecondary enrollment for the North Carolina Community College system are found in Appendix B. The following appendix (C) lists the special curriculum student enrollment report for 1992-1993. Appendix D lists all of the community colleges in the system. All member institutions are two-year postsecondary community colleges offering over 280 technical and vocational curricula, general education programs, as well as college transfer programs offered by most of the member colleges. Each community college is committed to providing a comprehensive educational program to the citizens of North Carolina. Each college is uniquely chartered to best meet the educational and economic development needs of its local community or service area. The department provides curriculum standards to assure that each program meets systemwide regulations.

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During the 1992-1993 program year, funds under Title III, Part C, Section 235, were distributed to 52 eligible community colleges in North Carolina. These funds are grouped into service or program areas. These are represented in Figure 2 below. The percentages shown represent the approximate level of funding used in each category. These categories do not represent a total list of all services and 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 spending Perkins funds in each category.

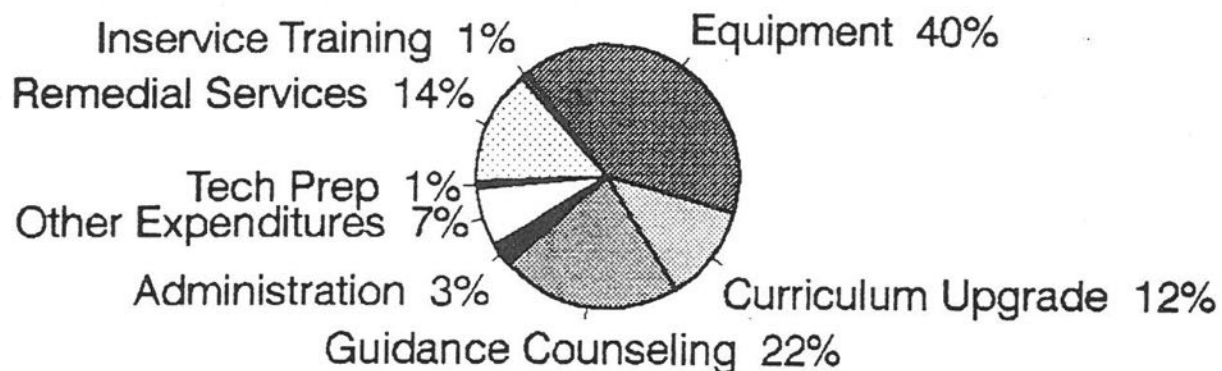


Figure 2 - Perkins Basic Allocation (Postsecondary)

Upgrading Curriculum. To assure continued economic development and to be consistent with the intent of Perkins provisions, improved curricula are an important pursuit in the community colleges. Several exemplary approaches to upgrading curriculum follow.

One community college used Perkins funds to employ two full-time Associate Degree Nursing instructors to enable the college to expand access to the ADN program from 40 to 50 students and to reduce the college's dependency on part-time faculty for clinical instruction and supervision. Perkins funds also allowed the college to employ additional part-time clinical site supervisors to manage the increased enrollment and clinical sites. These initiatives in the ADN program, coupled with targeted

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retention and financial aid strategies, have increased access for minorities, men (non-traditional enrollment) and single parent populations. The program achieved an 80% retention from entry to graduation for the 1992 graduating class and an 81% retention for the 1993 class. The program also achieved National League of Nursing accreditation in 1992-1993. The various initiatives in the ADN program, as well as the curriculum design, have clearly increased the students' experience and understanding of all aspects of the nursing profession, facilitated a high degree of academic success (retention and graduation), and successful employment or continued education in the field of nursing (100% placement for the graduating class of 1992 and 94% for 1993 at the time of graduation).

Another community college spent its upgrading curriculum allotment in the form of faculty release time in Early Childhood Education, Electronics, and Nursing; a small portion was spent in the facilitation of the above programs. The Early Childhood instructor assisted in the development of a program lab which provided students with practical child care experiences. This included meeting with statewide experts, directors of other lab facilities, Curriculum Improvement Project seminars and workshops, as well as course development to include the different lab situations. The Electronics instructor worked closely with area high schools to develop Principles of Technology programs and Physics programs in our Tech Prep curricula which will be compatible with their Tech Prep curricula. He attended the National Institute for Technology Training at Mississippi State University to develop his skills and knowledge of new technologies as well as improving the development of Tech Prep curricula. The Nursing instructor assisted the college by developing the Nursing curriculum by revising course outlines and course descriptions. This college is now positioned to institute an RN program.

Equipment. The North Carolina Community College System is fully aware of the need for the most up-to-date training on the latest state-of-the-art equipment available. Therefore, much of the Perkins grant money was used to purchase equipment.

At one community college designated equipment was purchased, installed, and put to use by students. Specifically, a MicroVAX 3100 Model 80 Configuration

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component of the computer laboratory was purchased for three curricula: Secretarial-Executive, Accounting, and Business Computer Programming. (The college supplemented Perkins funds to completely equip the lab); 15 soldering stations, 4 IBM computer systems, with interface tutor and 4 microprocessor development systems were purchased and installed in the Computer Engineering Technology laboratory; a VCR and Camcorder were purchased and are in use in the Drug and Alcohol Technology program for counseling critiques and roleplaying; an IBM-compatible computer with modem greatly enhanced the capacity of the Paralegal program to replicate the computer applications for law office practice and research; in the Physical Therapist Assistant program, several physical therapy tools, training videos, and calibration equipment enhanced student training; and a convection steamer and steam-jacketed electric kettle for Foodservice Management students were acquired to simulate restaurants in the region.

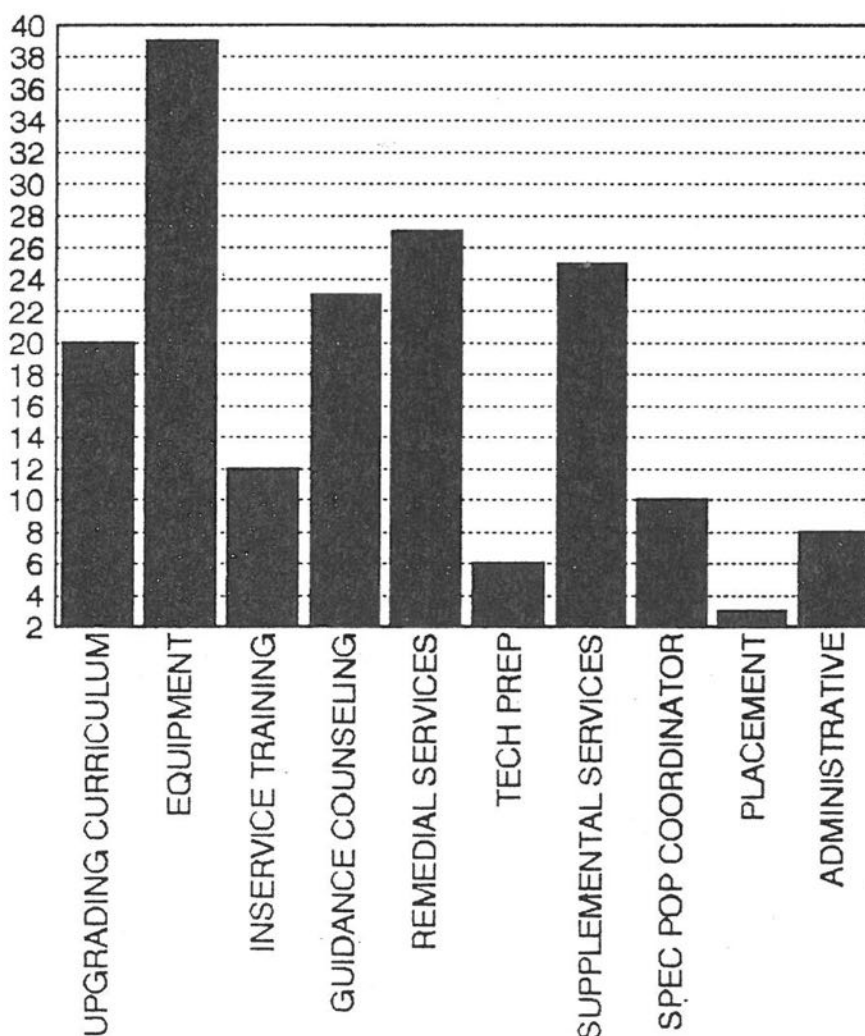


Figure 3 - Number of Community Colleges Expending Perkins Funds in Each Category (47 of 52 reporting)

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At another college the purchase of equipment provided access for individuals with disabilities. Visually-impaired students were not able to receive information from textbooks unless they used tape recorders to play their texts on tape. Hearing-impaired students were given assistive listening devices so they would not miss important lectures. Adjustable height tables were purchased to make computers accessible to wheelchair users. Voice-recognition systems were invested in to help with theme writing.

Inservice Training. Faculty members in the community college system are encouraged to enroll in aggressive professional development programs to assure their students receive the best education and training possible. Several colleges offer their faculty and staff opportunities for inservice training to help meet this need.

One community college provided funds for a faculty member to attend the Kellogg Institute to learn techniques in mastery learning in reading and English classes in relation to special populations in Reading and Study Skills. Some of the colleges had faculty members attend diversity and total quality management workshops; some school counselors were allowed to attend Myers-Briggs training sessions and become certified so that they could, in turn, design workshops to present in classrooms as well as incorporate the training into their individual counseling work with students.

Another college had its Special Services/Testing/ADA Coordinator go to training sessions on equipment accommodations, serving students with disabilities, special services, and meeting ADA requirements. Funds were spent in other colleges for instructors to attend training sessions and workshops in areas such as Nursing, Drug and Alcohol Technology, Business Computer Programming, and General Office Technology.

Guidance Counseling. Perkins funds used for guidance counseling were mostly spent to hire additional staff, either full- or part-time, to assist in their counseling programs. A community college hired a part-time academic specialist, a new position created to expand support services to students at a satellite campus; another spent money for an admissions counselor who worked primarily

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with students interested in entering the Nursing program. Time was spent assisting students with special admissions requirements, administering tests, gathering data, and ranking students through the college's admission standards.

Other uses for guidance counseling funds were providing financial assistance to vocational students to reduce the barrier caused by the rising tuition/books costs; financial counseling and direct services in completing a variety of financial aid applications and other required documentation for eligible students were implemented to make the proper placement of students into courses, especially remedial/developmental courses.

This area of funding enhances the students' transition into college and improves their chances of academic success in their chosen field of study.

Remedial Services. Twenty-seven community colleges used Perkins funds to provide remedial services to students in eligible technical and vocational programs. Additional tutorial staff in learning laboratories were hired through this line item. An example of these services includes one college that hired eight developmental instructors, through prorated salaries based on the previous year's class enrollment of students in eligible Perkins programs, who taught developmental English, reading, mathematics, and psychology, who identified specific needs for academic enrichment, and who provided academic counseling.

At another community college, twenty-four remedial courses were offered and financed by Perkins to serve the inmate students in a special program of vocational preparation.

The colleges provide special population students with the requisite academic skills needed for success in the approved vocational/technical programs. In one school a five-year average of 34% of the students who graduate have successfully completed remedial courses. Satisfactory completion of the remedial courses permits admission to vocational/technical programs, at which time students are oriented into the career field of their choice.

Tech Prep. Six community colleges used Title II funds for Tech Prep activities. Most of the funds were used for faculty release time, articulation exploration, and the

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employment of part-time liaisons between the community college and the local secondary schools. In one school, a county-wide planning committee of both public school systems and the community college studied data provided by the state on the percentage of minorities that were/were not served. The committee then developed a marketing plan for students, parents, and business/industry. Workshops were conducted for county educators as to the ideas of Tech Prep. Visits were made to successful programs in the state. A further description of systemwide Tech Prep activities may be found in this report under Section X.

Supplemental Services. Twenty-five community colleges used Perkins funds to accommodate students, especially special population students, with increased supplemental services. Examples of this type of service include sign language interpreters for the hearing disabled, textbooks on tape or Braille, or tutors for disadvantaged or handicapped students.

One school provided tutoring labs in accounting, mathematics, pharmacy technology, child care, writing and nursing. Nearly 600 students were served by tutors within the 1992-1993 school year. Another community college bought a wireless hearing assistance device for a student enrolled in Administrative Office Technology. Overall funding in this category was heavily used in the tutoring area.

Special Populations Coordinator. Ten community colleges chose to fund a staff position called Special Populations Coordinator to assist in providing opportunities for equal participation of students with special needs. The person in this position assures that the needs of special population students are met and ensures that the college where they are enrolled remains sensitive to future needs. These are often part-time jobs performed in conjunction with other duties. The coordinator may be in the counseling department or a dean or other administrator.

Placement. The key to a successful education for technical and vocational students is their placement in jobs. While placement is a major component of guidance and counseling, only three community colleges specifically used funds for placement. These colleges worked with respective chambers of commerce, government agencies, and local community businesses and industries.

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Special population coordinators, job developers, and guidance counselors worked in league to educate students to job opportunities through job fairs, workshops on job-seeking strategies, resume writing, and interviewing techniques.

As to curriculum program viability, all technical and vocational programs are reviewed once each five years for revision or termination. These reviews lead to the identification of a need for new or updated programs. The relevance of these programs is reviewed in terms of the needs of the service delivery area.

Administrative. A portion of Perkins funds was used by eight community colleges for administrative purposes. These services were provided on a prorated basis by existing college personnel. Only 3% of the allocated money was used statewide. The administrative responsibilities do not increase with the expanding expenditures of other Perkins line items; thus, a number of the administrative duties are handled by specific personnel within their job descriptions or they are absorbed without additional pay into existing duties.

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

There were 15,774 students served as single parents, displaced homemakers, and single pregnant women at 46 community colleges on the postsecondary level.

Description of Services. All of the participating 46 colleges used all 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 from other college funds to maintain a one-on-one contact with the student at least once a month, and frequently bi-weekly or even weekly.

Since very little of the grant goes for salaries, many services connected with the program are above and beyond those financed by the single parent fund. Voluntary contributions in services are exemplified by one college in the Piedmont region whose coordinator interviews each student to ascertain his/her motivation and educational/life goals before assisting them with financial aid. This conscientious assessment and counseling has

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resulted in retention rates above average, at 80% (the average for the statewide program for 1992-1993 is 72% for those receiving transportation, books, fees, and 76% for those receiving child care).

Special Delivery Methods. Local coordinators contribute much of the special counseling support from resources other than the single parent fund. A small coastal college, for example, uses its special student support services grant from TRIO to do a comprehensive needs assessment and requires thorough contact with students throughout the quarter. The added attention pays in a retention rate of 80% for child care recipients and 86% for recipients of other direct support.

Services most needed by the single parent, displaced homemaker, and single pregnant women are tuition, books, transportation, and instructional materials required for class participation. Fifty percent of the target population report these items as necessities in order for them to attend school. Next on the list comes child care, reported by 35% of the target population as a necessary support for class attendance.

Thirty-six of 38 participating colleges reported serving over 1,800 students at a total cost of \$553,737 with tuition, instructional materials, and transportation. Average expenditures were \$15,381 per college. Colleges were able to serve 31% of the target population who expressed a need for these support services.

Fall to spring retention was 72% of those who received assistance of this kind, compared to 31% for those who requested but were unable to receive help with these services.

Of particular note for the 1992-1993 fiscal year are the number of local coordinators who delivered services to many students for only a little money. For example, several colleges were able to serve up to 80 students for the year with tuition, books, student transportation, and instructional materials for \$20,000 or less. They accomplished this in a variety of ways; some served students with single parent funds only long enough to permit a search for other sources of support. Coordinators are careful not to duplicate services from different resources.

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Grants which supported child care reported over 1,000 students served at 41 colleges. Average expenditures were \$34,725 per college for child care. The service had an apparent impact on retention, which was 76% for those students who were able to receive child care assistance from the grant. By comparison those who requested but did not receive child care from any source had a retention rate of only 39%.

Exemplary Programs . The single parent program of one large college in the coastal plains shows particular commitment to the target population in using program funds to help students train in and graduate from their chosen curriculum to find suitable employment.

Because the college believes that students need to be educated immediately about the end result of their education, all applicants are required to begin the program by attending a group assessment to become more aware of their vocational interests, individual aptitudes, personal strengths, and academic strengths or weaknesses. Labor market information is also shared concerning the various curriculums the students are interested in. Nontraditional training is discussed at length. Moreover, the assessment allows for active participation of the students and socialization among themselves (a serendipitous result is the many carpooling and child care arrangements resulting from these sessions).

Once applicants are admitted, another workshop presents the details of the single parent program and both the college's and students' responsibilities toward each other. At that session, each student is scheduled for individual monthly counseling, which gives the counselor an opportunity to review class schedules and monitor progress toward graduation. Monthly attendance and performance sheets completed by each instructor let the counselor know immediately if the student is having problems with academics and/or attendance. If problems warrant, the counselor will meet more often than monthly with the student.

Additional workshops are held for the students several times per quarter. Topics include positive image, stress management, study skills, test-taking strategies, and job-seeking skills. Required is a workshop on choosing quality child care.

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As students near the completion of training, the counselor begins socializing them away from the comfortable atmosphere of school to the world of work. Job-seeking skills and tactics are discussed. Workshops are held on resume writing, interviewing skills, job-retention skills, work ethics, etc.

The college does not use grant funds but rather college resources to provide the rich array of services above. It should be noted that this same college is committed not only to enhancing students' educational prospects, but also to maximizing grant resources by coordinating with other local agencies. They require all applicants for single parent grant assistance to apply to other agencies first. As a result the college found child care through the JOBS program for 81 additional single parents. They anticipate that next year approximately 30 single parents will receive child care through the Pell Grant. Tuition, transportation, and fees will be supplied by the Pell Grant for another 130 single parents, and the Department of Vocational Rehabilitation will assist approximately 22 other single parents with tuition, fees, and books. Thus, by exhausting all available resources, the college can expand the number of single parent students from 61 served by the grant to an additional 263 served by other agencies.

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

During the 1992-1993 school year, 400 students were served at 17 colleges with sex equity grants designed to train men and women in the nontraditional occupations. The total cost was \$316,318, which includes the local salaries for coordination as well as direct financial support of students. The money invested by the sex equity program has broken barriers, especially to women's 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 legislation enabled this assistance, nontraditional students have been much more likely to stay in school than they were prior to this assistance. Furthermore, the program has made the women students, in particular, employable at a reasonable wage for the first time in their lives.

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Retention rates of nontraditional students in the program average 82% from fall to spring (this figure includes those who complete a curriculum at some point during the year). Students uniformly turn in a B average. For the fall and spring quarters of 1992-1993, the average GPA was 3.04 for full-time students and 3.01 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 nontraditional trades. Frequently, the colleges interpret the personal assessments in a group setting, a strategy which fosters the bonding of a support group. The assessment instruments, colleges report, reinforce positive images and give the women confidence in knowing they are going into an occupation for which they are suited.

Although the programs are broadly similar, each offers something unique. Of special note is the year-old program that offers a half dozen career field trips as well as two workshops per quarter on life management skills, and also weekly and monthly individual counseling. Students in this program have found workshops and field trips stimulating enough to give up their Saturday mornings to attend.

Another program has been diligent in preparing its college for the inevitable day that the grant phase-out would be complete. As was the original intent of the program, many services provided originally by the sex equity grant have gradually been transferred to the college. Faculty members have absorbed a large part of the support role once provided by a full-time director. Through requirements built into curriculums, sex equity participants benefit from role-modeling, on-the-job training, job search techniques, and a host of other career preparation and personal development skills. Because sex equity students have performed to a high standard, both academically and in their interactions with faculty and fellow students, they have become a welcome and challenging addition to the vocational and technical curriculums, even with the local project director now in the background.

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Finally, the majority of instructors, staff, and students have become more comfortable with the concept of women and men as legitimate and natural participants in nontraditional curriculums and career fields.

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

Five community colleges participated in new programs for criminal offenders during the 1992-1993 program year. A total of 3,570 corrections inmates participated in 34 occupational programs (including non-1992/93 funded). (See enrollment table in Appendix B.) The following colleges and corrections facilities participated:

Table 1

Criminal Offender Program Participants

<u>College</u>	<u>Correctional Facility</u>
Anson Community College	Brown Creek Correctional Institution
Cape Fear Community College	Pender Correctional Unit
Nash Community College	Nash Correction Institute
Sampson Community College	Sampson Correctional Center
Southeastern Community College	Brunswick Correctional Facility

Achievements, services, or programs.

The correctional center curriculum 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 curriculums are primarily oriented to the development of manipulative skill

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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 occupation fields.

A course of study in Mechanical Drafting was offered by one college. The grant money was used for the faculty member's salary and benefits, supplies, and equipment. The course began spring quarter with 20 students. The syllabus and course outlines were updated and modified to assure that they met the competencies required by the Department of Community Colleges. The students were identified and records were obtained to guarantee all admission requirements were met. The students met with the college's counselor and were given ample time to meet and consult with their advisor. The curriculum was designed as the first four quarters of the two-year program. At the successful completion of the courses, each student was awarded a certificate. In addition to the courses in Mechanical Drafting, the curriculum has the same general education/related courses required of on-campus students. To enhance the curriculum's learning tools, supplies such as teaching models and textbooks were purchased. Three additional computers and computer programs were obtained. Other equipment was purchased by the Department of Corrections; other supplies were purchased by the college. The Department of Corrections supplied the facilities, modifications to the facility, electricity, tables and chairs. The salary of the instructor was paid from the grant during class preparation time and once classes began. The college paid the salary for any time spent teaching in other programs.

Another college taught Practical Air Conditioning to 39 students. An instructor was paid with the grant funds, but a third of the available money went to instructional supplies and educational equipment. Another correctional system sponsored by an eastern community college held classes in Plumbing and Pipefitting, Masonry, Air Conditioning and Refrigeration, and Welding. A full-time prison education director was hired to counsel, advise, determine program eligibility, and instructional support. A total of 239 inmates were enrolled; 119 earned a certificate.

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

The 58 community and technical 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 disability 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 the 58 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 strongly placed 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 campuses are visited each year and their staff and procedures are rigorously screened to assure equitable special population treatment.

Disabled. During the 1992-1993 program year 4,268 disabled students were enrolled in the vocational and technical curriculum programs eligible for Perkins funds. (See enrollment table in Appendix B.) To meet the needs of these students, particular attention is paid to coordinating other, compatible vocational services. Where possible vocational rehabilitation programs are provided on community college campuses or are located nearby. This emphasis on coordination is accomplished in two steps -- identification and assessment.

The identification process includes 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 are encouraged. This program is especially productive and effective as evidenced by numerous cooperative agreements between local colleges and the NC Vocational Rehabilitation Services, local Departments of

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Social Services, community action agencies, and mental health clinics.

Assessment is accomplished by several methods which are used singly or in combination. One method often used is the administration of standardized assessment instruments such as the Myers-Briggs Type Indicator. Also, as in the identification process, full use is 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 is conducted by licensed clinical psychologists.

Once a disabled student has been identified and properly assessed, a wide array of supplemental services are provided by each colleges. These include such things as supplemental standardized counseling, placement tests available 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 is provided through tutorial services, interpreters, notetakers, signers, readers, and typists. Special texts and other curricula related material are also available when needed. Other services include special programs such as sheltered workshops or programs for the blind or hearing impaired. Physical access is assured through special parking and elevator access in multi-floor buildings. These, and the many other supplemental services, are provided on an "as needed" basis. These services allow most disabled students to attend regular classes.

Limited English Speaking (LEP). Eight hundred and eighty (880) students with limited English proficiency were served in curriculum programs during the 1992-1993 program year (See enrollment table in Appendix B).

North Carolina continues to attract many people from other countries. Each year the farming 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

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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, 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 (Vietnamese who were allies during the Vietnam conflict) continue to seek settlement in areas such as Wake and Guilford 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 are 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 curriculum programs as indicated by the large number served. 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, as do other states, 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. The 58 community colleges reported an enrollment of 34,041

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economically disadvantaged students. (See Appendix C) 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. In 1992-1993, 52,470 students were enrolled as academically disadvantaged. (See Appendix C) 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 Myers-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 the 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 Myers-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

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remedial instruction programs and services to increase their chances for success in vocational and technical curricula 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 NCDCC 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 as Pell grants and JTPA programs.

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

Curriculum Improvement Projects. During the 1992-1993 program year, a major focus of funds from Perkins for state leadership and professional development was the undertaking of six 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 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,

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skills, and abilities, and updating the content of the associated curriculum and continuing education courses.

Six colleges received funds to implement curriculum improvement projects during the 1992-1993 program year. Three projects completed their second year and concluded; four were beginning their first year. The three concluding were:

Table 2

Curriculum Improvement Projects (Second Year)
 1992-1993

<u>College</u>	<u>Curricula Program</u>
Pitt Community College	Industrial Maintenance
Central Piedmont Community	Transportation: Automotive Body Automotive Servicing Diesel Vehicle Maintenance
Wilkes Community College	Child Development

Industrial Maintenance
Pitt Community College

This curriculum is taught at 38 community colleges in North Carolina, and it has involved 40 curriculums. Several project goals were identified for this program year. These included the following:

Faculty Development Activities -

- o Plan and conduct three technical sessions at the community college conference
- o Plan and conduct at least one 2- or 3-day statewide workshop on technical topics to upgrade faculty
- o Plan and conduct at least one regional 1-day workshop on technical topics such as recruiting and retention, basic computer application software use
- o Attend maintenance-related workshops

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Curriculum Materials Development -

- o Establish writing teams to identify tasks and develop curriculum models for a two-year associate degree program, a two-year and a one-year vocational/diploma program
- o Publish curriculum guide including all three models
- o Distribute and orient instructors to curriculum models

Recruitment and Retention - Appoint task force to

- o Identify obstacles to recruitment and causes for attrition
- o Identify and publish strategies for recruitment and attrition reduction
- o Submit report to management team who will communicate published strategies to instructors from participating institution

General Goals -

- o Organize statewide Association of Maintenance Instructors
- o Publish and distribute quarterly newsletter
- o Acquire and install instructional equipment to support maintenance programs
- o Interact with business and industry
- o Write and submit evaluations and reports

Evaluation: Over 100 hours of faculty development activities were provided and 146 instructors represented 38 participating colleges. Four committees (steering, conference planning, recruiting and retention, textbook selection), made up of faculty, provided assistance and direction for the accomplishment of project goals. Three writing teams spent hours performing the task analyses and writing the technical content of the manual. Other

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advisory groups refined and edited the curriculum materials that became the curriculum guide.

Transportation Programs
Central Piedmont Community College

Forty-two (42) of 50 eligible community colleges were served by this curriculum improvement project. Thirty-five (35) Automotive Servicing programs were served; 10 Auto Body; and 8 Diesel.

Project Goals -

- o Provide and fund technical update training for Auto Servicing, Auto Body, and Diesel instructors
- o Develop curriculum guides for the three curriculum areas using statewide industry advisory committees, instructor steering committees, and NATEF competencies
- o Promote and support NATEF program certification efforts throughout the system
- o Provide technical update training for the college faculty
- o Provide equipment for all of these programs

Evaluation- All of the faculty were involved in update training as well as providing update training for other faculty. All faculty have become aware of changes in technology. Auto Body and Diesel faculty have started working toward a NATEF certification. Students benefitted from the updated equipment.

Child Development
Wilkes Community College

Curriculum models were developed for both the Early Childhood Associate and the Teacher Associate. The development of these models, using the occupational tasks (competencies) lists, course syllabus and content outlines for all major and some related course were produced and distributed. A major impact of the CIP Child Development project was that the Child Care Credential I and II courses developed are offered in at least 50 individual schools in both Early Childhood curriculum and non-curriculum programs. More than 150 full- and part-time

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instructors have taken the Orientation Training to teach the Child Care Credential courses. Over 1,200 students have completed both courses statewide and they have been awarded the Child Care Credential.

In the area of professional faculty upgrade, two content workshops were offered to instructors concerning special needs children and infant/toddler development and workshops on recruitment and retention. Some faculty attended week-long seminars on critical thinking techniques; others attended instructor certification of first aid and CPR. Professional leadership development was most evident in the writing and field testing of the Instructor Manuals for Child Care Credentials I and II.

Project Goals and Activities:

Faculty Inservice Education -

- o To continue to survey instructors and committees for input on professional development needs for Child Development and related curriculum instructors
- o To review current Child Development and Teacher Assistant programs and courses and work with instructors to develop a core curriculum and establish basic competencies necessary for Child Development and Teacher Assistant students
- o To continue review of alternative program delivery systems to meet the needs of current and future child care workers
- o To continue to disseminate information on recruitment and retention practices
- o To offer technical information on a course for Children with Special Needs
- o To offer technical information on a course for Infant/Toddler Development and Activities

Development of Instructional Materials and Methods -

- o To continue to revise and update materials for the Child Care Credentials I and II courses

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- o To offer assistance, information, and materials for a course on Children with Special Needs
- o To offer technical information, assistance, and materials for a course on Infant/Toddler Development Activities
- o To develop a core curriculum model

Interaction with Business and Industry -

- o To continue to receive advice and input from an Early Childhood Advisory committee
- o To continue to correlate with the staff of the N. C. Child Day Care section revisions and updates, and orientation for instructors on the Child Care Credential
- o To continue to work with agencies that may have impact for the Child Development and Teacher Assistant community college students

Three additional curriculum improvement projects were funded for 1992-1993 and reported on their first year's achievements. These were:

Table 3

Curriculum Improvement Projects (First Year)
1992-1993

<u>College</u>	<u>Curriculum Program</u>
Rowan-Cabarrus Community College	Math and Technology
Wake Technical Community College	Electronics-Based
Craven Community College	Business Management

Math and Technology
Rowan-Cabarrus Community College

The Math Curriculum Improvement Project has attracted selected representatives from each of the 58 community college math faculties and attendance at state and regional conferences of twice that number. Training in technology

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in mathematics began in September at the three regional orientation meetings and was continued in the December and March conferences. Selection of a total of 26 hours of training from a slate of sixty total session hours was provided this year. Topics ranged from computer math software to graphing calculators. All the workshops were performed by CIP representatives except those on Math CAD. The project was well received by the participants and its effects are already being felt around the state. A survey of the impact of the project was given to each participant in May; the results of the survey were overwhelmingly positive. One instructor said she learned more in the December Workshop than in her graduate studies. In December, the opportunity arose to expand the project to include intensive training for a selected team of eight in teaching Critical Thinking Skills. The eight were selected from eighteen applicants. The training was held, follow-up meetings were held, and a series of 25-30 modules were written incorporating the critical thinking skills in the teaching of college Algebra. Six hours of release time was provided during Spring quarter for each team member to work on the modules. The modules are currently being edited and will be distributed to the team for use in their respective college Algebra classes in the fall. After the Fall quarter, the modules are to be re-edited, amended, and will become the main focus of the spring workshop; during this workshop, the modules will be distributed to the CIP representatives from all 58 schools. There was also a joint meeting of members of both the Electronics and Math CIPs; the purpose of the meeting was to begin work on course sequencing and coordination of content of math and electronics courses, with possible extension to other technologies. To facilitate curriculum development investigations and workshop materials development and production, a computer and laser printer were purchased; also, a set of graphing calculators was purchased for use by the critical thinking team.

Electronics-Based
Wake Technical Community College

The Electronics-Based CIP promotes professional development for electronics-based curriculum instructors. The CIP provides the opportunities for instructors to update their technical education by offering current technical workshops. These workshops help to assist instructors with the additional technical knowledge so that they can teach new and emerging electronics-based

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technologies. Some of the workshops provide very specialized training that instructors have requested. The CIP provides a strong relationship with industry. As the electronics-based courses are changed and/or developed, the present and future needs of industry are used as a major part of the development process. There are 43 community colleges in North Carolina which offer at least one of the electronics-based curriculums. All of the colleges have been involved in the project. Instructors from all the colleges have attended workshops and conferences, attended committee meetings, provided survey information on curriculum changes, or met with industry personnel to consider their needs for technicians in the future. The CIP plans to offer some proposed workshops for professional faculty development during the two-year project which the instructors have requested. Some of the proposed workshop topics are: programmable logic controller, "C" language programming, fiber optics and lasers, computer-integrated manufacturing, surface mount technology, microprocessor and microcontroller operations, and computer-aided instruction and multimedia usage. Many of these workshops have already been offered in the first year. The instructors have been given copies of various software applications packages for use in the classroom. These software packages were identified by industry personnel as very valuable for technicians to understand. All of the educational software packages have been received free of charge because of the special requests by the CIP. The Critical Thinking Field Study Group has prepared a draft Instructors Guide for the Direct Current Circuit Analysis course. This Instructors Guide, complete with handouts and lesson plans, will be finished and distributed to all electronics-based curriculum instructors by late 1993. The Curriculum Development Committee is preparing an Electronics-Based Curriculum Manual; this manual will contain all electronics-based curriculum courses, plus detailed descriptions and course competencies. The CIP purchased two computers, a printer, and an overhead projector (for presentations). The computers and printer were used to prepare CIP newsletters, present and future needs of industry survey, mailing lists, the manual, the instructors guide, and a task list for electronics-based technicians.

Business Management
Craven Community College

The Business Management CIP has provided the opportunity for Craven Community College to lead colleges

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throughout North Carolina in the development of instructional programs that will better prepare students for successful employment in today's competitive business environment. By working with instructors from all 58 colleges, Craven will help establish standards of curriculum components and instructional methodologies in Business Administration, Industrial Management Technology, Public Administration, and Personnel Management Technology. The major professional development activities were the three regional communication network workshops with training on modem utilization to communicate electronically and the statewide CIP conference. The state conference provided participants with instructional skills and techniques to promote the incorporation of team-building, ethics, facilitating, TQM, critical thinking and writing into management instruction. Seven instructors received partial release time to research and develop instructional materials that will combine the use of available technology, current management theories, and up-to-date instructional methodologies; incorporate essential competencies identified on the Needs Analysis Survey of business and industry leaders in N. C. into management instruction; and include learning activities that will involve the use of critical thinking, problem-solving, and team-building. The materials developed will be field-tested, revised, published, and distributed to all 58 colleges during the second year of the project. The equipment purchased is to establish the electronic communication network; additional computer memory as well as hardware and software necessary to implement the system and house the databank were also bought. A major accomplishment of the CIP was the design and administration of a Needs Analysis Survey to 534 business and industry leaders throughout North Carolina. The survey indicated that graduates from management programs should possess the ability to work within a team, integrity and ethics, problem-solving and decision-making skills, self-motivation, the ability to think objectively and critically, and the ability to communicate effectively. The results of the survey were distributed to each college president, chief academic officer, and CIP participants. These skills are also being incorporated into the instructional materials developed through this project.

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

No postsecondary programs are presented in North Carolina.

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

No postsecondary programs are presented in North Carolina.

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

During the 1992-1993 program year there were no identified 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 community colleges were in the process of planning and in the early stages of implementing articulated Tech Prep programs.

Tech Prep in North Carolina is a focused, sequential six-year course of study designed to meet the need for high school and community college graduates to have greater academic rigor and a stronger technical education foundation. Through a blending of higher-level academic and vocational/technical secondary courses, Tech Prep prepares students for advanced courses required by two-year technical and community college programs, which in turn prepares workers for increasingly sophisticated occupations. At present, the North Carolina Department of Public Instruction and the Department of Community Colleges provide grants to Tech Prep consortia based upon competitive proposals received from all interested local education agencies (LEAs) who have developed agreements with community colleges or other postsecondary institutions to provide a 2+2+2 year educational program consisting of two years of secondary preparatory course work (grades 9 and 10), two years of occupation/technical-specific and advanced secondary course work grades 11 and 12), followed by two years postsecondary course work leading to the associate degree or certificate of completion. The size of the grants are determined by a formula based upon the number of LEAs participating in the consortia. Under this formula, a planning consortium receives \$25,000 per participating LEA up to a maximum \$75,000 per planning grant. An implementation consortium receives \$50,000 per participating LEA up to a \$150,000 limit per implementation grant. Consortia are limited to one planning grant, but the same

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consortia may receive up to two implementation grants. A reapplication is required for each grant.

In 1992-1993, 45 consortia received grant money. Ten of these were planning grants, and 35 were implementation grants.

The Tech Prep movement and program in North Carolina integrates academic and occupational subjects, placing heavy emphasis on articulation from secondary to 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 the right 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 177,874 students. Each curriculum program is reviewed by the NCDCC and approved by the State

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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-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.

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 1992-1993 program year. However, as previously described many community colleges apply Perkins 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

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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.

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APPENDIX A

Performance Measures and Standards

- Postsecondary -

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

The Carl D. 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 Student Right to Know Act, systemwide 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 been 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 or 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 V-099 and T-099 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 population; 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 that the requirements of item (i) are substantially met through the nature and specificity of assurances given to the U.S. 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 special populations vocational education students 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 Department of Community Colleges shall maintain a monitoring instrument which records the college's 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 Department of Community Colleges 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 1992-93 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.

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APPENDIX B

Curriculum Postsecondary Enrollment
for Carl Perkins Performance Report
1992-1993

1/12/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

AGE

1

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	23	15	8	17	6		1		1		1
01.0104	AGRICULTURAL TECH.	8	4	4	8							
01.0201	FARM MACHINERY MECH	8	8		7	1						
01.0204	AGRI MACHINERY SERV TEC	13	13		11	2						
01.0301	AGRICULTURAL SCIENCE	14	12	2	6	7		1		2		2
01.0302	ANIMAL CARE & MGMT TECH	121	84	37	58	59		7		6		
01.0304	HORTICULT. & FRUIT PROD	34	21	13	21	7	1	3		5		
01.0399	DAIRY MANAGEMENT TECH.	1		1	1							1
01.0505	EQUINE TECHNOLOGY	75	18	57	37	32		8		3	18	1
01.0599	TAXIDERM	70	63	7	64	5		1			7	
01.0601	HORTICULTURE TECH.	563	393	170	306	146	2	24	84	48		15
01.0604	GREENHOUSE & GRNDS MGMT	349	303	46	87	72	2	97	167	12		15
01.0605	LANDSCAPE ARCHITECT TECH	74	57	17	33	39		3		2	46	1
01.0607	RECREATIONAL GRND. MGT.	135	129	6	73	61		2		1	17	
03.0401	FOREST MANAGEMENT	212	190	22	69	139		9		5	6	5
03.0404	WOOD PRODUCTS	6	5	1	3	3	1			1	1	
03.0499	LUMBER SPECIALIST	21	21		18	2		1				1
03.0601	FISH AND WILDLIFE MGT.	126	110	16	55	69		5		6	16	
07.0699	DESKTOP PUBLISHING (T S)	29	5	24	14	14		1		4	5	
08.0102	FASHION MERCHANDIS & MKT	168	12	156	92	66	1	3		28	12	2
08.0503	FLORAL DES & COMM. HORT.	63	16	47	36	24		6		2		12
08.0705	MARKETING & RETAILING	675	234	441	422	216	6	37		58		23
08.0901	HOSPITALITY/TOURISM SPE	1		1	1							
08.1001	INSURANCE	142	77	65	134	6	1	1		3		1
08.1104	TRAVEL AND TOURISM TECH	180	20	160	125	42	2	7		17	20	5
08.9999	CUSTOMER SERVICE TECH	118	19	99	68	42	2	9		22	19	
10.0101	COMMUNICATIONS TECH.	20	8	12	16	1				3		7
10.0103	PHOTOFINISHING SPEC.	22	11	11	7	15		1		2		3
10.0104	RADIO/TV BROADCAST TECH	252	171	81	137	110	1	6		14		2
12.0301	FUNERAL SERVICE ED.	263	175	88	211	39	1	10		13		2
12.0403	COSMETOLOGY	3,746	214	3,532	1,774	1,701	16	91	46	862	214	120
13.1501	TEACHER ASSOCIATE	419	19	400	161	227		22		91	19	24
13.9999	AD FOR VOC INSTRUCTORS	25	19	6	19	6				2	6	1
14.3001	MANUFACTURING ENG.	346	293	53	247	83	4	7		21	53	9
15.0101	ARCHITECTURAL	874	652	222	543	280	12	49		42		17
15.0201	CIVIL ENGINEERING	592	502	90	391	167	10	31		30	90	16
15.0303	ELECTRICAL ENGINEERING	3,703	3,289	414	2,179	1,370	43	148	1	179	414	117
15.0304	LASER/ELECTRO-OPTICS TEC	53	38	15	23	29		1		6		1
15.0399	IND ELECT/ELECTRO TECH	317	290	27	153	157	3	22		24	27	12
15.0401	BIOMEDICAL EQUIPMENT	187	167	20	68	113	3	10		17	20	18
15.0402	COMPUTER ENGINEERING TEC	876	695	181	493	338	18	43		50	181	15
15.0403	IND MAINTENANCE TECH.	553	478	75	285	246	3	27		33	75	23
15.0404	INSTRUMENTATION	96	84	12	78	17				2	12	4
15.0405	AUTOMATION/ROBOTICS	121	113	8	69	50	2	9		2	8	3
15.0501	AIR CONDITION SERV TECH	247	242	5	173	63	1	7		11	5	7

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC815CPP

1/12/94

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
15.0506	WATER AND WASTE TECH	92	57	35	41	46	1	8		6		1
15.0603	INDUSTRIAL ENGINEERING	185	119	66	116	60	3	6		11		4
15.0699	CHEMICAL	149	106	43	84	48	1	4	15	7		3
15.0701	IND SFTY SCRTY & HLTH MG	44	29	15	31	10		2		7		1
15.0702	QUAL ASSUR TECHNI (TS)	88	61	27	71	15	23	1	20	2		
15.0805	MECHANICAL ENGINEERING	1,779	1,471	308	1,068	621		86		76	308	65
15.1102	SURVEYING TECHNOLOGY	167	156	11	108	49	5	9		4	11	7
15.9999	GENERAL OCCUPATIONAL	522	120	402	390	90	5	15		58	120	10
20.0202	CHILD CARE WORKER	349	10	339	194	135	5	14		51	10	9
20.0203	EARLY CHILDHOOD ASSOC.	2,950	80	2,870	1,415	1,352	12	118	134	513	80	63
20.0401	FOODSERVICE MANAGEMENT	721	417	304	358	126	11	55	466	66	33	31
20.0409	FOODSERVICE SPECIALIST	608	575	33	104	977	26	102		9	307	37
22.0103	PARALEGAL TECHNOLOGY	2,905	307	2,598	1,651	11	1	10		552	10	2
25.0301	LIBRARY ASSISTANT	43	10	33	24	11		16		13		3
31.0101	PARK & OUTDOOR REC RES	12	10	2	4	8						
31.0301	RECREATION ASSOCIATE	96	44	52	39	1						
31.0505	PHYSIO-FITNESS/HLT TECH	1		1		1						
40.0702	MARINE	158	107	51	140	18	2	1		1		5
41.0101	BIOTECHNOLOGY	69	27	42	28	39	1	14		11		7
43.0102	CORRECTIONAL SERVICES	312	95	217	138	168	24	234		71		209
43.0107	CRIM JUSTICE-PROTECT SER	7,933	5,382	2,551	4,730	2,884	6	6		776		10
43.0201	FIRE SCIENCE	554	524	30	460	84		1		6		30
43.0203	FIRE PROTECTION DIPLOMA	19	19		11	8	1	6		8		2
44.0401	PUBLIC ADMINISTRATION	49	18	31	20	27		35		220	82	19
44.0701	SOCIAL SERVICE ASSOC.	919	82	837	458	374	2	18	339	26	6	14
46.0101	MASONRY	497	491	6	122	90	6	14	197	21	17	25
46.0201	RESIDENTIAL CARPENTRY	583	566	17	288	399	5	57	199	88	77	95
46.0302	PRACTICAL ELECTRIC WIRING	1,652	1,575	77	1,044	15		8	215	17	21	10
46.0401	FACILITY SERV TECHNICIAN	64	64	21	171	305	1	17	59	3	1	8
46.0499	LIGHT CONSTRUCTION	664	643		3	38	1	17	182	9	3	21
46.0501	PRACTICAL PLUMBING	274	273	1	60	10	1	6		3	14	16
46.9999	INDUSTRIAL CONSTR TECH	22	19	3	12	58		3	49	5	19	6
47.0104	DIGITAL ELECTRON REPAIR	194	180	14	88	29	5	31	28	2	50	38
47.0105	INDUSTRIAL ELECTRONICS	105	96	9	75	148	4	57	215	85	19	89
47.0199	ELECTRONIC SERVICING	674	624	50	474	296	3	4		3	73	53
47.0201	PRACTICAL AIR CONDITIONI	1,483	1,464	19	899	28		37	81	37	1	8
47.0302	HEAVY EQUIPMENT MECH	58	58	73	715	287		10		2		
47.0303	INDUSTRIAL PLANT MAINT	1,075	1,002		98	11		6		1		3
47.0402	GUNSMITHING	117	117	1	9	15		38		2		52
47.0404	PIANO TUNING & REPAIR	10	9	12	12	185		96		41		81
47.0408	METAL ENGRAVING	29	17	31	585	783	12	28	162	109	31	95
47.0603	AUTO BODY REPAIR	818	787	95	1,145	28	3	9		8		6
47.0604	AUTO MECHANICS	2,114	2,019	1	145	36	2	5	112	23		17
47.0605	DIESEL VEHICLE MAINT.	183	182	1	66							
47.0606	SMALL ENG & EQUIP REPAIR	207	203	4								

NORTH CAROLINA DEPT. OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

SEX EQ
(NON-
TRAD)

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	(NON-TRAD)	COMP-LETER
47.0607	AVIATION MAINTENANCE	299	280	19	213	78	2	6		12	19	28
48.0102	DRAFTING-BUILDING	85	62	23	53	30		2		3		1
48.0105	DRAFTING-MECHANICAL	228	191	37	135	61	4	8	24	17	37	3
48.0199	FURNITURE DFT & PROD DEV	31	22	9	17	14	1					
48.0201	GRAPHIC ARTS--PRNT MGMT	427	233	194	259	151	3	16		31		24
48.0303	UPHOLSTERING	126	78	48	107	12	3	2		6		10
48.0503	MACHINIST	1,703	1,551	152	1,212	413	25	55	3	77	152	23
48.0507	TOOL & DIE	1,102	1,000	2	67	30	1	9		1	65	61
48.0508	WELDING	1,708	1,643	65	990	444	8	54	287	76	4	1
48.0701	FINE & CREATIVE WOODWKG	21	17	4	20	1	1	1		1	3	17
48.0702	FURNITURE MACH OPERATION	175	172	3	160	15		4				
48.0703	CABINETMAKING	26	26		15	9		1				
48.0799	WOOD PRODUCTION CRAFTS	14	10	4	9	4	1	1		1		4
48.9999	CLAY PRODUCTION CRAFTS	80	21	59	63	7	1	3		12		11
49.0102	AVIATION MGT & C PILOT	239	209	30	177	60	2	2		2	30	4
49.0105	AIR TRAFFIC MGMT	1		1	1							
49.0202	HEAVY EQUIP. OPERATOR	62	62		47	13		4		1		8
49.0205	TRUCK DRIVER TRAINING	610	528	82	609	1					82	5
49.0306	MARINE MECHANICS	31	31		23	8						
49.9999	TRAFFIC AND TRANS.	40	24	16	25	12						
50.0402	COM. ART & ADV. DES.	1,288	658	16	827	391	7	2		4		1
50.0406	PHOTOGRAPHY	245	130	630	102	119	3	82		89		59
50.0408	INTERIOR DESIGN	414	27	115	248	116	3	13		64		33
51.0205	INTERPRETER TRAINING	107	7	387	66	36	1	15		88	27	41
51.0601	DENTAL ASSISTING	460	5	100	261	183	3	3		51	5	54
51.0602	DENTAL HYGIENE	388	2	386	283	90	1	5		27	2	1
51.0603	DENTAL LABORATORY	34	16	18	19	14				6		1
51.0703	HOSPITAL WARD SECRETARY	172	2	170	71	14		9		44	2	10
51.0707	MED. RECORDS TECHNOLOGY	380	19	361	191	78	4	19		80	19	6
51.0801	MEDICAL ASSISTING	1,194	21	1,173	524	601	8	39		293	21	51
51.0802	MEDICAL LABORATORY ASST	1		1	1							
51.0803	OCCUP. THERAPY ASST.	145	12	133	43	90	5	15		30	12	4
51.0805	PHARMACY TECHNOLOGY	293	78	215	135	142	3	19		47	4	4
51.0806	PHYSICAL THERAPIST ASST.	553	111	442	315	209	7	11		70	111	15
51.0808	VETERINARY MEDICAL	114	13	101	45	67	1	2		6	13	2
51.0904	EMERGENCY MEDICAL	481	286	195	312	142	2	24		32		31
51.0905	NUCLEAR MEDICINE TECH	29	16	13	25	1		1		3		6
51.0907	RADIOLOGIC TECH / RADPHY	888	194	694	473	337	10	36		136	194	85
51.0908	RESPIRATORY CARE TECH	614	188	426	336	232	9	11		126		80
51.0909	SURGICAL TECH.	255	24	231	146	93	3	2		36	24	25
51.0910	MEDICAL SONOGRAPHY	63	4	59	35	20		4		10	4	16
51.0999	ELECTRODIAGNOSTICS TECH	92	18	74	72	15		1		7	18	17
51.1004	PHLEBOTOMY	379	58	321	192	171	5	11		64	1	3
51.1009	MEDICAL LABORATORY TECH	189	20	169	113	64		9		29	20	9

1/12/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC815CPP

PAGE

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
51.1501	DRUG & ALCOHOL TECH	129	25	104	52	70	2	9		29	25	2
51.1502	MENTAL HEALTH ASSOCIATE	576	73	503	132	420	4	31		158	73	7
51.1601	ASSOC. DEGREE NURSING	7,316	631	6,685	3,895	2,846	46	156	2	1,255	631	406
51.1613	PRACTICAL NURSING	1,804	115	1,689	955	667	20	40		385	115	178
51.1614	NURSING ASSISTANT	1,073	59	1,014	514	472	5	23	25	273	59	15
51.1615	HOMEMAKER/HOME HEALTH AI	1,172	6	166	72	89		7		37	6	2
51.1699	OPERATING ROOM TECHNICI	1		1	1							
51.1802	OPTICIANRY	81	43	38	55	23		1		5	5	
51.2399	DEVELOPMENT DISABILITIES	33	5	28	6	23		5		13		
51.2601	THERAPEUTIC RECREATION	274	33	241	99	147	1	12		109	33	14
52.0201	BUSINESS ADMINISTRATION	10,867	3,765	7,102	5,954	4,035	81	397	390	1,351		289
52.0205	INDUSTRIAL MANAGEMENT	1,062	662	400	716	307	7	33		61		31
52.0302	ACCOUNTING	5,694	1,003	4,691	3,300	2,004	49	215		793	1,003	152
52.0402	SECRETARIAL-EXECUTIVE	3,012	47	2,965	1,270	1,535	21	143		702	47	67
52.0403	SECRETARIAL-LEGAL	3,449	3	446	194	218	2	16		102	3	5
52.0404	SECRETARIAL-MEDICAL	2,136	14	2,122	848	1,131	14	89		493	14	31
52.0405	COURT REPORTING	30		30	17	12		1		3		
52.0407	DATA ENTRY OPERATIONS	142	15	127	85	44	3	4		30	15	
52.0408	GENERAL OFFICE TECH	1,840	29	1,811	719	1,027	17	101		489	29	41
52.0499	POSTAL SERVICE TECH.	56	27	29	45	9		4		4	2	
52.0701	SMALL BUS MGMT: ENTR DEV	3	2	1	3						42	
52.0803	BANKING AND FINANCE	319	42	277	205	94	4	6	1	40		1
52.0902	HOTEL & RESTAURANT MGMT	342	181	161	189	138	7	18		35		1
52.1101	INTERNATIONAL BUSINESS	74	41	33	51	19	3	2		8		
52.1201	MICROCOMPUTER SYSTE TECH	2,956	800	2,156	1,492	1,225	33	159	1	586	103	
52.1202	BUSINESS COMPUTER PROG	6,961	2,548	4,413	3,773	2,716	96	343	30	949	161	
52.1205	COMPUTER OPERATIONS	653	176	477	273	305	7	44	36	131	16	
52.1501	REAL ESTATE (TEC SPEC)	1,421	776	645	1,252	97	3	27		67	9	
		111,759	47,795	63,964	61,729	40,763	880	4,268	3,570	14,309	5,762	3,902

Vocational Education Performance Report
NC Department of Community Colleges
1992-1993 Program Year

APPENDIX C

Special Curriculum Student Enrollment

Report for 1992-1993

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
SPECIAL CURRICULUM IDENTIFICATION REPORT
SUMMER, FALL, WINTER, SPRING QUARTER -- 1992-93
NOTE: ENROLLMENT COUNTS ARE DUPLICATED

PAGE

REPORT# CC120B - PGM=CC120B

COLLEGE	NUMBER HANDI- CAPPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLICATED DISADVANTAGED	SINGLE PARENT	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POPLN
ROBESON CC	75	305	435	10	676	223	260	404	830
ROCKINGHAM CC	8	262	21		282	34	30	55	329
ROWAN-CABARRUS CC	145	2,006	936	46	2,474	448	479	802	2,774
SAMPSON CC	79	874	822	1	1,146	260	97	348	1,176
SANDHILLS CC	40	1,729	585	6	1,851	106	95	166	1,907
SOUTHEASTERN CC	29	1,275	390	12	1,394	238	92	286	1,476
SOUTHWESTERN CC	52	356	176	7	467	111	110	193	569
STANLY CC	112	516	549	10	884	175	150	252	991
SURRY CC	123	531	476	5	828	172	158	296	1,076
TRI-COUNTY CC	146	547	252	16	702	144	125	256	831
VANCE-GRANVILLE CC	126	687	900	21	1,366	312	228	485	1,573
WAKE TCC	806	2,996	1,247	229	3,816	364	286	601	4,471
WAYNE CC	147	1,804	1,055	14	2,192	408	285	585	2,347
WESTERN PIEDMONT C	93	1,068	483	23	1,342	290	221	423	1,518
WILKES CC	54	851	488	5	1,079	301	12	313	1,227
WILSON TCC	55	1,035	595		1,188	166	99	214	1,230
	7,291	52,470	34,041	1,821	72,680	15,774	12,526	24,480	84,822

* TOTAL DISADVANTAGED INCLUDES ACADEMIC, ECONOMIC, AND LIMITED ENGLISH SPEAKING

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
SPECIAL CURRICULUM STUDENT ENROLLMENT REPORT
SUMMER, FALL, WINTER, SPRING QUARTER -- 1992-93
NOTE: ENROLLMENT COUNTS ARE DUPLICATED

REPORT# CC120B - PGM=CC120B

COLLEGE	NUMBER HANDI- CAPPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLICATED DISADVANTAGED	SINGLE PARENT	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POPLN
ALAMANCE CC	177	1,294	1,660	21	2,365	316	279	522	2,555
ANSON CC	10	23	59	2	82	73	6	76	140
ASHEVILLE-BUNCOMBE	217	866	413	53	1,219	370	145	415	1,494
BEAUFORT COUNTY CC	28	435	199	2	522	80	98	157	1,576
BLADEN CC	28	272	227	6	396	92	81	145	457
BLUE RIDGE CC	142	821	384	18	1,020	301	221	398	1,239
BRUNSWICK CC	56	196	213	4	342	136	158	262	471
CAJALWELL CC & TI	286	2,100	810	230	2,440	518	408	821	2,749
CAPE FEAR CC	16	397	190	7	539	93	28	97	578
CARTERET CC	115	466	927	67	1,362	319	1,897	1,960	2,177
CATAWBA VALLEY CC	83	1,295	408	36	1,529	74	53	111	1,597
CENTRAL CAROLINA C	105	1,351	906	15	1,875	251	74	323	1,974
CENTRAL PIEDMONT C	302	3,388	1,816	226	5,040	1,163	1,059	1,890	6,247
CLEVELAND CC	17	58	70	4	124	308	57	319	409
COASTAL CAROLINA C	171	1,081	1,447	62	2,320	333	61	378	2,418
COLLEGE OF ALBEMAR	77	1,183	1,025	4	1,600	485	1,000	1,198	2,117
COLLEGE OF ALBEMAR	208	1,795	1,455	42	2,583	431	216	585	2,790
CRAVEN CC	194	1,216	796	19	1,532	324	343	530	1,730
DAVIDSON COUNTY CC	95	1,320	484	71	1,636	633	604	642	2,035
DURHAM TCC	29	410	348	1	710	244	34	262	836
EDGEcombe CC	518	1,483	2,312	160	2,385	652	291	838	2,855
FAYETTEVILLE TCC	324	646	194	50	851	553	522	969	1,831
FORSYTH TCC	134	881	470	16	1,196	507	144	606	1,586
GASTON COLLEGE	232	802	632	158	1,521	292	514	806	1,986
GUILFORD TCC	97	845	387	2	1,018	345	164	430	1,150
HALIFAX CC	77	592	492	5	900	182	104	284	1,002
HAYWOOD CC	73	1,142	253	5	1,217	77	58	155	1,290
ISOTHERMAL CC	114	1,573	700	5	986	209	70	239	1,062
JAMES SPRUNT CC	127	1,138	639	3	1,398	98	101	152	1,473
JOHNSTON CC	122	1,041	434	8	1,288	344	104	429	1,473
LENOIR CC	47	359	171	3	481	181	67	274	755
MARTIN CC	37	408	413	2	678	192	107	104	517
MAYLAND CC	64	863	421	10	1,045	274	73	315	1,159
MCDOWELL TCC	119	287	90	19	363	46	37	64	1,143
MITCHELL CC	29	12	83	1	92	136	143	255	569
MONTGOMERY CC	67	68	45	9	173	43	8	51	117
NASH CC	26	93	81	1	173	135	17	138	282
PAMLICO CC	18	2,208	946	3	2,821	637	98	700	3,248
PIEDMONT CC	479	812	261	57	930	78	66	125	978
PITT CC	58	341	614	6	777	214	214	214	824
RANDOLPH CC	43	579	708	5	855	221	128	291	881
RICHMOND CC	43	579	708	5	855	221	128	291	881
ROANOKE-CHOWAN CC	43	579	708	5	855	221	128	291	881

* TOTAL DISADVANTAGED INCLUDES ACADEMIC, ECONOMIC, AND LIMITED ENGLISH SPEAKING

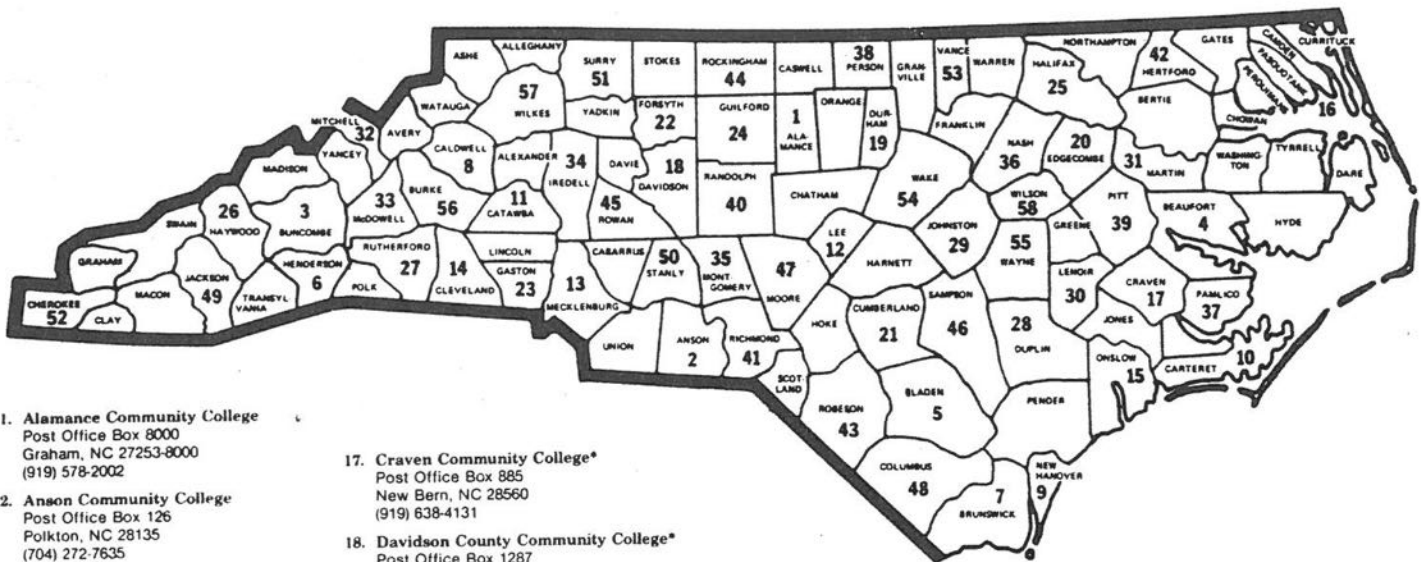
Vocational Education Performance Report
NC Department of Community Colleges
1992-1993 Program Year

APPENDIX D

Member Community Colleges

North Carolina Community College System

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
Waynesville, 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 28303-0236
(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) 934-3051
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***
141 College Drive
Albemarle, NC 28001
(704) 982-0121
51. **Surry Community College***
Box 304
Dobson, NC 27017
(919) 386-8121
52. **Tri-County Community College***
2300 Highway 64 East
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
Goldboro, 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 27593
(919) 291-1195

*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051



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