CENTRAL CAROLINA
COMMUNITY COLLEGE

FACT BOOK

2019

Table of Contents

General College Information 1

CCCC By the Numbers 11

Glossary 25

Note: Throughout the book, not all percentages will add up to 100% based on rounding.

General College Information

College History

Central Carolina Community College has thrived on an ongoing vision of leadership, service, and success. Over the years, that vision has been transformed into reality by planning, commitment, hard work, and community support.

From a single extension class offered in 1961 in Lee County, the school has grown to a fully accredited community college of high reputation serving the people, businesses, and industries of Chatham, Harnett, and Lee counties. Its distance education programs reach far beyond those physical boundaries to enrich students' lives around the world.

In 1958, the North Carolina State Board of Education chartered the institution as Lee County Industrial Education Center. The first classes were held in 1961. Two years later, it became a part of the North Carolina Department of Community Colleges.

In 1965, the Center became Central Carolina Technical Institute, with authority to award associate degrees. The name was changed to Central Carolina Technical College in 1979 and then to its current name, Central Carolina Community College, in 1988.

A spirit of leadership spans the college's history. Back in 1965, it was the first community college in the state to offer an Animal Hospital Technician curriculum, now Veterinary Medical Technology. In 2002, it became the first community college in the nation to offer an Associate in Applied Science in Sustainable Agriculture. Leadership is also shown in programs such as Laser and Photonics Technology, which is one of only about a dozen nationwide that trains on high-power lasers.

In 2010, the U.S. Department of Energy recognized Central Carolina Community College as "a strong force for educational opportunities, economic progress and cultural enrichment in the communities it serves." Also in 2010, CCCC was ranked among the top 50 community colleges in the nation by Washington Monthly magazine.

In 2017, CCCC was named among the nation's top Veterinary Technician and Dental Hygienist schools, according to The Best Colleges website.

The college has shown much academic growth since its founding. CCCC has more than 50 career and university transfer programs to explore at locations throughout its three-county service area – plus online courses to fit any schedule. The college offers associate degrees, college transfer credits, diplomas, and certificates.

CCCC also has experienced great physical growth since its beginning, with three main campuses and various satellite locations. Currently under construction in Lee County are the Oscar A. Keller Jr. and Elderlene R. Keller Health Sciences Center, a new Veterinary Medical Technology Building, a new Emergency Services Training Building, and an addition to the Dennis A. Wicker Civic Center. Also, a new Health Sciences Center is being planned for Chatham County.
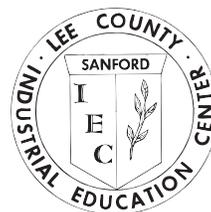
1964 – 1965

1966 – 1968

1986 – 1988

1988 – 2012

2012 – Present

Accreditation

Central Carolina Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Central Carolina Community College.

Note: The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

The college was accredited by the North Carolina State Board of Education in 1970, by the Southern Association of Colleges and Schools in 1972 and reaffirmed in 1976, 1987, 1997, 2008, and 2018.

CCCC is a member of the American Association of Community Colleges. Its trustees are members of the Association of Community College Trustees.

In addition to being accredited by the Southern Association of Colleges and Schools, a number of programs are approved by various accrediting or licensing agencies:

- The **Barbering** program is licensed by the North Carolina Board of Barber Examiners.

- The **Basic Law Enforcement Training** program is certified by the North Carolina Criminal Justice Education and Training Standards Commission.

- The **Computer-Integrated Machining with an emphasis in Tool, Die, and Mold Making** program is accredited by the National Institute for Metalworking Skills (NIMS). NIMS is the nation's only ANSI accredited developer of precision manufacturing skill standards and competency assessments. NIMS certifies individual skills against standards and accredits programs that meet its quality requirements.

- The **Cosmetology** program is licensed by the North Carolina State Board of Cosmetic Arts.

- The **Dental Assisting** program is accredited by the Commission on Dental Accreditation (CODA).

- The **Dental Hygiene** program is accredited by the Commission on Dental Accreditation (CODA).

- The **Medical Assisting Diploma** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Medical Assisting Education Review Board (MAERB).

- The **Nursing Education** program is approved by the North Carolina Board of Nursing.

- The radio stations **WDCC 90.5FM** and **WUAW 88.3FM** have a broadcast station license from the Federal Communications Commission.

- The **Veterinary Medical Technology** program is accredited by the Committee on Veterinary Technician Educational Activities (CVTEA) of the American Veterinary Medical Association (AVMA).

Mission, Vision, Values, and Goals

Mission

Central Carolina Community College serves as a catalyst for individual, community, and economic development by empowerment through accessible lifelong learning.

Vision

Central Carolina Community College is a nationally recognized, world-class leader providing learning opportunities that contribute to economic progress and cultural enrichment for the students and communities we serve.

Values

Learning We commit to providing learning opportunities for the ongoing, voluntary, lifelong, and self-motivated pursuit of knowledge for either personal or professional reasons among the citizens in our service area.

People We commit to creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, share their successes, and encourage others.

Excellence We set, expect, and maintain high educational standards consistent with the needs of the students, region and changing workforce.

Integrity We are accountable, honest, and transparent while adhering to the highest ethical standards in all that we do.

Communication We commit to effective, open, and proactive communication among faculty, staff, students, and the external community of which we are an integral part.

Community We commit to active and integral partnerships within the communities we serve, and are dedicated to maintaining positive relationships among our own community of faculty, staff, and students.

Access We ensure access to higher education by offering clear pathways to academic success and transformative opportunity for the diverse populations we serve.

Innovation We cultivate resourcefulness, creativity and innovation in all we do.

Stewardship We honor the trust placed in us by the community, and are accountable for the efficient and effective use of the resources entrusted to us.

Institutional Goals

Goal 1: Learning First – Learning is everyone's responsibility. All faculty and staff are educators committed to engaging students as full partners in the learning process.

Goal 2: Student Access – Central Carolina is committed to learning by providing broad and intentionally planned access to its programs and services, and to removing barriers to enrollment and progression.

Goal 3: Student Success – Central Carolina is committed to learning by supporting and assisting students in achieving their educational goals.

Goal 4: Employees – Central Carolina is committed to learning by attracting, developing, and sustaining high-performing employees.

Goal 5: Partnerships – Central Carolina is committed to learning by establishing and maintaining partnerships that support the college mission.

Goal 6: Financial Foundations – Central Carolina is committed to learning by maintaining and enhancing a strong financial foundation.

Goal 7: Collegiate Environment – Central Carolina is committed to learning by fostering a culture that optimizes the student experience and the learning environment.

Board Of Trustees

The Board of Trustees of Central Carolina Community College is charged by the General Assembly of North Carolina with the responsibility of governing the college. The college president serves under the board and reports to it.

Seventeen community members from the college's service area of Chatham, Harnett, and Lee counties sit on the board. Each is committed to excellence in education at the institution.

The Board consists of 16 trustees and one non-voting student member:

- ☑ four trustees appointed by the Governor of North Carolina

- ☑ four trustees appointed by the Lee County Board of Commissioners

- ☑ two trustees appointed by the Chatham County Board of Commissioners

- ☑ two trustees appointed by the Harnett County Board of Commissioners

- ☑ four trustees appointed by the Chatham County Board of Education, Harnett County Board of Education and the Lee County Board of Education (Jointly)

- ☑ one non-voting student member appointed by the state legislature each year

Personnel – College Leadership

President
Dr. Lisa Chapman
lchapman@cccc.edu

Vice President of Administrative Services
Dr. Phillip Price
pprice@cccc.edu

Provost –
Harnett County
Dr. Jon Matthews
jmatthews@cccc.edu

Vice President of Student Services
Ken Hoyle
khoyle@cccc.edu

Provost –
Chatham County
Dr. Mark Hall
mhall@cccc.edu

Vice President of Assessment, Planning and Research
Dr. Linda Scuiletti
lscuiletti@cccc.edu

Associate Vice President of Marketing and External Relations
Dr. Marcie Dishman
mdishman@cccc.edu

Vice President of Learning & Workforce Development
Dr. Brian Merritt
bmerritt@cccc.edu

Cost of CCCC vs. NC 4-Year Universities

On average, tuition at a 4-year school in the UNC system would cost a student $6,444.72 for the academic year while CCCC would cost $1,936. That's a savings of $4,508 per year!

Average Annual Tuition

$6,444.72	4-Year Universities
$1,941	CCCC
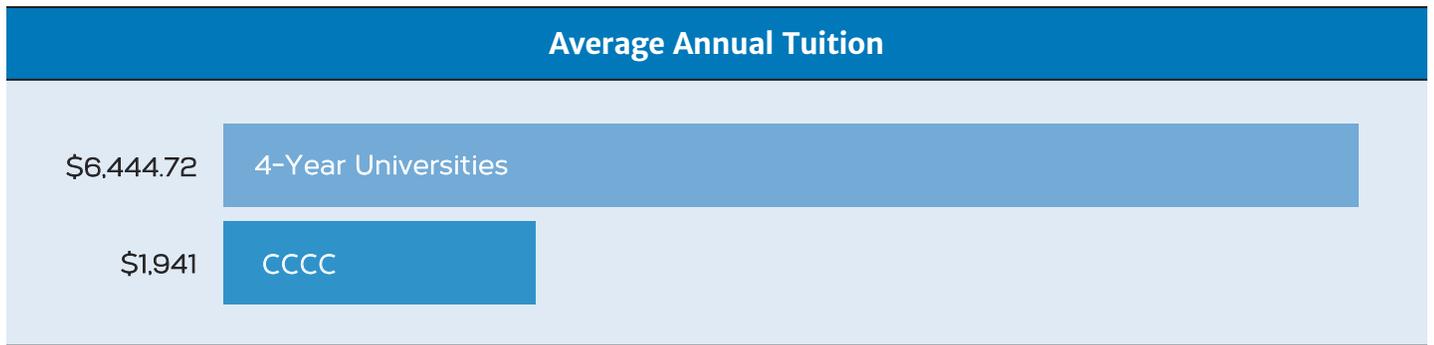
Service Area

The college serves a three-county area that includes Chatham, Harnett and Lee counties. CCCC not only serves students in these counties but the college has become one of the largest employers in each county.

Chatham County

Lee County
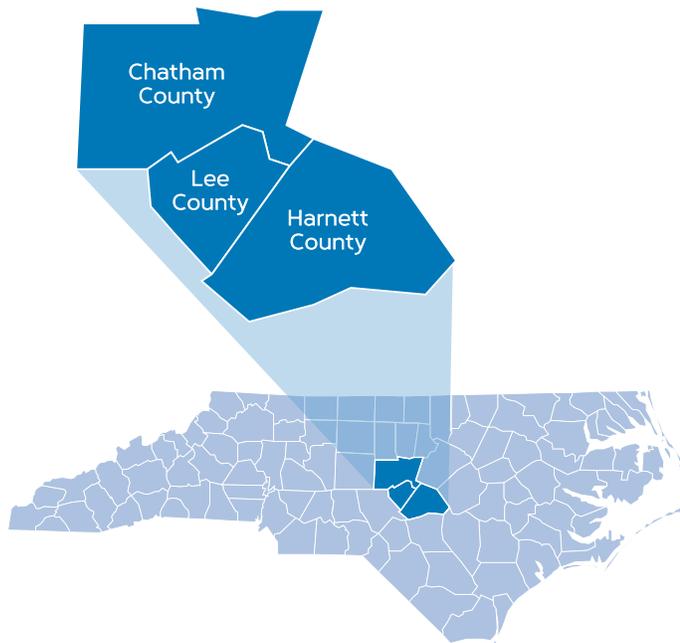
Harnett County

The college is the...

6th **largest Employer** in Lee County

15th **largest Employer** in Harnett County

22nd **largest Employer** in Chatham County

(d4.nccommerce.com/QCEWLargestEmployers.aspx) |

College Curriculum Locations

Chatham County

CHATHAM MAIN CAMPUS
764 West St., Pittsboro, NC

Chatham Center for Innovation
501 Martin Luther King Jr. Blvd.,
Siler City, NC

Siler City Center
400 Progress Blvd.,
Siler City, NC

Chatham Central High School
14950 NC Highway 902 West
Bear Creek, NC

Chatham Charter High School
2200 Hamp Stone Rd.,
Siler City, NC

Jordan-Matthews High School
910 E. Cardinal St.,
Siler City, NC

Northwood High School
310 Northwood
High School Rd.,
Pittsboro, NC

Chatham School of Science & Engineering At Chatham Center for Innovation
501 Martin Luther Jr. Blvd.,
Siler City, NC

Harnett County

HARNETT MAIN CAMPUS
1075 E. Cornelius Harnett Blvd.,
Lillington, NC

Dunn Center
660 E. Johnson St., Dunn, NC

Harnett Correctional Institution
1210 E. McNeill St.,
Lillington, NC

Harnett County Early College At The Dunn Center
660 E. Johnson St., Dunn, NC

Harnett Health Sciences Center
51 Red Mulberry Way,
Lillington, NC

West Harnett Center
145 Olive Farm Rd.,
Sanford, NC

Overhills High School
2495 Ray Rd.,
Spring Lake, NC

Triton High School
215 Maynard Lake Rd.,
Erwin, NC

Harnett Central High School
2911 Harnett Central Rd,
Angier, NC

Western Harnett High School
10637 Highway 27 West,
Lillington, NC

Lee County

LEE MAIN CAMPUS
1105 Kelly Dr., Sanford, NC

Center For Workforce Innovation
5910 Enterprise Park Dr.,
Sanford, NC

Emergency Services Training Center
3000 Airport Rd., Sanford, NC

Lee Early College At Lee Main Campus
1105 Kelly Dr., Sanford, NC

Southern Lee High School
2301 Tramway Rd.,
Sanford, NC

Bragg Street Academy
504 Bragg St.,
Sanford, NC

Programs For Top Occupations

CCCC offers programs to prepare students for some of the top occupations in NC and specifically within our service area. As defined by NC Commerce, Star jobs are determined by a star rating. Star ratings are assigned based on wages, projected growth rate, and projected job openings, and each occupation has a rating of between one and five stars. Occupations with five stars are considered to have much better career prospects than occupations with fewer stars.

North Carolina 5-Star Jobs			
NC 5-STAR JOBS	CCCC PROGRAMS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
Computer Network Specialist	Information Technology	$29.24	$60,820
Dental Hygienists	Dental Hygiene	$34.00	$70,720
Diagnostic Medical Sonographers	Medical Sonography	$32.18	$66,930
Paralegals & Legal Assistants	Paralegal Technology	$20.93	$43,530
Web Developers	Information Technology	$32.94	$68,520

Subregion 5-Star Jobs

In addition to the North Carolina 5-Star Jobs, a listing of 5-Star Jobs was identified for each of NC's 16 subregions. The 5-Star Jobs for CCCC's subregion, Raleigh-Durham, are shown below.

NC 5-Star Jobs (Includes Chatham, Harnett, and Lee Counties)			
NC 5-STAR JOBS – CCCC SERVICE AREA	CCCC PROGRAMS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
Computer Network Support Specialists	Information Technology	$34.30	$71,347
Dental Hygienists	Dental Hygiene	$34.45	$71,646
Diagnostic Medical Sonographers	Medical Sonography	$32.50	$67,603
Paralegals & Legal Assistants	Paralegal Technology	$22.20	$46,169
Web Developers	Information Technology	$35.89	$74,660

Source: www.nccommerce.com/lead/data-tools/star-jobs

Service Area Projections

CCCC serves three counties, Lee, Chatham, and Harnett, in central North Carolina. The college serves approximately 6,000 credential-seeking students through its on-site and distance learning programs and services. As our service area populations continues to change and grow, CCCC adapts to ensure we meet the needs of our communities. Below you will see current and projected demographics for our service area.

Population Projections by County

Population Projections					
COUNTY	JULY 2020	JULY 2025	JULY 2030	JULY 2035	JULY 2038
Chatham	78,040	86,913	95,788	104,662	109,986
Harnett	138,192	149,000	159,804	170,613	177,098
Lee	60,793	62,279	63,462	64,401	64,872

Gender and Race by County

Females by Race and County *			
	CHATHAM	HARNETT	LEE
American Alaska Native	595 (2%)	1,476 (2%)	472 (2%)
Asian Pacific Islander	620 (2%)	1,092 (2%)	474 (2%)
Black African-American	4,666 (12%)	13,759 (21%)	6,361 (21%)
Two or More Races	676 (2%)	2,929 (4%)	875 (3%)
White	31,434 (83%)	47,741 (71%)	22,592 (73%)
Total Female	37,991	66,997	30,774

*July 2017
Source: www.osbm.nc.gov/demog/county-projections

Males by Race and County *			
	CHATHAM	HARNETT	LEE
American Alaska Native	639 (2%)	1,619 (3%)	498 (2%)
Asian Pacific Islander	489 (1%)	691 (1%)	282 (1%)
Black African-American	4,008 (12%)	13,518 (21%)	5,697 (20%)
Two or More Races	652 (2%)	2,595 (4%)	724 (3%)
White	28,957 (83%)	46,225 (72%)	21,754 (75%)
Total Female	34,745	64,648	28,955

*July 2017
Source: www.osbm.nc.gov/demog/county-projections

Age by County

Overview of Ages by County *			
	CHATHAM	HARNETT	LEE
< 18	14,001 (19%)	35,777 (27%)	14,916 (25%)
18 – 24	4,775 (7%)	13,167 (10%)	5,496 (9%)
25 – 44	15,181 (21%)	35,662 (27%)	14,497 (24%)
45 –64	21,004 (29%)	30,699 (23%)	15,253 (26%)
> 65	17,775 (24%)	16,380 (12%)	9,567 (16%)
Total	72,736	131,645	59,729

*July 2017
Source: www.osbm.nc.gov/demog/county-projections

CCCC Employment

415

Full-Time Employees

Faculty (163)
Staff (252)

Full-Time Employees

39%
Faculty (163)

61%
Staff (252)
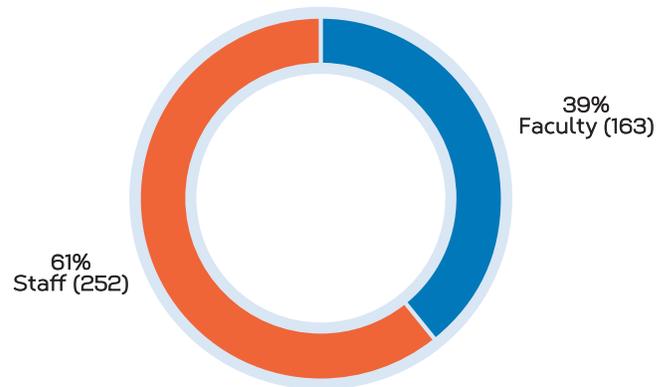
526

Part-Time Employees

Faculty (166)
Staff (360)

Source: HR IPEDS

Part-Time Employees

32%
Faculty (166)

68%
Staff (360)
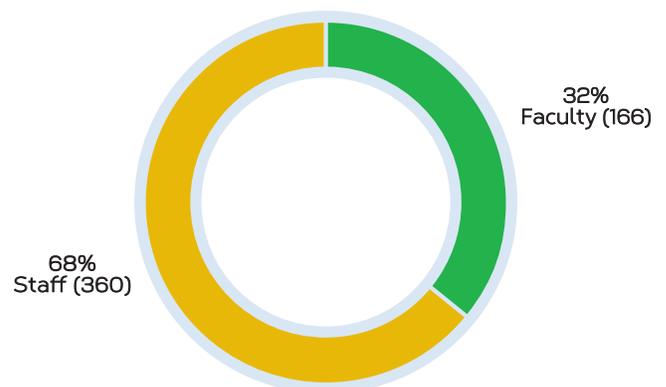
CCCC by the Numbers

Survey Data

CCCC surveys students annually in seeking to improve the college's programs and service. Both graduates and enrolled students are consistently satisfied with their overall CCCC experience.

Satisfaction Rates					
SURVEY	2015 – 2016	2016 – 2017	2017 – 2018	2017 – 2018	2018 – 2019
Enrolled Curriculum Student Satisfaction	93%	95%	93%	93%	93%
Graduate Satisfaction	98%	95%	90%	90%	N/A

Top Five Transfer Universities

Based on CCCC graduates in 2016 – 2017 or
2017 – 2018 academic year.

1. UNC – Chapel Hill
2. North Carolina State University
3. Fayetteville State University
4. University of North Carolina – Greensboro
5. UNC – Wilmington
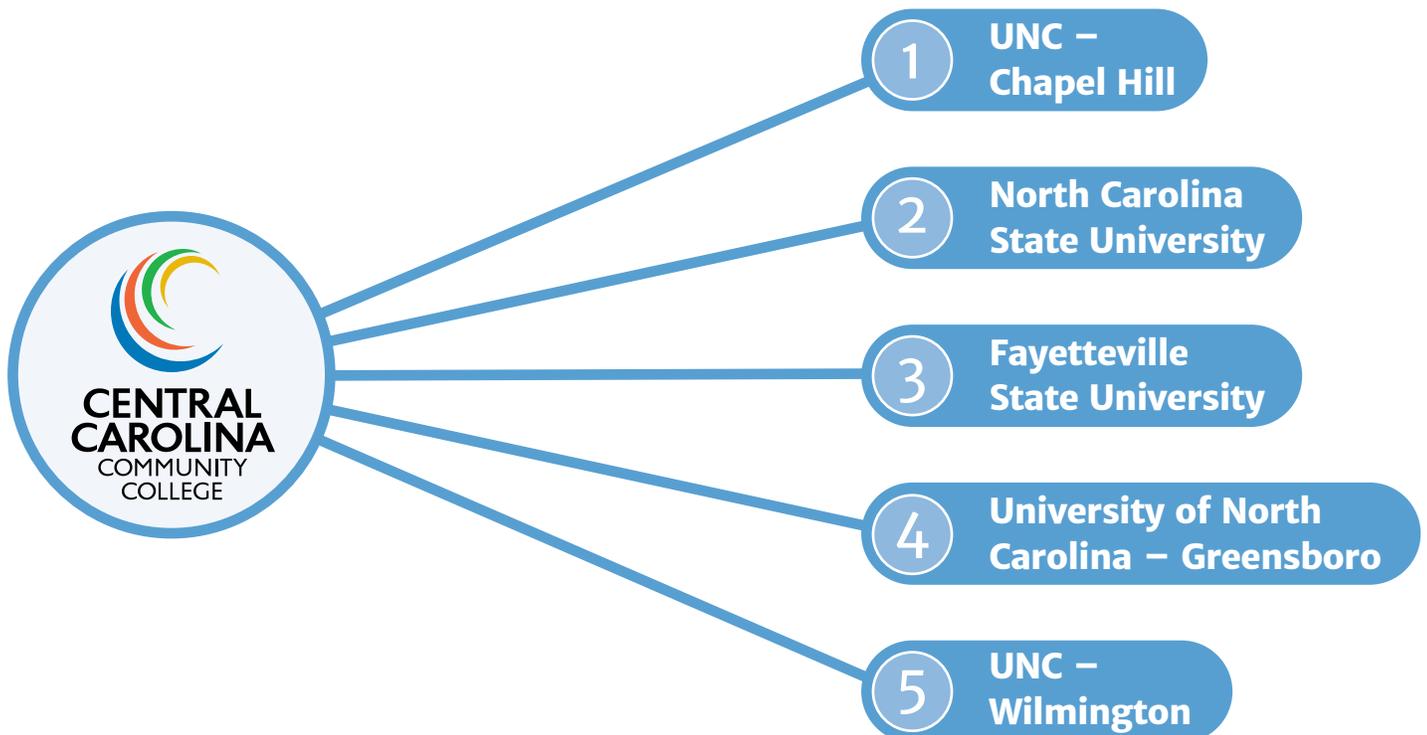
Data source: National Student Clearinghouse

CCCC Curriculum Enrollment

Unduplicated, FTE, and Fall Curriculum Enrollment

The college has continued to grow despite many other North Carolina community colleges experiencing a significant decline in enrollment and full-time equivalent (FTE) enrollment. Unduplicated enrollment, FTE, and fall enrollment have all shown stable or increasing numbers in recent years. Enrollment types are defined below.

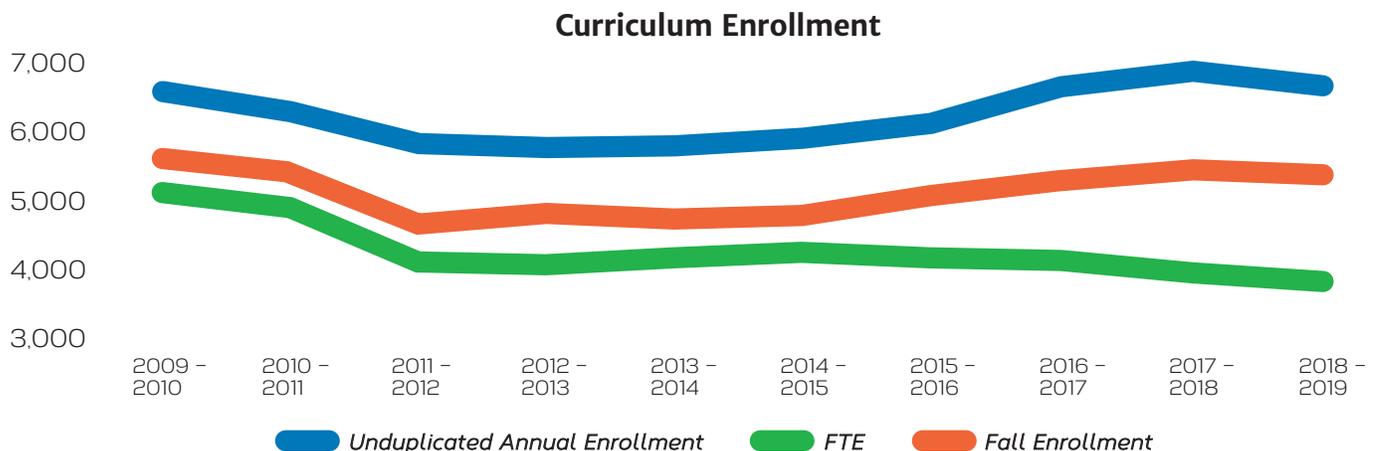Unduplicated Annual Enrollment – A headcount of students who were enrolled during the academic year. Each student is only counted one time for the year. FTE – Full-time equivalent enrollment based on NC Community College System contact hour model. Fall Enrollment – A headcount of students who were enrolled during the fall term. Each student is counted one time for the term.

Curriculum Enrollment			
YEAR	UNDUPLICATED ANNUAL ENROLLMENT	FTE	FALL ENROLLMENT*
2009 – 2010	7,023	4,331	5,410
2010 – 2011	6,809	4,216	5,294
2011 – 2012	6,470	3,789	4,835
2012 – 2013	6,428	3,779	4,928
2013 – 2014	6,446	3,824	4,879
2014 – 2015	6,527	3,874	4,910
2015 – 2016	6,668	3,832	5,071
2016 – 2017	6,805	3,800	5,214
2017 – 2018	6,817	3,781	5,286
2018 – 2019	6,526	3,666	5,248

*Fall enrollment count differs from that reported to IPEDS. IPEDS data is a snapshot in time; the numbers reported above represent a count by the end of the term, which includes minimesters.

Curriculum Enrollment

Legend: Unduplicated Annual Enrollment, FTE, Fall Enrollment

Curriculum Enrollment by Race/Ethnicity – Fall, 2018

Enrollment by Race/Ethnicity

1% Alaska Native
1% Asian
16% Black
19% Hispanic
3% Multi
3% Unknown
55% White

Hispanic – 904
Non-Hispanic – 4.290
Unknown – 92
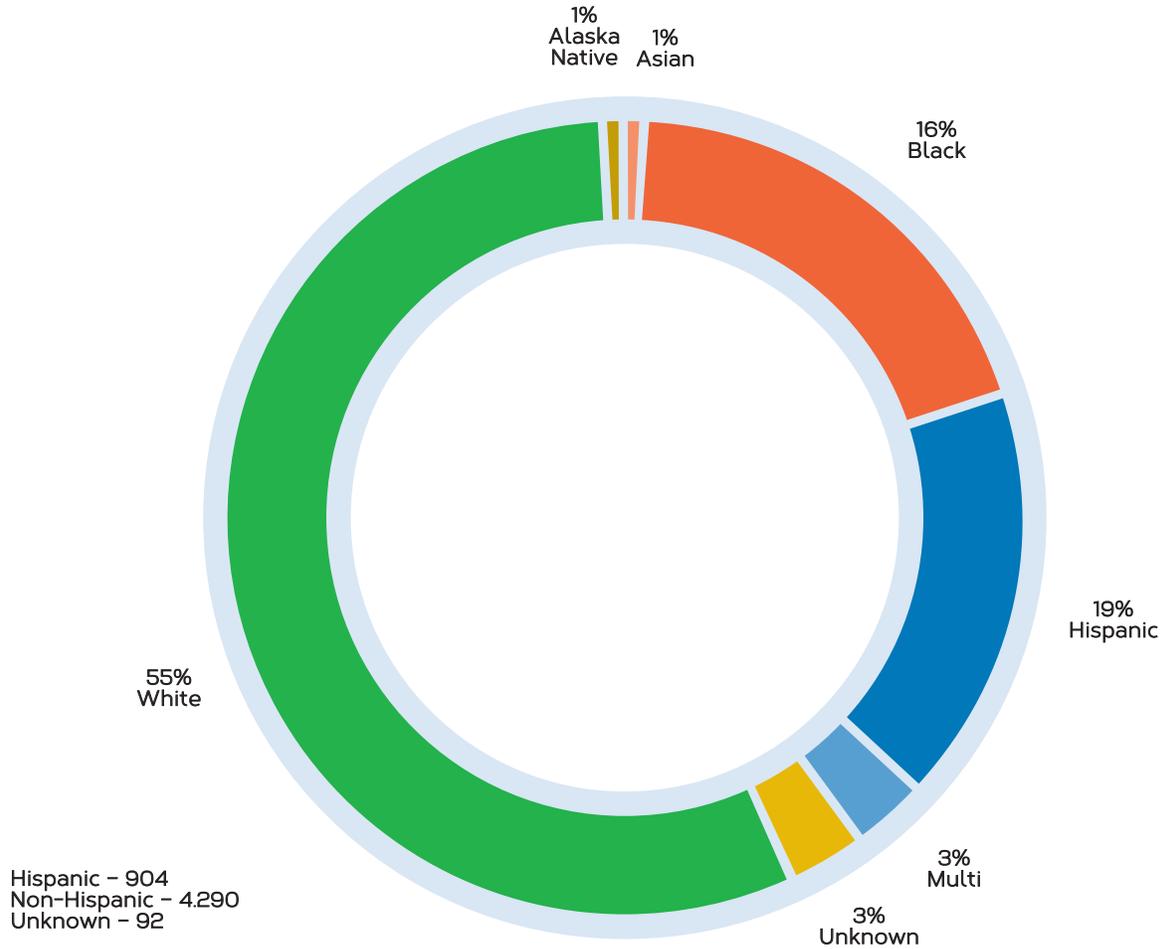
Enrollment by Race/Ethnicity		
ETHNICITY/RACE	COUNT	% OF STUDENTS
Alaska Native	43	1%
Asian	76	1%
Black	883	16%
Foreign	5	0%
Hispanic	1018	19%
Hawaiian Pacific Islander	6	0%
Multi	143	3%
Unknown	164	3%
White	2,910	55%
Grand Total	5,248	100%

Curriculum Enrollment by Age − Fall, 2018

Enrollment by Age

- 4% 45 – 54
- 2% 55+
- 7% 35 – 44
- 16% 25 – 34
- 29% Under 18
- 43% 18 – 24
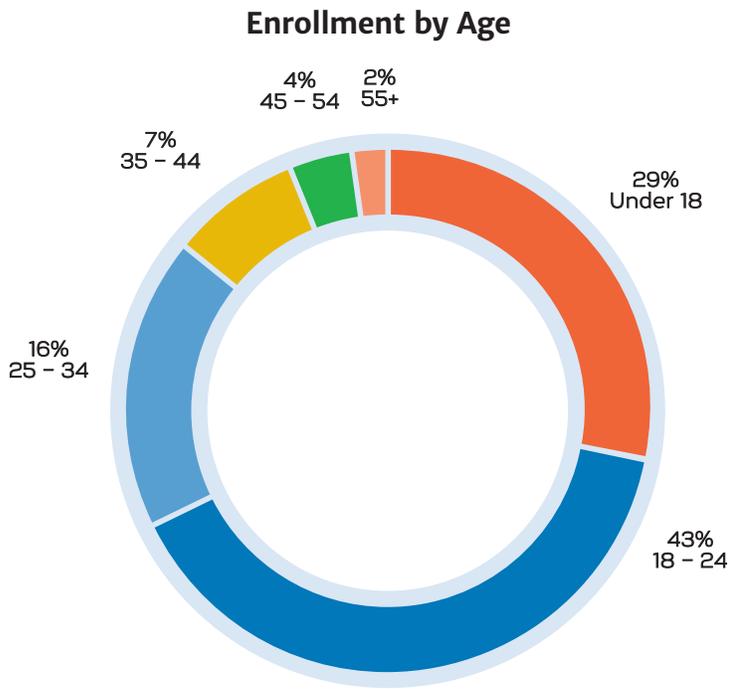
Enrollment by Age

AGE CATEGORY	COUNT
Under 18	1,503 (29%)
18 – 24	2,237 (43%)
25 – 34	825 (16%)
35 – 44	365 (7%)
45 – 54	221 (4%)
55+	97 (2%)
Grand Total	5,248

Curriculum Enrollment by Program Area − Fall, 2018

Enrollment by Program Area

- 16% University Transfer
- 3% Special Credit/Other
- 33% Career and Technical Education
- 32% High School-Dual Enrolled
- 16% Health Sciences/Pre-Health Sciences
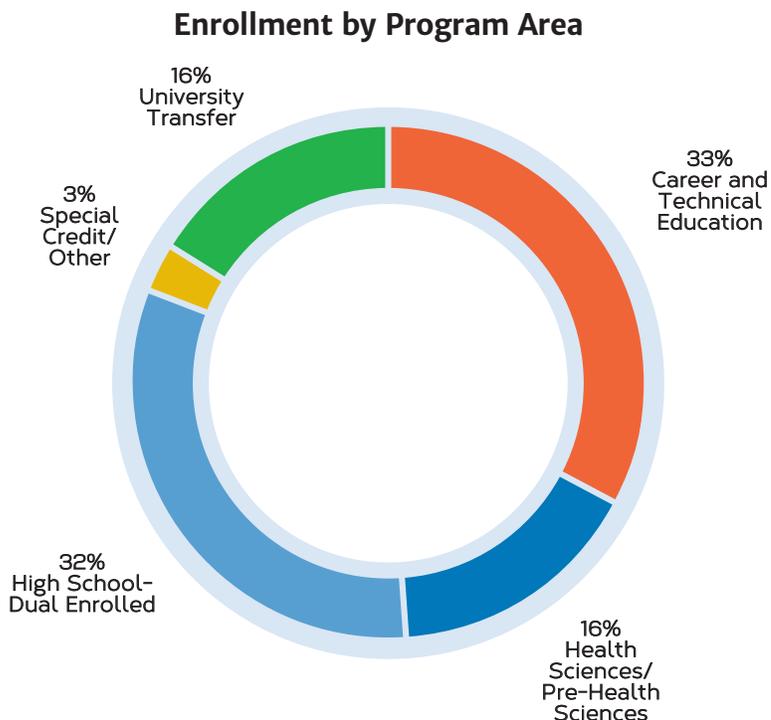
Enrollment by Program Area

PROGRAM CATEGORY	COUNT
Career and Technical Education	1,707 (33%)
Health Sciences/Pre-Health Sciences	851 (16%)
High School-Dual Enrolled	1,701 (32%)
Special Credit/Other	145 (3%)
University Transfer	844 (16%)
Grand Total	5,248

Curriculum Enrollment by Delivery Method – Fall, 2018

The college offers a variety of delivery methods for curriculum courses including:

Co-Op – Experiential learning

Hybrid – 50% to 99% of the course is offered online

Internet – 100% of the course is offered online

Traditional – 100% of the course is seated and in the classroom/lab

Web-Assisted – Less than 50% of the course is online

Curriculum Course Sections by Delivery Method			
DELIVERY METHOD	DEFINITION	COURSE SECTIONS BY DELIVERY METHOD	%
Co-Op	Experiential Course	11	1%
Hybrid	50 - 99% Online	45	3%
Independent Study	50 - 99% Online	5	0%
Internet	Fully Online	438	33%
Traditional	Seated	659	49%
Web Assisted	Less than 50% Online	186	14%
Grand Total		1,344	100%

Curriculum Course Sections by Delivery Method
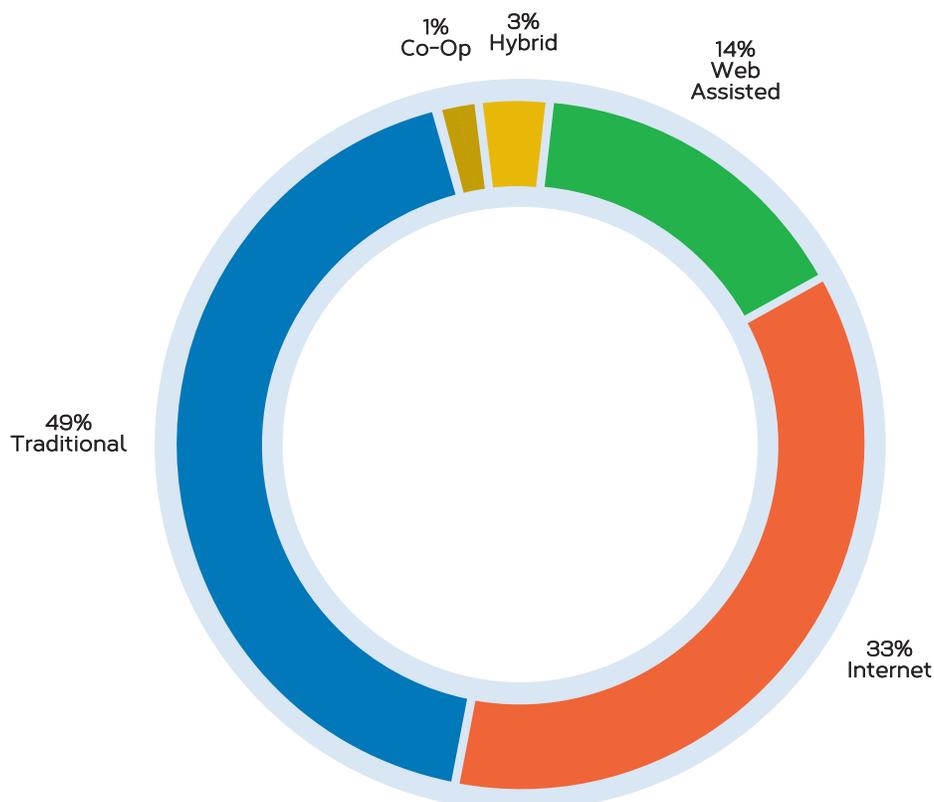
For the data below, distance education is defined as courses offered as hybrid or fully online.

2018 Fall Enrollment by Delivery Method

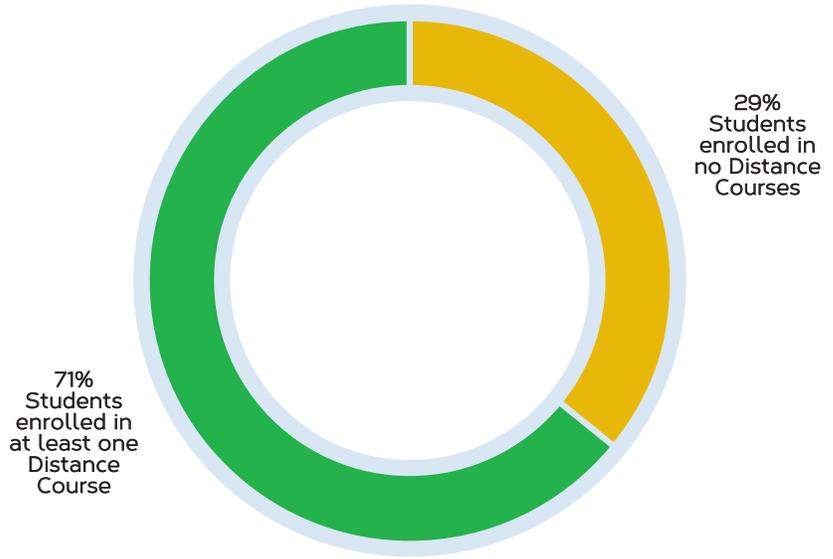| ENROLLMENT BY DELIVERY METHOD	# OF STUDENTS	%
🟩 Students enrolled in at least one Distance Course	3,716	71%
🟨 Students enrolled in no Distance Courses	1,532	29%
Grand Total	5,248	100%

2018 Fall Enrollment by Delivery Method

29% Students enrolled in no Distance Courses

71% Students enrolled in at least one Distance Course

Dual Enrollment — Success Rates

Dual enrollment students take college courses while enrolled in high school. Students who are dual-enrolled at CCCC are exceedingly successful in their coursework. During the Fall 2017 term, the average course success rate for dual enrollment students was 82%.

Course success rate is defined as completing a course and earning a grade of A, B or C.

84% **Average Course Success Rate**
Fall 2018

74% **Traditional Course Success**
Fall 2018

Students with Prior Credit (Previously Dual-Enrolled)

Many students who attended the college as dual-enrolled high school students are choosing to continue their education at CCCC after high school graduation. The number has steadily increased in the past three years.

Prior Credit	
ACADEMIC YEAR	SERVICE AREA STUDENTS ENTERING CCCC WITH PRIOR CREDIT
2013 – 2014	72
2014 – 2015	78
2015 – 2016	125
2016 – 2017	189
2017 – 2018	231
2018 – 2019	228

Source: CCCC Institutional Data as tracked for Strategic Plan
sites.google.com/a/cougarmail.cccc.edu/strategic-plan

Lee Early College (LEC)

Students enrolled in the Lee Early College have a very high retention rate. Retention is defined as the percentage of students from the previous fall who either graduate or re-enroll the next fall. From Fall 2017 to Fall 2018 86% of students were either re-enrolled or had completed a credential.

86% **Lee Early College Retention**
Fall 2017 to Fall 2018

Fall to Fall Curriculum Student Retention

Fall to Fall Curriculum Student Retention	
YEARS	*RETENTION
Fall 2014 to Fall 2015	63%
Fall 2015 to Fall 2016	63%
Fall 2016 to Fall 2017	64%
Fall 2017 to Fall 2018	62%

*Retention is defined as students who were enrolled in one fall and graduated or re-enrolled in the following fall.
Data excludes students enrolled at the prison as well as dual-enrolled students, with the exception of Lee Early College students.

Curriculum Graduates

				Graduates by Credential		
YEAR	ASSOCIATE IN ARTS	ASSOCIATE IN SCIENCE	ASSOCIATE IN APPLIED SCIENCE	ASSOCIATE IN ENGINEERING	CERTIFICATE	DIPLOMA
2008 – 2009	73	15	300	N/A	533	241
2009 – 2010	82	11	308	N/A	618	263
2010 – 2011	92	12	347	N/A	632	302
2011 – 2012	113	23	345	N/A	661	219
2012 – 2013	127	36	374	N/A	751	338
2013 – 2014	108	31	341	N/A	576	227
2014 – 2015	125	37	392	N/A	654	221
2015 – 2016	117	63	363	N/A	422	118
2016 – 2017	127	53	378	2	446	104
2017 – 2018	104	55	340	6	724	181
2018 – 2019	124	74	330	11	510	266

Six students graduated with an Associate in Engineering in 2017 – 2018.

Unduplicated Graduates by Year

Students who Earned a Credential	
YEAR	STUDENTS WHO EARNED A CREDENTIAL
2009 – 2010	899
2010 – 2011	909
2011 – 2012	856
2012 – 2013	1097
2013 – 2014	872
2014 – 2015	919
2015 – 2016	986
2016 – 2017	978
2017 – 2018	1060
2018 – 2019	1189

Students who Earned a Credential
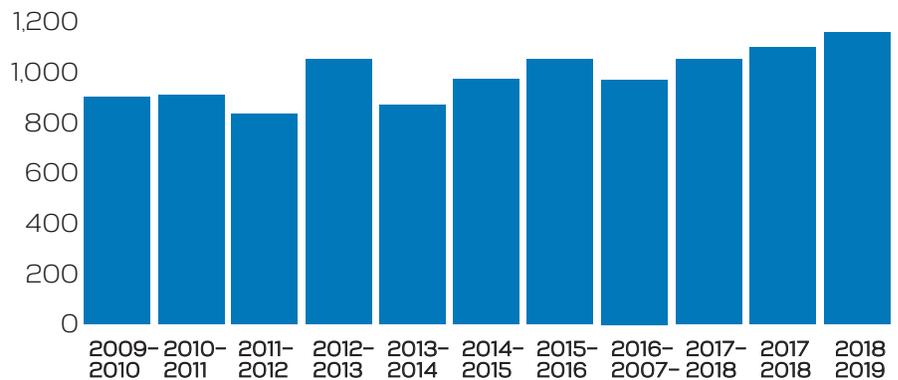
Students Who Earned a Curriculum Credential by Age

The college has seen a steady increase in the percentage of credentials awarded to 18 – 24 year olds.
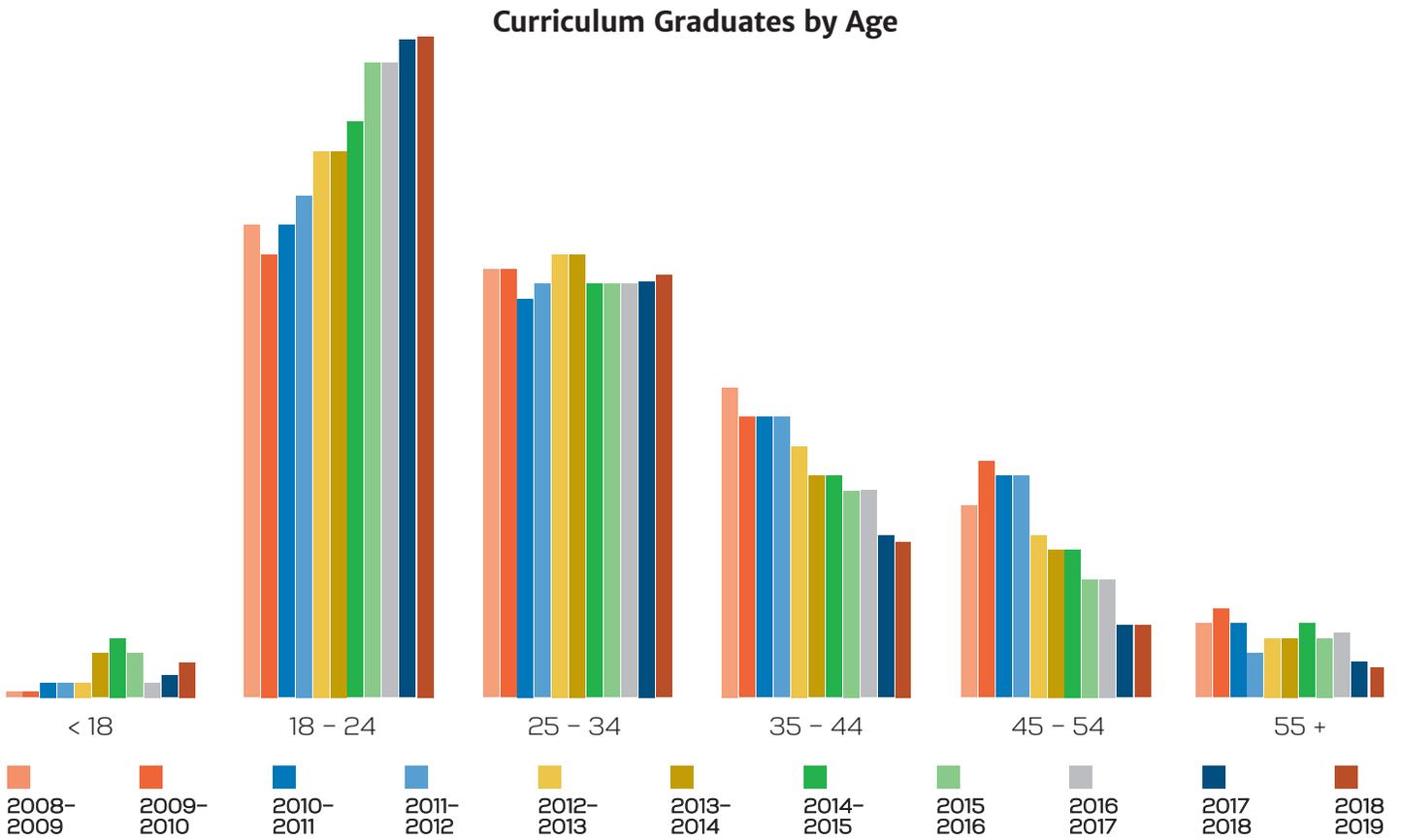
Curriculum Graduates by Age

YEAR	< 18	18 – 24	25 – 34	35 – 44	45 – 54	55 +
2008 – 2009	0%	33%	29%	20%	13%	4%
2009 – 2010	0%	30%	30%	20%	14%	6%
2010 – 2011	1%	34%	27%	19%	16%	5%
2011 – 2012	1%	34%	30%	18%	14%	4%
2012 – 2013	0%	36%	30%	18%	12%	4%
2013 – 2014	1%	34%	32%	17%	11%	5%
2014 – 2015	2%	38%	29%	16%	10%	5%
2015 – 2016	2%	41%	29%	15%	9%	4%
2016 – 2017	1%	43%	28%	15%	8%	5%
2017 – 2018	2%	44%	30%	13%	8%	3%
2018 – 2019	4%	46%	27%	14%	7%	3%

Graduation Rates

The college's 150% graduation rate is 6% higher than that of its comparison group, which is comprised of a group of NC community colleges with similar student demographics.

Graduation Rates	
	* 150% TIME GRADUATION RATES
CCCC	25%
IPEDS Comparison Group	28%

Source: 2017 IPEDS Data Feedback Report

$$\text{* 150\% Graduation Rate} = \frac{\text{\# of completers within 150\% of normal time}}{\text{\# of students in the IPEDS cohort}}$$

Of the full-time, first-time cohort of students entering in 2008, 66% had completed a credential, were still enrolled, or had enrolled at another institution after eight years.

Persistence Rates	
2008 ENTERING FIRST-TIME, FULL-TIME COHORT	PERCENT OF FIRST-TIME, FULL-TIME COHORT
Awarded a Credential (8 years)	36%
Still Enrolled at CCCC	2%
Transferred to another institution with no CCCC credential	21%

Source: 2017 – 2018 IPEDS Outcomes Survey

Licensure Pass Rates

CCCC's graduates in programs requiring licensure exams have high passing rates.

2018 Licensure Pass Rates for First-Time Test Takers	
LICENSURE *	CENTRAL CAROLINA CC
Basic Law Enforcement	92%
Cosmetology	81%
Cosmetology Apprentice	93%
Dental Hygiene	81%
Detention Officer	89%
Emergency Medical Technician – Paramedic	75%
Practical Nursing	90%
Registered Nursing	83%
Veterinary Medical Technology	100%

*N<=10 excluded
Source: 2018 NCCCS Performance Measures

CCCC Library

Library Collections (as of June 30, 2018)	Library Services for 2017 – 2018	
18,319 Print Book Collection (number of volumes)	**103,874** Number of People (Gate Count – Lee & Harnett)	**6,235.5** Number of Study Room Hours (Usage)
2,596 Audiovisual Collection (number of volumes)	**9,875** Number of Items Checked Out	**8,416** Number of Reference Questions Answered by Library Staff
71 Print Magazine, Journal, & Newspaper Subscriptions	**451** Number of Interlibrary Loans Provided	**162,149** Number of Database Searches Conducted:
75,197 Online Full-Text Journal Titles	**958** Number of Interlibrary Loans Received	**158,231** Number of Full-Text Articles Retrieved in Databases
39,782 Online Streaming Video Titles	**133** Number of Library Classes Taught	**$6,204.02** Printing Receipts (Lee & Harnett)
377,809 Online eBook Titles Available	**1,804** Number of Students in Library Classes & Orientation	**2,018** Number of Student ID's Made
144 Total Online Databases Available (140 databases are now available for the fall 2017 semester.)	**3,084** Number of Study	**45** Number of Online (Embedded) Classes Taught

Workforce Development and Innovation

In 2018, the college served over 9,114 students with short-term training, literacy education, professional development, and personal enrichment courses. Below are some highlights:

- Industry Services trained **701 people** in fiscal year 2018 – 2019 through **1,535 hours** of specialized industry training, while achieving a satisfaction rating of 4.8/5.

- Since its 2012 opening, the Howard-James Industry Training Center has served **42 unique organizations** and delivered over 10,000 hours of customized training to 4,514 industry employees.

- Over the past 6 years, **1,646 students** have earned a high school credential from the CCCC College and Career Readiness program.

- College and Career Readiness has earned excellence level recognition the past 4 of 6 program years exceeding state performance measures in student achievement.

- In fiscal year 2017 – 2018 the NC Small Business Center Network assisted in opening 672 new businesses in NC, it helped create or retain **3,481 jobs** and was **ranked number 1 nationally** for number of business development seminars and attendees.

- In fiscal year 2017 – 2018 the CCCC Small Business Center presented 108 seminars for 1,093 attendees.

- A total of **2,344** firefighters, EMTs, paramedics, police, and correctional officers have received continuing education training through the Public Safety program during the 2018 calendar year.

- From June 1, 2018 to May 30, 2019, **428 students** in the Nurse Aide I program have completed the **184 hours of training** required to sit for the National Nurse Aide Assessment Program (NNAAP) certification exam, boasting a 92% pass rate.

High School Equivalency Completion

CCCC enables members of the community to prepare for and complete the High School Equivalency exam.

| High School Equivalency Completion	
YEAR	NUMBER OF COMPLETIONS
2014 – 2015	153
2015 – 2016	189
2016 – 2017	179
2017 – 2018	165
2018 – 2019	196

CCCC Grants

The college's Grants Office currently maintains over 18 million dollars in grant funding in areas that support curriculum development, equipment, scholarships, student services, and student support. The Grants Office is continuously working to acquire additional grants and currently has over 5 million dollars in development.

Full Portfolio by Primary Focus Area

PRIMARY FOCUS AREA	TOTAL GRANT MONIES	% OF GRANT PORTFOLIO
🟩 Curriculum Development	$689,639	2.92%
🟧 Workforce Development	$25,000	0.11%
🟦 Scholarships	$712,264	3.01%
🟦 Student Services	$22,217,989	93.97%
Grand Total	$23,644,892	100.00%

Full Portfolio by Primary Focus Area

2.92% Curriculum Development
0.11% Workforce Development
3.01% Scholarships
Student Services 93.97%
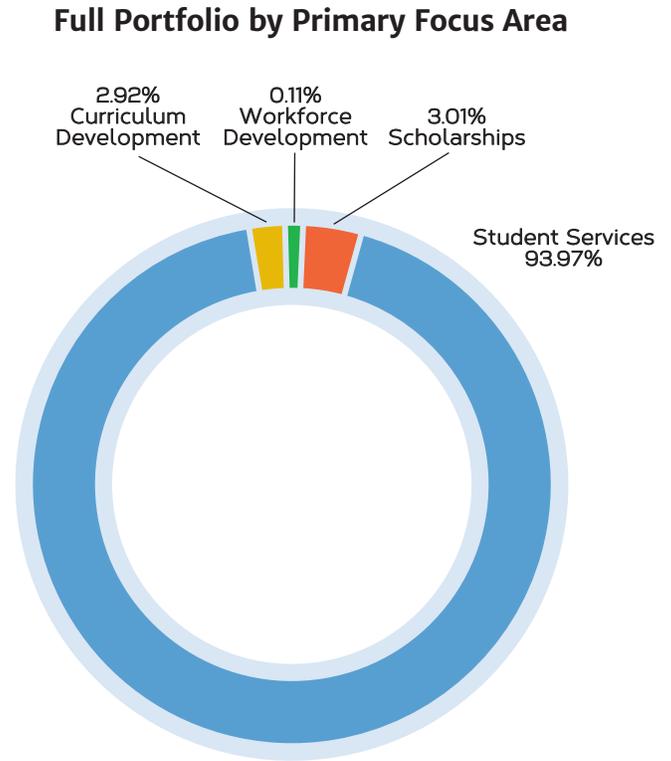
Full Portfolio by Source Type

SOURCE TYPE	TOTAL GRANT MONIES	% OF GRANT PORTFOLIO
🟩 Federal	$21,237,684	89.82%
🟦 Private	$377,867	1.6%
🟧 State	$2,029,341	8.58%
Grand Total	$23,644,892	100.00%

Full Portfolio by Source Type

1.6% Private
8.58% State
89.82% Federal
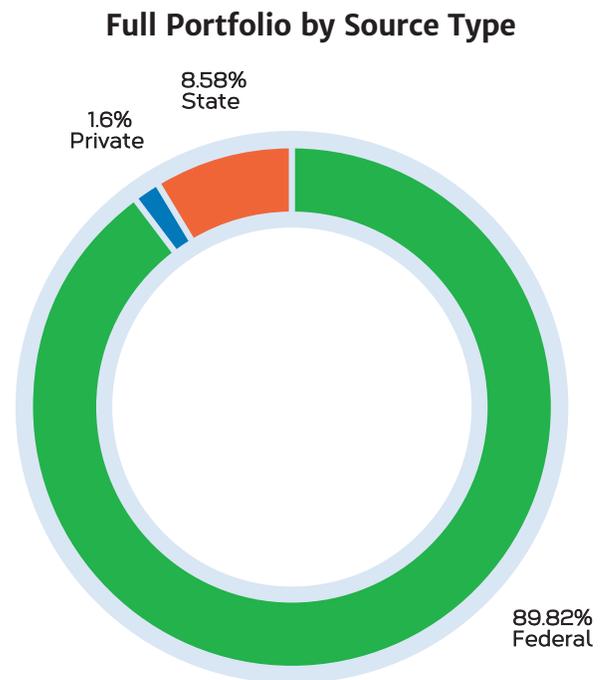
CCCC Foundation (2018 – 2019)

With a June 30, 2019 endowment total of $4,734,224 the CCCC Foundation continually seeks support to address priority programs and needs as identified by the college's leadership. The Foundation seeks endowed support to allow the college to aid students with financial burdens through student scholarships, recruit and retain excellent faculty and staff, secure the most up-to-date instructional equipment and technology, maintain facilities, and enhance campus security among other needs to meet its mission, vision, values, and goals.

$737,246
Local Community Investment to the Foundation

$720,681
CCCC Foundation Monies Provided to the College

$9,015
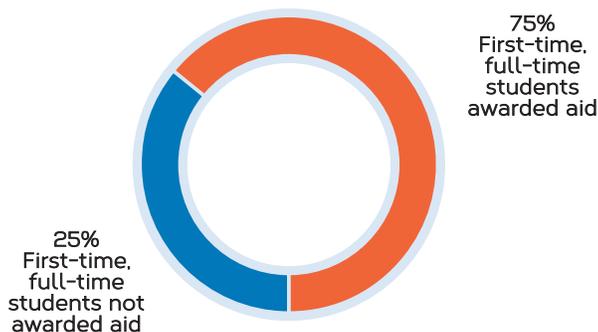**In-Kind Gifts**

$4,734,224
Endowment Total

CCCC Financial Aid

Almost 10 million dollars in financial aid was awarded to students during the 2017 – 2018 academic year. Of first-time, full-time students, 75% were awarded financial aid. The average financial aid package was $4,981
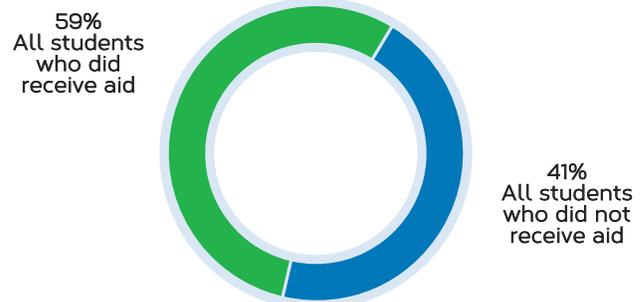
$5,868
Average Financial Aid Package

All Students

59% All students who did receive aid

41% All students who did not receive aid

* These numbers exclude dual-enrolled and prison students.

First-time, Full-time

75% First-time, full-time students awarded aid

25% First-time, full-time students not awarded aid

Pell Grant

51% All students not awarded a Pell Grant

49% All students awarded a Pell Grant

$7,293
Average Pell Awarded

* These numbers exclude dual-enrolled and prison students.

Source: Institutional data as reported to 2017 – 2018 IPEDS

Glossary

Academic Year – The period of the year during which students attend an educational institution. For CCCC, the academic year is defined by fall, spring, and summer.

Accreditation – The recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. (https://ope.ed.gov/accreditation/FAQAccr.aspx)

ANSI – The American National Standards Institute is a private, non-profit organization that administers and coordinates the U.S. voluntary standards and conformity assessment system. Founded in 1918, the Institute works in close collaboration with stakeholders from industry and government to identify and develop standards and conformance–based solutions to national and global priorities. (www.ansi.org)

CCCC – Central Carolina Community College

Campus – Refers to CCCC's locations in Chatham County, Harnett County, and Lee County.

College – CCCC as a whole, including all campuses.

Co-Op Experiential – Cooperative learning based on experience or observation.

Curriculum – The lessons and academic content taught in a school or in a specific course or program.

Delivery Method – Defines how course offerings are presented to learners.

Dual Enrollment – A program that allows high school students (usually sophomores, juniors, and seniors) to enroll in college courses for credit prior to high school graduation.

Ethnicity – A category of people who identify with each other based on similarities such as common ancestral, language, social, cultural or national experiences. Unlike other social groups (wealth, age, hobbies), ethnicity is often an inherited status based on the society in which one lives.

FA – Financial Aid

FTE – Full-Time Equivalency enrollment based on NC Community College System contact hour model.

Fall Enrollment – A headcount of students who were enrolled during the fall term. Each student is counted one time for the term.
Full-Time Student– A student enrolled in 12 or more credits during the term.

Full-Time Cohort – A group of students used in data analysis that consists of full-time students

Full-Time Employees – An employee who works at least 30, typically 40, hours per week and is employed at will or on an annual contract basis with the expectation of recurring employment.

General Assembly of North Carolina – The General Assembly is a bicameral legislature, consisting of the North Carolina House of Representatives (formerly the North Carolina House of Commons until 1868) and the North Carolina Senate. The House has 120 members, while the Senate has 50. There are no term limits for either chamber.

Headcount – Headcount is reported by semester or annually. It includes all students who receive a grade in at least one course, including W (withdrawal) grades. Students who withdraw before census or do not attend are excluded.

Hybrid – Courses in which some traditional face-to-face or "seated" classes are replaced by online learning activities. The purpose of a hybrid course is to take advantage of the best features of both face-to-face and online learning.

Internet – A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

IPEDS – The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education.

Institutional Data – Information created, collected, maintained, transmitted, or recorded by or for the university to inform campus decision-making and planning.

LEC – Lee Early College is an academically advanced public high school with more than 280 students in grades 9 through 12. Students who apply, and are accepted, have the opportunity to complete an Associate of Arts (AA), Associate of Science (AS), or Applied Associate of Science (AAS) degree by the time they graduate from high school. During their time at LEC, students will take a blend of high school and dual enrollment college courses that will allow them to earn both a high school diploma and a two year college degree. Lee Early College was founded with the intent of attracting students who often are underrepresented in college: minorities, students from low-income families and those whose parents never attended college.

Minimesters – A short semester, ranging from 5 weeks to 14 weeks. Minimesters make it possible to complete the same course with the same quality of instruction, but on a shorter schedule. Some of Minimester courses are offered in the traditional classroom setting and others are online.

NCCCS – North Carolina Community College System

NC 4-Year – A four year school in the UNC (University of North Carolina) system.

National Student Clearinghouse – A nonprofit and nongovernmental organization and provider of educational reporting, data exchange, verification, and research services. The organization provides services at the request of their participating institutions to enable them to better serve their students. (http://www.studentclearinghouse.org/about/)

Off-Campus – Away from the college's main campus. Classes that are not virtual classes and are offered at a location other than one of CCCC's campuses or locations (e.g., high schools, hospitals).

Pell – A subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions.

Race – The classification of humans into groups based on physical traits, ancestry, genetics, or social relations, or the relations between those groups.

Retention – Students who were enrolled in one term and graduated or re-enrolled in a following term. Data excludes students enrolled at the prison as well as dual enrolled students with the exception of Early College students.

Traditional – Seated courses in the classroom. A form of conventional learning which uses long-established customs that society traditionally used in schools.

Web-Assisted – Courses that require some on campus meetings for exams or other activities as well as web-based instruction.

Unduplicated Annual Enrollment – A headcount of students who were enrolled during the academic year. Each student is only counted one time for the year.