All CTE CLNA Summary Report Template

1. College: Stanly Community College
2. Date Submitted: July 28, 2025
3. Team/Stakeholders involved – refer to Perkins Act §134(e) for requirements.

Representative	Name(s)	Organization/Position
College CTE Administrators	Dr. John Enamait	SCC/President
	Dr. Jeff Parsons	SCC/VP Academic Affairs, CAO
	Devin Baucom	SCC/AVP AMITT, Perkins Coordinator
	Tammi McIlwaine	SCC/AVP Transfer and Business
	Christie Honeycutt	SCC/AVP Health & Public Services
	Candice Lowder	SCC/AVP Career Connections
	Dr. Kara Finch	SCC/Dean, Health and Public Services
	Lorie Narelowski	SCC/Dean, Business Programs
	Josh Aldridge	SCC/Dean, Advanced Manufacturing, Industry & Trades
	Adam Carriker	SCC/Dean, Technology & Engineering
College CTE Educators	Ryan Love	SCC/Program Head, Computer-Integrated Machining
	Joshua Brosius	SCC/ Instructor, Computer-Integrated Machining
	Samuel (Bret) Benton	SCC/Program Head, Air Conditioning, Heating & Refrigeration Technology
	Chris Cesaro	SCC/Program Head, Welding Technology
	Scotty Kluttz	SCC/Program Head, Collision Repair & Refinishing Technology
	Paul (Brian) Crump	SCC/Program Head, Information Technology/Network Management
	Jeff Swaringen	SCC/Program Head, Computer Engineering, Electrical Engineering, Mechatronics Engineering Technology
	Steven Eury	SCC/Program Head, Biomedical Equipment Technology
	Josh Gooch	SCC/Program Head, Graphic Design
	Gonda Watson	SCC/Program Head, IT Cybersecurity
	Alaina Finney	SCC/Program Head, Agribusiness

	Tiffany Barbee	SCC/Program Head, Radiography
	Lindsey Hall	SCC/Director, Clinical Education, Radiography Program
	Starra Robinson Herring	SCC/Program Head, Medical Assisting
	Ruth Silsby	SCC/Program Head, LPN
	John Lanier	SCC/Program Head, Criminal Justice
	Cyndie Osborne	SCC/Program Head/Instructor/Advisor Early Childhood
	Sue Drake	SCC/Program Head, K-12 Education
	David Smith	SCC/Program Head, Cosmetology
	Sam Spencer	SCC/Instructor, Business Administration
	Eva (Blair) Huneycutt-Whitley	SCC/Associate Director Nursing, LPN to RN
	Amber Hatley	SCC/Coordinator, Faculty Course - Nursing Level I
	Wanda Huneycutt	SCC/Coordinator, Faculty Course - Nursing Level II
	Ashley Vanhoose	SCC/Instructor, Simulation/ Coordinator, Skills Lab - Associate Degree Nursing
	Karena Butler	SCC/Director, Nursing
College -- Other	Garrett Allen	SCC/Success Coach, AMITT
	Sadie Lee	SCC/Success Coach, Trades
	Melanie Alexander	SCC/Success Coach, Allied Health
	Breanna Gibson	SCC/Success Coach, Business & Cosmetology
	Leah Riddick	SCC/Success Coach, Allied Health
	Courtney Wiley	SCC/Success Coach, Allied Health
	Cassidy Ball	SCC/Director, Small Business & Entrepreneurial Development
	Shannon Paul	SCC/Dean, Learning Resources & Grant Management
	William (Joe) Pollard	SCC/ Dean, Center for Teaching & Learning
College Disability Services	Linda DeJoseph	SCC/ Director of Counseling
Secondary District CTE Director	Mandy Melton	Stanly County Schools/Director of CTE
High School Career Development Coordinator	Karen Brown	Stanly County Schools/CDC
	Jacey Speight	Stanly County Schools/CDC
	Telena Gooch	Stanly County Schools/CDC

	Sharon Huggins	Stanly County Schools/CDC
	Sandie Brundin	Stanly County Schools/CTE, Curriculum Instructional Management Coordinator Special Populations Coordinator
High School -- Other	Dr. Jarrod Dennis	Stanly County Schools/ Superintendent
	Lynn Plummer	Stanly County Schools/ Chief Academic Officer
	Shawn Britt	Stanly County Schools/ Chief Technology Officer
Workforce Development Board(s) Director (or designee)	David Hollars	Centralina Workforce Development Board/ Executive Director
	Gus Vanegas	NCWorks Career Center/Stanly County Career Center Leader
	Monica Gramling	Centralina Workforce Development Board/Program Leader of NextGen services
	John Smith	NCWorks Career Center/One-Stop Operator
ApprenticeshipsNC	Scott Panagrosso	ApprenticeshipNC/Registered Apprenticeship Consultant
Area Employers	William Huneycutt	William R. Huneycutt, CPA, LLC/ Owner
	Danielle Rushing	Juneberry Ridge Foundation/ Education Director
	Katelyn Stegall	NC Cooperative Extension/ Livestock Agent
	Chad Whitley	Whitley Automotive/Owner
	Dana Chaney	City of Albemarle/HR Director
	Tommy Gibson	Alcoa and Cube Hydro Carolinas/ Management Consultant
	Charlotte Maness	Charlotte Maness Consulting/ Owner
	Michael Helms	AGRx Recruiters, LLC/ Owner
	JT Cranford	Albemarle Police Department/ Assistant Chief
	Jeff Crisco	Stanly County Sheriff's Office/ Sheriff
	Michael File	Spencer Police Department/ Chief
	Billy Gilman	Mint Hill Police Department/ Assistant Chief
	John Michael Haymond	NC Courts/ Juvenile Justice
	Phillip Huneycutt	Albemarle Police Department/ Sergeant

	Brian Leonard	Spencer Police Department/ Sergeant
	Kevin O'Connor	Locust Police Department/ Assistant Chief
	James Perry	Stallings Police Department/ Assistant Chief
	John Reid	Pfeifer University/ Criminal Justice Program Head
	David Salyers	NC Department of Insurance/ Special Agent
	Ashley Thompson	Stanly County Sheriff's Office/ Chief Deputy
	James Wilson	Norwood Police Department/ Chief
	Tammy Albertson	Stanly County Partnership for Children/ Executive Director
	April Bellard	Richmond County Partnership for Children/Education Specialist
	Ann Benfield	Cabarrus County Partnership for Children/ Executive Director
	Dr. Katrina Chance	Richmond County Partnership for Children/ Executive Director
	Gale Coor	Division of Child and Family Well-being/ Concord CDSA Director
	Mindy Davis	Smart Start - New Hanover/ Early Care and Education Manager
	Stephanie Dreyer	Child Care Resources, Inc./ Healthy Social Behaviors Specialist
	Margo Ford Crosby	Guilford County Schools/ CTE Educator - High Point High School/ SCC Adjunct Instructor
	Teresa Holmes	Save the Children/ Director
	Priscilla Hayes	Child Care Resources, Inc./ Region 6 Birth-to-Three (B3) Specialist
	Joy Heglar	Stanly County Health Department/ Case Manager for At-Risk Children
	Sheen Klaus	Chatham County Partnership for Children/ Program Director / SCC Adjunct Instructor
	Casey Mullis	Providence Preparatory School/ School Administrator
	Jennifer Peterson	Iredell County Partnership for Young Children/ Professional Development Specialist
	Terri Scott	Stanly County Partnership for Children/ NC Pre-K Coordinator

	Chad Harvey	Atrium Health/ Respiratory Care Educator
	Heather Neal	Atrium Health – Union/ Director Respiratory Care
	Judy Carpenter	Novant Health
	John Wilson	Novant Health – Rowan/ Manager Respiratory Care
	Kimberly Santanicola	Atrium Health – Cabarrus/ Supervisor Respiratory Care
	Traci Grindo	Atrium Health Pineville/ Service Line Manager
	Dr. William Miles	Atrium Health Main/ Medical Director
	Carlysle Burkholder	Duke University Hospital
	Mickey Haywood	Cone Health/ Radiology Engineer
	Seth Morton	GE Healthcare/ Biomedical Technician
	Tommy Britt	GE Healthcare/ Biomedical Technician
	Justin Barbee	Microsoft/ Support Escalation Engineer
	Michael Brien	Preformed Line Products/ Computer Support Specialist
	Trent Helms	Microsoft/ Support Escalation Engineer - Windows Networking
	Nathaniel Sandy	UNC Chapel Hill/ Helpdesk Support Specialist
	Kyle Asmuth	Haas CNC Machine
	Joe Brooks	Brothers Precision Tool Co.
	Dan Tweed	Carnes-Miller Gear Company/ Owner
	Tony Ledbetter	Morning Star
	Kristy Huneycutt	Preformed Line Products/ HR Director
	Damon Allen	Martin Marietta
	Kenny Holt	Martin Sprocket & Gear
	Chris Safriet	North Carolina Forest Service/ Equipment Operator
	David Sikes	Anson Contractors Inc./ Co-Owner
	Lusenii Watson	Georgia Power/ Distribution Engineer
	Merlin Amirtharaj	Uwharrie Bank/ Board Director
	Derek Macauley	Nigel Technologies/ Enterprise Network Engineer
	Mitch Knighten	Uwharrie Bank/ EVP, IT Manager
	Billy Cole	1 hour Heating & Air

	Robert Lovin	Robert M. Lovin Construction/ Owner
	Todd Hopkins	Hopkins Home Crafters/ Owner
	Travis Alley	Stanly Construction Services/ Owner
	Sherrill Smith	S & D Construction/ Owner
	Wade Ray Surratt	Superior Plumbing / Owner
	Tim Ayers	Ayers Paint & Body/ Owner
	Donnie Eddins	Fat Cat Customs/ Owner
	John Hartsell	Caliber Collision/ Technician / Former Student
	Rod Keck	H & K Autobody/ Owner
Economic Development/ Industry Associations	Elizabeth Underwood	Stanly County Economic Development Commission/Director
	Erica Church	Stanly County Chamber of Commerce/CEO, President
CTE Students	Casie Pervine	SCC 2nd Year Respiratory Therapy Student
	Allison Smith	SCC Student
	King Yang	SCC Student
	Kevin Rodriguez	SCC Student
	Cadin Edwards	SCC Student
	Nathan Robinson	SCC Student
Vocational Rehabilitation	Terri Parker	Centralina Workforce Development Board/ Staff Director, Division of Employment and Independence for People with Disabilities
Department of Social Services Director (or designee)	Dolly Hufman Clayton	Stanly County Department of Social Services/ Director
	Jamie Eudy	Stanly County Department of Social Services/ Child Support
Indian Tribe/tribal organization (if applicable)		
Other stakeholders	Jeffery Peacock	Community Member

Briefly explain gaps in each part of the CLNA as applicable to this CLNA focus area. These gaps will directly link to activities funded on the activities/budget form.

A. Student performance
Using Power BI, list gaps for each performance indicator for all CTE students, for special populations, for program areas, and/or for curriculum parents. **1P1 – Student Performance – Postsecondary Retention and Placement** 1. The College's Success Rate for 1P1 Postsecondary Retention and Placement (all CTE programs combined) was 89.0%, however, not all programs of study performed at this level. Those

programs (listed by curriculum parent) with success rates below the College Negotiated Level of 83.0% and identified demographics and characteristics of students performing below the Negotiated Level include:

Program Area & Curriculum Parent	1P1	Demographic and Characteristic of Students Performing Below College Negotiated Levels
College Negotiated Level	***83.0%***	
College CTE Combined	*89%*	
CONSTRUCTION TECHNOLOGIES		
Heavy Equipment Operation, Management, and Service (3534)	75%	Black Male, Students with disability, Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Unemployed
TRANSPORTATION SYSTEMS TECHNOLOGIES		
Collision Repair and Refinishing Technology (6013)	75%	Male, Not Disabled, Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Unemployed
PUBLIC SERVICE TECHNOLOGIES		
Cosmetology	50%	White Female, Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Unemployed, Employed Part-Time
Infant/Toddler Care (5529)	75%	Female, Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Employed Full-Time
INDUSTRIAL TECHNOLOGIES		
Welding Technology (5042)	80%	White Male, Not Disabled, Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Unemployed

2P1 – Earned credentials (curriculum certificates, diplomas, and degrees)

2. The College's Success Rate for 2P1 *Curriculum Certificate, Diploma or Associate Degree* Attainment (all CTE programs combined) was 34.2%, more than 2.2% below the College Negotiated Level of 35.0%. Programs of study (listed by curriculum parent) with success rates below the College Negotiated Level of 35.0% and the demographics and characteristics of students performing below the Negotiated Level in those programs include:

Program Area & Curriculum Parent	2P1	Demographic and Characteristic of Students Performing Below College Negotiated Levels
College Negotiated Level	***35.0%***	
College CTE Combined	*34.2%*	
BUSINESS TECHNOLOGIES	***32.2%***	
Accounting and Finance (2580)	30.0%	Female: Black, Unknown, White; Male: Unknown, White; Not Disabled, Not English Learner, Pell Recipient, Single Parent, Traditional Sex, Unemployed, Employed Full-Time

Information Technology (2559)	13.7%	Female: Black, Unknown, White; Male: Asian, Black, Hispanic, Multiple, Unknown, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Non-Traditional Sex, Unemployed, Employed Part-Time, Employed Full-Time
Simulation and Game Development (2545)	26.7%	Female: Black, Unknown, White; Male: Black, Unknown, White; Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Unemployed, Unemployed, Employed Part-Time, Employed Full-Time
COMMERCIAL AND ARTISTIC PRODUCTION TECHNOLOGIES	***23.1%***	
Advertising & Graphic Design (3010)	23.1%	Female: Asian, Black, Hispanic, Multiple, Unknown, White; Male: Asian, Black, Hispanic, Multiple, Unknown, White; Not Disabled, Disabled, Not English Learner, English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Single Parent, Non-Traditional Sex, Traditional Sex, Unemployed, Unemployed, Employed Part-Time, Employed Full-Time
CONSTRUCTION TECHNOLOGIES	***13.6%***	
Air Conditioning, Heating & Refrigeration Technology (3510)	6.7%	Male: Black, Multiple, Unknown, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Unemployed, Unemployed, Employed Part-Time
Heavy Equipment Operation, Management, and Service (3534)	28.6%	Male: Black, Hispanic, Unknown, White; Not Disabled, Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Employed Full-Time
ENGINEERING TECHNOLOGIES	***16.0%***	
Computer Engineering Technology (4016)	15.4%	Female: White; Male: Asian, Black, White; Pell Recipient, Not Single Parent, Non-Traditional Sex, Employed Full-Time
Electronics Engineering Technology (4020)	18.2%	Female: Unknown; Male: White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Non-Traditional Sex, Traditional Sex, Unemployed, Employed Part-Time, Employed Full-Time
Mechatronics Engineering Technology (4035)	0%	Male: Unknown; Not Disabled, Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Employed Part-Time

INDUSTRIAL TECHNOLOGIES	***21.4%***	
Welding Technology (5042)	8.3%	Female: Multiple; Male: Amer. Indian/Alaskan, Hispanic, Multiple, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Non-Traditional Sex, Traditional Sex, Unemployed, Employed Part-Time, Employed Full-Time
PUBLIC SERVICE TECHNOLOGIES	***32.6%***	
Early Childhood Education (5522)	23.1%	Female: Asian, Black, Hispanic, Multiple, Unknown, White; Not Disabled, Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Non-Traditional Sex, Traditional Sex, Unemployed, Employed Full-Time
TRANSPORTATION SYSTEMS TECHNOLOGIES	***21.4%***	
Collision Repair and Refinishing Technology (6013)	21.4%	Male: White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employed Part-Time, Employed Full-Time
HEALTH SCIENCES	***46.7%***	
Biomedical Equipment Technology (5010)	33.3%	Male: White; Not Disabled, Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Employed Part-Time, Employed Full-Time

3. For all Stanly CTE programs combined, the following demographics and characteristics were identified for student success below the 35% College Negotiated Level for 2P1: Female, Male, Black, White, Unknown, Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Unemployed, and Employed Full-Time.
4. Stanly Community College no longer has a software application to determine student eligibility or proximity to earning a credential. Students currently self-enroll with Student Services to investigate their eligibility for graduation or credentialing.

3P1 – Nontraditional Enrollment

5. The College's Success Rate for 3P1 Non-traditional Program Enrollment (all CTE programs combined) is 18.5%. However, not all programs of study achieved success at this level. The following table identifies programs of study (listed by curriculum parent) with success rates below the College Negotiated Level of 13.0%. The table also identifies performance gaps for non-traditional gender students in those programs, defined as success rates below the 2P1 Local Negotiated Rate of 51%:

Program Area & Curriculum Parent	3P1	Non-traditional Gender for Field of Work	2P1 Success Rate of Non-traditional Gender	Non-traditional Gender Performance Gap <51%
College Negotiated Level	**17.0%**			
College CTE Combined	17.4%			

CONSTRUCTION TECHNOLOGIES	***9.1%***			
Air Conditioning, Heating & Refrigeration Technology (3510)	6.7%	Female	100%	
Heavy Equipment Operation, Management, and Service (3534)	14.3%	Female	100%	
ENGINEERING TECHNOLOGIES	***8.0%***			
Computer Engineering Technology (4016)	7.7%	Female	0.0%	Performance Gap
Electronics Engineering Technology (4020)	9.1%	Female	0.0%	Performance Gap
Mechatronics Engineering Technology (4035)	0.0%	Female	0.0%	Performance Gap
HEALTH SCIENCES	***9.6%***			
Associate Degree Nursing (4511)	7.1%	Male	100%	
Medical Assisting (4540)	4.5%	Male	50%	Performance Gap
INDUSTRIAL TECHNOLOGIES	***9.5%***			
Biomedical Equipment Technology (5010)	0.0%	Female	0.0%	Performance Gap
Computer-Integrated Machining (5021)	8.3%	Female	0.0%	Performance Gap
Welding Technology (5042)	12.5	Female	33.3%	Performance Gap
PUBLIC SERVICE TECHNOLOGIES	***5.4%***			
Cosmetology (5514)	1.5	Male	0.0%	Performance Gap
Early Childhood Education (5522)	0.4%	Male	0.0%	Performance Gap
Early Childhood Preschool ((5586)	0.0%	Male	0.0%	Performance Gap
Infant/Toddler Care (5529)	0.0%	Male	0.0%	Performance Gap
TRANSPORTATION SYSTEMS TECHNOLOGIES	***7.1%***			
Collision Repair and Refinishing Technology (6013)	7.1%	Female	100%	

6. For all combined Coastal CTE programs of study, the following demographics and characteristics were identified for student success below the 13% College Negotiated Level for 3P1: Male: Black, Hispanic and White; Disabled.

Gaps identified using other sources
NCCCS Dashboards:

7. Success Rate (Fall 2020 Cohort) of Stanly CTE students in College Level English (PM2): 34% (holding from 34% in 2019); these results are significantly less than the SCC overall 57.3%.

8. Success Rate (Fall 2020) of Stanly CTE students in College Level Math (PM3): 28% (up from 23% in 2019); these results are significantly less than the SCC overall 54.3%.
9. Licensure and Certification (PM6): 2023 Passing rates for Cosmetology Licensure Exam for first time test takers: 65%; a decline from 79% in the previous year.

2023-24 Stanly Desktop Audit (Annual Program Data Worksheet):

10. In 2023, 434 more women than men received degrees from Stanly Community College.
11. The overall graduation rate for 2023 (2019 Cohort) was 38% down from the 2022 overall graduation rate of 56%.
12. The overall retention rate for 2023 (2019 Cohort) was 66% down from the 2022 overall retention rate of 83%.
13. Additional performance gaps for ADN (associate degree nursing) Completion Rates and Withdrawal/Stop Out Rates:

ADN (A45110)	2020-2021	2021-2022	2022-2023	2023-2024
Enrolled	60	60	35	32
Completers	20 (33.3%)	16 (26.67%)	10 (28.6%)	8 (25%)
Withdrawal/Stop Out	66.6%	73.33%	71.4%	75%
Credentials	20 (100%)	16 (100%)	10 (100%)	8 (100%)
LPN-AND (A45110R)				
Enrolled	16	16	14	14
Completers	12 (75%)	11 (68.75%)	12 (85.7%)	11 (78.57%)
Withdrawal/Stop Out	25%	31.25%	14.3%	21.43%
Credentials	12 (100)	11 (100%)	12 (100%)	11 (100%)

B1. Size, scope, and quality of program

1. Program Reviews reported in the College's 2023-24 Annual Desktop Audit (DTA) revealed a need to evaluate learning outcomes and assessments across several CTE programs of study in: Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Systems Technologies.
2. Program Reviews reported in the College's 2023-24 (and previous years) Annual Desktop Audit (DTA) revealed a need to contextualize English and Mathematics courses to enhance completion of CTE programs of study in: Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Systems Technologies.
3. A continued review and evaluation of CTE program curricula, technical instruction, skill application, student outcomes, and assessments to support local employer demand is needed in all CTE program areas: Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Systems Technologies
4. A comprehensive review of Career and Technical Education (CTE) course sequences is essential to ensure alignment with evolving workforce demands, emerging technologies, employability competencies, and compatibility with high school curricula.
5. The North Carolina's CTE Course Inventory notes that "through practical learning, students acquire higher-order thinking, technical, academic, and applied workplace skills crucial for success in future careers." Additionally, Stanly County Schools highlights that "Today's job market requires individuals with technical and high-level problem-solving skills," and that CTE focuses on "real-world applications" across diverse program areas.

6. Stanly County Schools (SCS) and Stanly Community College (SCC) CTE actively collaborate with regional businesses and industries via advisory councils to stay current with skill demands and adjust programming accordingly.
7. The SCS district's 2025–26 CTE plan includes a "comprehensive needs assessment and goal" process, with metrics aimed at improving academic proficiency and post-secondary credential attainment. State funding supplements are targeted toward professional growth and technology upgrades. The statewide CTE inventory frames professional development and technology as essential support for delivering both foundational and advanced skills instruction.
8. Teaching and demonstration materials, equipment, and software are needed to train students on the same equipment and methods used by local employers.
9. CTE technical labs are in constant need of updating, modernization, and preparation for emerging technologies. Technology updates, software, and materials are needed to keep current with employer needs and expectations of students entering the workforce.
10. CTE technical lab space is limited to accommodate full-scale equipment for practical application instruction. Dedicated (lab) instructional time is often limited to accommodate all levels of teaching, practical application, and remediation. Technology is needed to simulate work-based learning, provide additional learning opportunities for skills development, troubleshooting, diagnostic procedures, problem solving, and remediation to support all levels of student achievement. This is needed across all program areas.
11. Need for additional employer interaction and partnerships across CTE program areas: Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Systems Technologies.
    a) Additional employer interaction (BILT Model) is needed to ensure graduates are prepared with skills that are in demand by local employers.
    b) Additional clinical sites are needed for Health Sciences.
    c) On-site opportunities are needed for work-based learning for Business Technologies, Public Service Technologies, and Transportation Technologies.
12. Technology to equip and enhance in-class instruction is needed, to include computers and peripherals, monitors, audio/visual, or other items to support instructional engagement and learning.
13. Employing a range of instructional modalities—including traditional face-to-face, online, hybrid, and HyFlex formats—is essential in CTE programs to support diverse learners. Attention to special populations (as defined under Perkins V) should inform the intentional design and facility support behind each modality.
14. Additional academic and technical resources are essential to remediate student needs within both CTE technical courses and their related academic coursework.
15. Enhanced remediation resources are necessary to prepare students for earning technical credentials, certifications, and professional licensures.
16. CTE Advisory Board minutes (on file) expressed the following needs and expectations for CTE programs:
    - Faculty need to remain current and proficient in their technical areas of expertise.
    - Students must gain hands-on experience with current industry-standard technology, software applications, and equipment to ensure they are workplace-ready and qualified for employment.
    - CTE Students need Third-party technical certifications or credentials (or be prepared to move forward with the credentialing process) when entering the workplace.
    - Students require targeted support to effectively prepare for and pass state licensure exams and technical certification assessments.

- Students need to be prepared to enter the workplace with appropriate knowledge and understanding of technical and safety protocols.

17. Targeted training is essential for CTE faculty in the effective use of emerging technologies, new equipment, and employer-specified skills.
18. CTE student resources and retention strategies including Learning Specialists are needed to support student success.
19. Resources are needed to support special populations prior to and during program enrollment.
20. CTE labs need additional technology for student skill development, remediation, and workplace preparedness to promote CTE achievement at all levels.
21. Faculty need access to resources to support at-risk students.
22. At-risk students need access to resources, including academic, economic, or support systems to promote personal well-being to foster student success.
23. Students need assistance in developing educational plans to meet their short-term and long-term education and career goals.
24. Students need resources and support to navigate barriers or obstacles to completing goal(s) and degree completion such as Spanish translation of course content.
25. Student success beyond the certificate level is needed. Resources to assist student success and retention are needed.
26. Students expressed concern regarding the ability to pay for program tuition or purchase required books and materials for CTE programs. There is a need to continue to provide equitable student access assistance through provided research databases, OER development, curriculum educational library access, and other educational resources.
27. CTE students need access to advisors and counselors for information and access to career planning, CTE program requirements and timelines, employment preparation, and financial resources to support success and retention.
28. Students benefit from participation in CTE organizations such as SkillsUSA and Phi Beta Lambda (Future Business Leaders of America)

B2. Alignment to local/regional labor market needs *(if applicable)*

1. Census data (2023) for Stanly County identified the major occupations and industries as:

Information	0.711%
Utilities	0.837%
Real Estate & Rental & Leasing	1.86%
Agriculture, Forestry, Fishing & Hunting	2.07%
Wholesale Trade	2.11%
Finance & Insurance	2.64%
Transportation & Warehousing	3.43%
Professional, Scientific, & Technical Services	4.08%
Administrative & Support & Waste Management Services	4.51%
Public Administration	4.54%
Accommodation & Food Services	5.57%
Other Services, Except Public Administration	6.6%
Education Services	6.77%
Construction	10.9%
Retail Trade	11.7%
Health Care & Social Assistance	15%
Manufacturing	15.4%

https://datausa.io/profile/geo/stanly-county-nc#employment_by_industries

5. The NC Department of Commerce's Star Jobs Outlook ranked the following occupations within the Charlotte region with 3 stars or better:

	Star Rating
Requiring Bachelor's Degree	
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	5
Requiring Associate's Degree	
Administrative Services Managers	5
Registered Nurses	5
Respiratory Therapists	5
Computer Network Support Specialists	5
Computer Hardware Engineers	4
Computer User Support Specialists	5
Medical Equipment Repairers	5
Industrial Engineering Technologists and Technicians	3
Health Information Technologists and Medical Registrars	4
Magnetic Resonance Imaging Technologists	4
Electrical and Electronics Drafters	4
Electrical and Electronics Engineering Technologists and Technicians	3
Radiologic Technologists and Technicians	4
Requiring Education Beyond High School	
Carpenters	4
Plumbers, Pipefitters, and Steamfitters	4
Electricians	5
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5
Automotive Body and Related Repairers	5
Machinist	4
Welders, Cutters, Solderers, and Brazers	4

Star Rating System: 5* Best, 4* Very Good, 3* Good, 2* Fair, 1* Poor

6. NC Department of Commerce "Star Jobs" publication of top careers with high wages and employment growth for the Charlotte Region includes: Information Security Analysts, Financial Managers, Computer and Information Systems Managers, Accountants and Auditors, Computer Systems Analysts, Construction Managers, Radiologic Technologists and Technicians, Computer Network Support Specialists, Medical Equipment Repairers, Electrical and Electronics Engineering Technologists and Technicians, First-Line Supervisors of Construction Trades & Extraction Workers, Police & Sheriff's Patrol Officers, Heating, A/C, & Refrigeration Mechanics & Installers, Medical Assistants, Electricians, and Plumbers (2025, most recent publication).
7. Data USA: Stanly County, NC (2023) identifies the most common employment sectors for those who live in Stanly County, NC, as Manufacturing (14.45%), Health Care & Social Assistance (15%), and Retail Trade (11.68%). (https://datausa.io/profile/geo/stanly-county-nc#economy)

8. Data USA: Stanly County, NC (2023) identifies the industries with the most establishments in Stanly County as Construction, other services except Public Administration, Health Care and Social Assistance, and Retail Trade. (https://datausa.io/profile/geo/stanly-county-nc#economy)
9. Data USA: Stanly County, NC (2023) identifies the industries with the highest total annual payroll as Manufacturing, Health Care and Social Assistance, and Construction. (https://datausa.io/profile/geo/stanly-county-nc#economy)
10. The Employment Outlook data presented in the Desktop Audit highlights strong demand and projected growth for CTE programs and their related occupations.
11. Students should have opportunities to practice and demonstrate skill competencies at the levels needed to meet local employer expectations.
12. Students self-report their employment status to Program Heads, the College's Office of Institutional Effectiveness Department, and the Student Success Center. This self-reporting process can affect the accuracy of data in the annual DTA.
13. Advisory Board minutes (on file) reflect the expressed need to ensure faculty members remain current and proficient in their technical areas. Members expressed the need for faculty to ensure students are prepared to utilize the same kind of equipment and methods as local employers, using current industry standards. This concern is expressed across all CTE program areas for this CLNA.

C. Progress toward implementing 9-14 pathways and programs of study *(if applicable)*

1. Career Pathways have been developed in program areas of Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, Transportation Systems Technologies. However, pathways in all areas need to continually be reviewed for accuracy and functionality.
2. Increased awareness of career pathways across programs is essential for strengthening both internal collaboration and external community partnerships.
3. SCS (Stanly County Schools) Reps suggest we continue to jointly promote job fairs and career exploration events, so students and potential students know about the opportunities that are available. Career exploration opportunities and activities are essential both before enrollment and throughout program participation.
4. Ongoing promotion of CTE programs, related occupations, and career pathways is essential—especially given the area's highly transient population due to frequent military transfers. Repeated outreach helps ensure that both new and existing residents are aware of local educational and employment opportunities.
5. A defined process and timeline are needed to regularly review and update established and emerging career pathways, ensure curriculum alignment, and maintain local course articulation.
6. Career pathways, presented in multiple formats, should be accessible to all prospective CTE students and community partners.
7. Strengthening relationships with the local school system—as well as with private schools, homeschool networks, and the Career and College Promise (CCP), NCCC Coordinator —is essential to promote clear pathways to postsecondary programs and employment.
8. A comprehensive review of courses and curricula across designated CTE program areas is needed to identify opportunities for local Articulation Credit and Credit for Prior Learning. Although the College follows the statewide Articulation Agreement, including its credit-granting criteria, an updated evaluation is necessary to explore additional local articulation possibilities.
9. Enhanced web-based access to career resources is needed to support students' short-term and long-term goals. This should include tools such as labor market data, career planning resources, a résumé center, and local job postings—available both before and during program enrollment.

D. Faculty and Staff recruitment, retention, and training

1. The curriculum faculty retention rate (October 2023 Cohort, NCCCS Data Dashboards, Employee Retention) is 78.1%; this includes both Full Time (FT) and Part Time (PT). The retention rate, specifically for FT is 91%. Of the FT faculty, Females had an 88% retention rate and Males had 96%. Retention rate by demographics: Black 89%, Hispanic 100%, and White 80%.
2. Faculty recruitment can be difficult for several CTE programs, particularly Health Sciences, Business Administration and Accounting, and Construction Trades, Information Technology, Engineering, Manufacturing where industry employment demand and wages remain relatively high for the occupation(s).
3. Advisory Committees' minutes (on file) reflect the need for the faculty to obtain professional development and/or return to the industry to remain current and proficient in their technical area of expertise and instruction.
4. Teaching fundamental skills now demands higher-order thinking and competencies that were once reserved for advanced training. As Career and Technical Education (CTE) programs evolve to meet current industry standards, instructional needs continue to grow. To effectively teach both foundational and advanced workplace skills—and to support students across a range of comprehension levels—educators need access to updated technology and ongoing professional development.
5. CTE faculty require targeted professional development focused on emerging industry-standard equipment, technology, and employer-specific skill sets to strengthen instruction and maintain curriculum relevance.
6. New full-time and adjunct faculty, as well as support staff, require comprehensive orientation and training on campus resources, community partnerships, and available student support services to enhance instructional effectiveness and promote student success.
7. CTE faculty and staff at all levels require training to identify at-risk students early and implement effective strategies to connect those students with appropriate support resources.
8. CTE faculty and staff—including both new full-time and adjunct instructors—require comprehensive professional development in pedagogical techniques, instructional skills, emerging instructional technologies, and strategies to enhance academic rigor.
9. CTE leadership and Perkins Team members need updated information and increased awareness regarding Perkins grant guidelines, reporting requirements, and allowable expenditures.
10. Regular updates and consistent communication are essential for Perkins Team members to stay informed about the status and progress of activities outlined in the Perkins Local Plan and Budget.
11. Support faculty and staff participation in CTE organizations such as Skills USA and Phi Beta Lambda (Future Business Leaders of America)

E. Progress toward improving access and equity for all students

Using the OGA Dashboards and heatmap provided during the Feb. 2025 Mid-Year meeting, list any gaps identified in enrollment by all CTE students, by cluster, and by curriculum parent.

1. Under-Representation of Female Enrollment by Curriculum Parent and Career Cluster

Curriculum	% Under-Represented	Career Cluster
Air Conditioning, Heating & Refrigeration Technology	37%	Architecture and Construction
Basic Law Enforcement Training	50%	Law and Public Safety
Collision Repair & Refinishing Technology	44%	Transportation, Distribution, & Logistics
Computer Engineering Technology	37%	STEM

Computer-Integrated Machining	42%	Manufacturing
Criminal Justice Technology	12%	Law and Public Safety
Electronics Engineering Technology	35%	STEM
General Occupational Technology	17%	GOT
Heavy Equipment Operation, Management, and Service	50%	Architecture and Construction
Information Technology	19%	Information Technology
Simulation and Game Development	24%	Information Technology
Welding Technology	48%	Manufacturing

2. Under-Representation of Male Enrollment by Curriculum Parent and Career Cluster

Curriculum	% Under-Represented	Career Cluster
Accounting	50%	Finance
Accounting and Finance	33%	Finance
Advertising and Graphic Design	29%	Arts, Audio/Video Technology & Communications
Agribusiness Technology	25%	Agriculture, Food, and Natural Resources
Associate Degree Nursing	41%	Health Sciences
Business Administration	15%	Business, Management & Administration
Cosmetology	47%	Human Services
Early Childhood Administration	48%	Education & Training
Early Childhood Education	49%	Education & Training
Early Childhood Preschool	45%	Education & Training
Emergency Medical Science	17%	Health Science
Human Services Technology	37%	Health Sciences
Infant/Toddler Care	48%	Education & Training
Medical Assisting	49%	Health Sciences
Medical Laboratory Technology	25%	Health Sciences
Nurse Aid (Certificate)	30%	Health Sciences
Radiography	42%	Health Sciences
Respiratory Therapy	36%	Health Sciences

3. Race/Ethnicity Under-Represented by Curriculum Parent and Career Cluster

Curriculum Parent	Black	Career Cluster
Accounting	11%	Finance
Agribusiness Technology	11%	Agriculture, Food, and Natural Resources
Basic Law Enforcement Training	11%	Law and Public Safety
Biomedical Equipment Technology	11%	STEM
Collision Repair & Refinishing Technology	11%	Transportation, Distribution, & Logistics
Computer-Integrated Machining	11%	Manufacturing
Electronics Engineering Technology	11%	STEM
Emergency Medical Science	11%	Health Science
General Occupational Technology	11%	GOT

Welding Technology	11%	Manufacturing
White		
Air Conditioning, Heating & Refrigeration Technology	26%	Architecture and Construction
Business Administration	16%	Business, Management & Administration
Computer Engineering Technology	10%	STEM
Early Childhood Administration	46%	Education & Training
Early Childhood Education	31%	Education & Training
Heavy Equipment Operation, Management, and Service	50%	Architecture and Construction
Human Services Technology	19%	Health Sciences
Infant/Toddler Care	23%	Education & Training
Information Technology	14%	Information Technology
Medical Assisting	22%	Health Sciences
Medical Laboratory Technology	29%	Health Sciences
Nurse Aid (Certificate)	29%	Health Sciences
Simulation and Game Development	11%	Information Technology

4. Students With Disabilities (SWD) Under-Represented: All CTE Programs are 5% or greater Under-Represented by SWD students with the exception of General Occupational Technology.
5. Students Classified as Economically Disadvantaged (ED) Over-Represented in CTE Programs: All CTE Programs contain 10% or greater ED students with the exception of Accounting, BLET, Collision Repair, Early Childhood Administration, Early Childhood Preschool, Infant/Toddler Care, Nurse Aid, and Welding Technology. Of the 31 CTE programs, 16 programs have 20% or more students classified as ED (51.6%).
6. Students classified as Out of Work (OOW) Over-Represented in CTE Programs: All CTE programs, except Early Childhood Administration, Emergency Medical Science, and Infant/Toddler Care, contain 10% or greater students classified as OOW. In 4 of 31 total programs (12.9%), the rate of students is 50% or higher and in 23 of 31 programs (74.2%), the rate is 20% or higher.
7. Summary of percentage of students classified as SWD, ED, and OOW in CTE program enrollment:

Total CTE Students	**2936**	
SWD	22	.05%
ED	580	19.7%
OOW	455	15.5%

Gaps identified using other sources

1. The 2023 Census Data provides for the Comparison of Stanly County Demographics to College Enrollment:

	North Carolina % Population	**Stanly County % Population**	**Stanly Community College % Enrollment**	
			All Students	**CTE Programs**
Gender				
Male	**48.9%**	**50.1%**	**29%**	**25%**
Female	**51.1%**	**49.9%**	**71%**	**75%**
Ethnicity				

White	**60.6%**	**79.0%**	**65.7%**	**62%**
Black	**20.3%**	**11.0%**	**15.4%**	**22%**
Latinx	**10.9%**	**5.3%**	**5.22%**	**5%**
Multiracial	**3.7%**	**2.5%**	**3.52%**	**3%**
Asian	**3.1%**	**1.9%**	**3.21%**	**2%**

Note: CTE programs have overall lower rates of Male enrollment.

2. Data USA: Stanly County, NC (2023) identifies students enrolled at Stanly Community College in full-time Undergraduate programs are most commonly White Female (47.2%), followed by White Male (22.8%) and Black or African American Female (7.29%).

3. The 2024 Economic Snapshot of Stanly County 2024:

Living in Poverty, 2018-1022	Stanly County	State
Percentage of People Living in Poverty	14%	13%
Black	36%	21%
White	11%	9%
Latine	14%	22%
Percentage of Children Living in Poverty	21%	19%

The poverty rate for Stanly County is generally higher than that of the state.

4. Collaboration is needed with the Public Information Office to review and enhance promotional materials, ensuring they effectively communicate career opportunities, program information, and resources to diverse gender and ethnic groups.
5. Faculty and staff training is needed to ensure awareness of Perkins-defined special population categories, familiarity with available support resources, and competency in instructional strategies—including Universal Design for Learning—that enable equitable access and success for all students.
6. Elevated outreach efforts are required to promote WIOA resources, especially among eligible special populations—to support retention and cover out-of-pocket costs associated with training and employment.
7. There is a need to strengthen partnerships with local schools and the Public Information Office to review and develop promotional efforts that highlight CTE career pathways to students of all genders and ethnic backgrounds, particularly those entering careers traditionally underrepresented by their gender.