

INTRODUCTION

The Annual Statistical Report contains FTE, student enrollment and college staff/faculty data for the 58 colleges in the North Carolina Community College System for the 1998-99 year. Historical student enrollment and FTE are also given.

Sources of Data: Curriculum and extension registration data, DCC 7-1 and DCC 7-2, provide student enrollment figures and program identification. Institution's Class Report data, DCC 7-3C and DCC 7-3E, provides the data for the FTE tables. College Staff/Faculty Information is summarized from the DCC 7-8 reports, and represents data as of October 1, 1998, (Fiscal Year 1998-99). Curriculum Student Progress Information System Data, DCC 7-42, provides student completion figures.

TERMS AND DEFINITIONS

The definitions shown on the following pages describe the terms used in this publication. Reference should be made to the Education Guide Catalog for the North Carolina Community College System for more detailed information regarding curriculum programs (can be found at www.ncccs.cc.nc.us in the "publications" section).

Associate Degree Programs consist of planned academic curriculum programs leading to an Associate in Arts (A.A.), Associate in Fine Arts (A.F.A.), Associate in Science (A.S.), or an Associate in Applied Science (A.A.S) degree.

Basic Skills Programs include Adult Basic Education (ABE), a program of basic educational skills for adults aged 16 or older who are out of school, who have not graduated from high school and who function at less than the ninth grade level of competency; General Educational Development (GED), a program of instruction designed to prepare adult students to pass the GED test that leads to a high school diploma equivalency; Adult High School Diploma (AHS), a program of instruction offered cooperatively with local public school systems to help adult students earn an Adult High School Diploma; Compensatory Education (CED), a program of instruction providing basic education skills for mentally disabled adults; and English as a Second Language (ESL), a program of instruction to help adults who have limited or no proficiency in the English language.

Certificate Programs are curriculum programs designed to provide entry-level employment training. Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student.

Clerical includes staff whose assignments typically are associated with duties which are clerical/secretarial in nature. Staff in this category are responsible for internal and external communications, recording and retrieval of information (not to include computer operator/programmer), and other office work, such as bookkeepers, typists, data entry operators, bookstore clerk, library clerk (not recognized as a librarian), secretaries, etc.

Community Service Programs are courses that consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment. The cultural, civic, and visiting artist components of this program meet community needs by providing lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists-in-residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

Curriculum Programs are a wide variety of planned educational programs which range in length from one semester to two years. These programs lead to certificates, diplomas or associate degrees, depending on the nature of the curriculum. Curriculum programs include certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs.

Diploma Programs are designed to provide entry-level employment training and are offered at all colleges. Diploma programs range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer session. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree.

Continuing Education (Extension) Programs are comprised of non-credit courses related to occupationally specific areas such as fire service, law enforcement and emergency medical training, community service, business and industry and adult basic skills education.

Faculty includes staff whose primary responsibilities are instructional and involve guiding/directing the learning experiences of pupils in an instructional environment.

Full-time equivalent curriculum annual budget (FTE) is based on class membership for 16 hours of class, shop, or laboratory per week for 32 weeks, the number of weeks in the Fall and Spring semesters, 1998-99. To determine the annual FTE, the total membership hours reported for the year are divided by 512.

Full-time equivalent extension annual budget (FTE) is computed by dividing the total membership hours reported by 688. The reporting periods used for computing the extension budget FTE were Spring semester 1997-98, Summer session 1998-99, and Fall semester 1998-99.

Focused Industry Training (FIT) program is a grant-funded training service. The primary purpose of the program is to provide additional resources to the colleges to allow them to offer occupational classes in critical industrial skills. Classes supported with these funds do not generate budget FTE.

Human Resources Development Programs (HRD) is an instructional program targeting unemployed and underemployed adults. The core curriculum for HRD training is focused on the assessment and development of employability competency skills that have been identified as “essential” for the workplace. The core curriculum for HRD training includes, but is not limited to, the following components: traditional self-esteem and goal-setting activities, career exploration/planning of educational/employment opportunities, resume/application preparation, interviewing techniques, and job referrals/placements, basic skills review, placement test review, and study skills/making the grade strategies. Some local HRD programs offer short-term skills training classes in the area of computer literacy, clerical/word processing, customer service representative, child care, home health care, hospitality/tourism and other skills training that match local workforce needs.

Job Training Partnership Training Act (JTPA) programs consist of occupational training and basic education for unemployed, underemployed and disadvantaged persons.

Learning Laboratory Programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

New and Expanding Industry Programs provide for the training needs of new industries which are moving into the state and also for existing industries undergoing a major expansion which result in the need for additional skilled manpower.

Non-Occupational Self-Supporting Programs consist of courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Athletics, games and hobby courses fall into this category. The cost of such activities is borne exclusively by the participants or some contracting agency.

Occupational Regular Budget Programs are extension courses that consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, or for retraining others for new employment in occupational fields.

Occupational Self-Supporting Programs are occupationally related courses which the college may provide at the request of the community but for which the college receives no budgetary credit. The cost of such activities is borne exclusively by the participants or some contracting agency.

Other Administrators includes staff whose major responsibility is administrative and whose major activities impact instructional or non-instructional programs. Staff in this category normally report to a senior administrator and some descriptive titles might include director, assistant/associate dean, associate vice-president, or other titles.

Professional includes staff who are assigned to manage non-teaching functions. Educational minimum requirements would normally be a baccalaureate degree or its equivalent. Staff in this category would normally report to an administrator of an instructional or non-instructional program and some functional titles might include coordinator of ABE, computer systems analyst, recruitment coordinator, or other titles.

Regular Budget Programs include all programs in the Curriculum and Regular Budget Extension Areas (Basic Skills and Occupational Regular Budget).

Senior Administrators includes staff who are responsible for the overall executive and/or administrative direction of the college as a whole or of a major component of the college. This category includes the chief executive officer (President), and staff who normally report directly to the president and might have functional titles such as dean, vice president, executive vice president or other titles.

Service/Maintenance includes staff whose assignments require limited degrees of previously acquired skills and knowledge and in which staff perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of college property. Some functional areas are cafeteria worker, truck driver, gardener, construction laborer, security personnel, maintenance worker, etc.

Skilled Crafts include staff whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Staff in this category would have titles such as mechanic, repairer, electrician, skilled maintenance, machinist, carpenter, printer, etc.

Staff/Faculty includes Clerical, Faculty, Professional, Senior Administrators, Other Administrators, Skilled Crafts, Technical/Paraprofessionals, and Service/Maintenance personnel employed at the college.

Technical/Paraprofessional includes staff whose assignments require specialized knowledge or skills which may be acquired through experience or minimal academic work at an associate degree level. Staff in this category normally report to an administrative-level or professional-level person.

Transitional curriculum programs are those programs that do not lead to a formal award. They include Special Credit, Huskins Bill high school, and Dual Enrolled high school programs.

Unduplicated Headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted only one time in any statistic but may be counted more than one time across statistics. For example, a student enrolled in both the curriculum and extension program areas is counted once in both statistics, but is counted only one time in the college's total enrollment statistic. Because of this, the sum of the enrollments in each program may exceed the totals and subtotals. For example, in table 1, the total unduplicated enrollment for the NCCCS counts each individual only one time no matter in how many different programs they were enrolled or in how many different colleges they were enrolled.