



LONG RANGE PLAN 2007-2013

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LONG RANGE PLAN

2007-2013

EXECUTIVE SUMMARY

The purpose of the Halifax Community College Long Range Plan (LRP) is to anticipate what future college programs and facilities are needed to best serve community needs. Program and facilities needs are forecast by predicting, analyzing, and comparing program enrollment and community trends.

Four (4) primary qualitative and quantitative data sources are used in forecasting and analysis and they are Service Area Trend Data, Enrollment Trend Data, Internal Data and External Data.

Service Area Trend Data came from the EMSI regional report provided by CCbenefits, an independent data collection company. The report includes current and projected regional workforce, economic, occupational, and population data. Enrollment Trend data was calculated from averaged data and methods provided by the North Carolina Community College System (NCCCS).

A survey was distributed to all faculty and staff of Halifax Community College (HCC) as a means to collect Internal Data. External data was collected when administrators met with service area stakeholders at a special meeting held on the HCC campus. In addition, the community was invited to complete a survey based on the internal survey data collected.

The collected data from these four key areas was compiled by the Institutional Research and Planning Officer and presented to faculty and staff in a campus-wide meeting. Triangulation of the collected data was done in this open-forum and resulted in the Key Implications included in this report.

Findings

Regional Report

Demographics

From 2007-2013, the region can expect the total population to change by 1,419 person (1.84% growth). The age groups with the highest growth are, in order, 60-69 years, 5-9 years, 20-24 years, 50-54 years.

Educational Attainment

Total regional attainment of a college degree (any level) is below average compared to the state and below average compared to the nation. From 2007 to 2013, the total number of high school graduates in the region is expected to decline by 89 persons.

High-Growth Industries

The industries showing the highest total job growth from 2007 to 2013 include home health care services, local and state government, home/warehouse clubs and supercenters, elementary and secondary schools.

Critical Occupations in High-Growth Industries

The occupations showing the most growth within the top ten high-growth industries include home health care aides, registered nurses, elementary and middle school teachers, correctional officers and jailers, foodservice workers.

High-Growth Occupations

The occupations showing the most total growth across all industries include registered nurses and health care workers, preschool, elementary and middle school teachers, correctional officers and jailers, retail sales workers and managers, maintenance and repair workers.

Enrollment Trend Data

Each community college in the NCCCS provides three areas of instruction; **Curriculum Programs**, **Continuing Education** and **Basic Skills**. Each area is unique and provides services for the different needs of the community. To determine program and facilities needs, enrollment projections for these three key areas were calculated using averaged data and methods provided by the NCCCS to each college.

Curriculum FTE is expected to increase by 18.8%; Continuing Education FTE is projected to rise by 20.5%; and Basic Skills FTE can expect an increase of 10.4%.

From 2007-08 to 2012-13, the total HCC enrollment FTE can anticipate a rise of 18.4%. Total College enrollment is projected to rise to 2034 FTE by 2012-13.

Internal Data

Halifax Community College chose to include all personnel for their internal survey to glean input from all areas of the college. From the 157 college employees, 87 (55.4%) viable surveys were collected and compiled by the Institutional Research and Planning Officer.

Faculty & Staff Survey

Existing Program Projections

The most selected existing programs for growth are Transfer Studies (AA, AGE, AS), Associate Degree Nursing (RN), Law Enforcement (Curriculum and Continuing Ed), Computer Information Technology, Dental Hygiene, and Automotive Systems Technology.

Proposed Programs of Study

The most selected new programs for growth are, Hospitality Management (Hotel, Restaurant, Foodservice), Radiology, Entertainment Technology, Construction Management Technology, HVAC/Carpentry/Basic Wiring/Masonry (Skilled labor trades).

External Data

To better obtain current community and workforce needs, external input is vital. Following NCCCS guidelines, an external survey was developed. An open discussion with regards to the regional report and internal data was held during a special meeting on the HCC campus after which stakeholders completed the survey.

Stakeholders Survey

Existing Programs

The stakeholders ranked the existing programs in importance and growth. They are in order, Transfer Studies (AA, AGE, AS), Computer Information Technology, Associate Degree Nursing (RN, Law Enforcement (Curriculum and Continuing Ed), Automotive Systems Technology, Dental Hygiene. Twenty-five (25) surveys were collected with 23 respondents stating they agreed with the finding of the faculty and staff internal survey.

New Programs

The stakeholders ranked the suggested new programs in importance and growth. They are in order, Hospitality Management (Hotel, Restaurant, Foodservice), Construction Management Technology, Entertainment Technology, HVAC/Carpentry/Basic Wiring/Masonry (Skilled labor trades), Radiology, Drama/Theater. Twenty-five (25) surveys were collected with 24 respondents stating they agreed with the finding of the faculty and staff internal survey.

Stakeholder Comments

Stakeholders focused on several workforce development and community needs with concerning new courses of study. They are Customer Service/Hospitality training, Management Development in Business & Industry). Existing courses of study noted were Public Safety (Law Enforcement, Fire, Emergency Services) and Allied Health (Healthcare workers of all levels). Continuing Education was noted as an area of growth for Halifax Community College.

Stakeholders also identified facility needs at Halifax Community College in the form of expansion of existing buildings, acquisition of off-site buildings, advancement and updating of existing classroom technology and information highway connections from main-campus facilities to off-site locations.

Community Input

In addition to the stakeholder's external survey, the public was invited to participate at a Job Fair held on the HCC campus. The public and participants were invited to complete a survey ranking the results of the HCC Internal Survey. There were 197 viable surveys collected. The community respondents identified Transfers Studies (AA, AGE, AS) and Associate Degree Nursing (RN) as foremost in importance and expected growth. They also identified Hospitality Management (Hotel, Restaurant, Foodservice) and Skilled Labor Trades (HVAC, Carpentry, Wiring, Masonry) as primary needs and expected growth for the region.

Key Implications

To clearly identify key implications, data collected from the internal college survey, the external focus group, the community, and the EMSI Regional Report was triangulated in a campus-wide meeting consisting of the administration, division chairs, the planning committee, faculty and staff.

Four key implications were identified from all data collected:

Current Needs

- A training facility for service area Law Enforcement, Fire, and Emergency Services programs and the BLET curriculum program is a high priority. Instructional area: Curriculum and Continuing Education.
- The Allied Health programs are currently at maximum enrollment. More classroom and laboratory/clinic space is required to meet current and future needs. Instructional area: Curriculum and Continuing Education

- The Automotive System Technology program, a high growth program, is currently in great need for more space. Equipment and facility updates are necessary to remain current with industry and enrollment demands. Instructional area: Curriculum
- Science classes are limited in laboratory space. Biology laboratories must share the same facility with chemistry classes. Instructional area: Curriculum
- A math lab must currently share space with other courses. This is currently a great need to meet the math requirements in all programs. Basic Skills students would also benefit from this facility. Instructional area: Curriculum and Basic Skills
- Building maintenance and repair workers are cited as a critical occupation in high-growth industries. Facilities are needed to house equipment and the various shops required for instruction. Instructional area: Curriculum and Continuing Education

Technology

- An Information Highway connectivity between off-site locations and the main campus is essential to reach and meet the needs of the rural community. Instructional area: Continuing Education and Basic Skills
- Technologically updated classrooms and laboratories/shops/clinics are needed to meet current needs and to accommodate expected growth. Instructional area: Curriculum and Continuing Education.

Support Services

- An increase in library offerings is currently needed and learning resources are at their maximum capabilities.
- Student Services needs to be expanded to meet the needs of students from application to registration. Counseling services and tutoring require more private space and are currently lacking.

Future Needs

- The newly proposed Hospitality Management program requires classrooms, laboratory/shop/kitchen space. Instructional area: Curriculum and Continuing Education
- Early College High School is proposed beginning Fall 2009. The five-year school anticipates an eventual enrollment between 250 and 300 students by 2012-13. Dedicated classroom space will be needed to accommodate this influx of new students.

Description of Long Range Planning Process

As part of its continuing planning processes, Halifax Community College has annually appointed a Planning Committee of faculty and staff personnel. The appointments are recommended by the Vice President of Instructional Services with final approval and appointment by the President of the college. In 2007 these appointments were made in August at the start of the academic year. The membership was broad in range and encompassed members from all areas, departments and levels of college personnel.

In September of 2007 The Advanced Planning Fund Project was initiated by the North Carolina Community College System (NCCCS). The System's goal is for each college to have Long Range Plans that anticipate, identify, and link facilities needs to institutional mission and instructional demand. The NCCCS cited the need for such plans to support budget requests to the North Carolina legislature and for consideration prior to initiating future State Bond referendums.

For the first time in NCCCS history, the General Assembly is funding "Advanced Planning" with an appropriation of \$8 million. To qualify for the available funds, all colleges in the 58 community college system are required to develop two complementary planning documents: a *Long Range Plan* and a *Facilities Master Plan*.

These documents must meet established criteria and will be used to develop a comprehensive NCCCS Capital Plan Request that clearly links institutional mission to anticipated programmatic demand and facilities needs.

HCC began its Long Range Plan process in September 2007. To ensure an all encompassing representative planning group, additional members were added to the Halifax Community College Planning Committee. The group includes all vice presidents, deans and division chairs, faculty, and staff members of various levels, areas and departments.

The NCCCS provided colleges statewide with a checklist of items to be completed, a schedule of completion and recommended procedures and data collection devises. These items included an Internal Survey of college personnel selected by the college, and an External Survey of community stakeholders comprised of Civic and Business Leaders of the college's NCCCS appointed service area.

Halifax Community College chose to include all college personnel for their internal survey to glean input from all areas of the college. A campus-wide meeting was held to introduce and describe the long range planning process. Paper surveys following the guidelines of the NCCCS were distributed and collected at the meeting. For those unable to attend, copies were made available to them by means of the campus interoffice file exchange and by electronic communication. From the 157 college employees, 87 (55.4%) viable surveys were collected and compiled by the Institutional Research and Planning Officer. Results were shared and discussed with the Planning Committee.

Following NCCCS guidelines, the results of the Internal Survey formed the basis of the External Survey given to college stakeholders in the community.

Halifax Community college adhered to the NCCCS checklist and timeline with little exception. The primary change to the checklist was the incorporation of a Community Opinion survey, to be considered in addition to the opinions of the Civic and Business Leaders. A shortened version of the Civic and Business Leaders survey was distributed to the public during events on campus, and to local economic development groups. 197 surveys were collected and compiled from the general public.

The president of Halifax Community College issued an invitation to civic and business leaders as stakeholders of the service area to attend a Long Range Plan breakfast session. There, Dr. Ervin Griffin, President of Halifax Community College, Dr. Joy Cooley, Vice President of Instructional Services, and Pat Baker, Institutional Research and Planning Officer spoke with those in attendance. After an introduction to the plan and process, there was open discussion followed by completion of a paper survey. Those not in attendance were telephoned and sent a survey by mail. There were 25 viable surveys collected and compiled by the Institutional Research and Planning Officer.

The NCCCS contracted with CCbenefits, Inc., in cooperation with Economic Modeling Specialists, Inc. (EMSI), to provide all 58 North Carolina Community Colleges with their individual regional population, education, business and occupation projections for 2007-2012. All survey results and the data provided by EMSI for Halifax Community College are used to compare and identify community and workforce development needs of the college's service area. The results of this data comparison are what comprise the Long Range Plan which is the foundation of the Facilities Master Plan and hence, the Strategic Plan of Halifax Community College.

Halifax Community College Planning Committee

| | |
|----------------------|---|
| Deborah Armstrong | Vice President of Administrative Services |
| Pat Baker | Institutional Research and Planning Officer |
| Joyce Barnes | Division II Chair; Department Head/ Instructor Informational Systems |
| B. T. Brown | Division III Chair; Department Head/ Instructor Early Childhood |
| Dorothy Conner | Administrative Assistant to VP of Administrative Services |
| Dr. Joy Cooley | Vice President of Instructional Services |
| Cathy Farabow | Instructor, English; SACS Reaccreditation Coordinator |
| Beth Gray-Robertson | Director of Distance Learning |
| Janice Hargrave | Administrative Assistant to VP of Instructional Services |
| Barbara Hasty | Dean of Student Services and Enrollment Management |
| Dr. Pocahontas Jones | Dean of Curriculum Programs |
| Tara Keeter | Coordinator of Financial Aid |
| D. J. Markham | Division V Chair; Department Head/ Instructor Dental Hygiene |
| James McCachren | Division I Chair; Department Head/Instructor English |
| Vera Palmer | Dean of Continuing Education and Community Service Programs |
| Hunter Taylor | Division IV Chair: Department Head Automotive Systems |
| Jerry Thompson | Information Systems Manager |
| Tamba Thompson | Director of Literacy Education |
| Dawn Veliky | Registrar and Director of Veteran's Affairs |

Service Area Data Projections

The NCCCS is a statewide system of 58 community colleges. Each college has been appointed a service area by the system office. The service area appointed to Halifax Community College is all of Halifax County and the townships of Gaston, Occoneechee, Pleasant Hill and Seaboard in Northampton County.

To help NCCCS colleges complete their Long Range Plans by the beginning of 2008, CCbenefits contracted with the NCCCS to provide current and projected regional workforce, economic, and population data along with a cursory analysis of how the current program offerings at each college match up to the occupational needs of their respective service areas.

CCbenefits, Inc. is a firm that has integrated data from over 70 state and federal sources, and developed reports and web-based tools that access this data to provide clients with up-to-date and detailed data on their regions. For clarification, the word region is interchangeable with the term service area.

The Regional Checkup Report elements include:

- Regional Population Profile
 - Current and projected population by age,
 - Age group location quotients,
 - Population by race/ethnicity, and
 - Race/Ethnicity group location quotients
- Educational Attainment
 - Current population by educational attainment
 - Current population by race/ethnicity and educational attainment,
 - Current population by gender and educational attainment
- High School Graduations
 - Total graduations by race/ethnicity (base and projection year)
 - Total graduations by gender (base and projection year)
- Industry Overview
 - Regional industry overview with state comparison
- Top Ranked Industries (Top 20)
 - By total jobs,
 - By job growth (base and projection year),
 - By location quotient (regional concentration), and
 - By shift share (regional competitiveness).
- Staffing Patterns of Fastest Growing Industries
 - Ten largest occupations with the top ten fastest growing industries
- Occupation Overview

- Regional occupation overview with state comparison
 - Top ranked occupations
 - ▶ By total jobs,
 - ▶ By job growth, and
 - ▶ By job growth and estimated replacement jobs
- Program Analysis
 - Enrollment in all the college's programs related to the region's 20 fastest growing occupations.
 - Wage information and employment outlooks for all occupations associated with the college's programs. (Because of the amount of information, this data will be provided in an excel workbook, along with the report's other data in tabular format.)

Summary of EMSI results:

Regional Demographics

From 2007 to 2013, the region can expect the total population to change by 1,419 persons, or 1.84%. The age groups with the highest growth are:

| <u>Age Group</u> | <u>Change in Persons</u> |
|------------------|--------------------------|
| 65 to 69 years | 877 |
| 60 to 64 years | 857 |
| 5 to 9 years | 562 |
| 20 to 24 years | 497 |
| 50 to 54 years | 430 |

Similarly, the racial/ethnic groups with the highest expected population growth are:

| <u>Group</u> | <u>Change in Persons</u> |
|---------------------|--------------------------|
| Black/African Am. | 1,103 |
| White, Non-Hispanic | 79 |
| Native Americans | 69 |

Educational Attainment & High School

Total regional attainment of a college degree (any level) is below average compared to the state and below average compared to the nation. From 2007 to 2013, the total number of high school graduates in the region is expected to decline by 89.

High-Growth Industries

The following industries show the highest total job growth from 2007 to 2013:

- Home health care services
- Local government
- Home centers
- State government
- Warehouse clubs and supercenters
- Limited-service eating places
- Other building material dealers
- Elementary and secondary schools
- Residential mental retardation facilities
- Electric power transmission and distribution

Critical Occupations in High-Growth Industries

The following occupations show the most growth within the top ten high-growth industries.

- Home health aides
- Retail salespersons
- Personal and home care aides
- Registered nurses
- Combined food preparation and serving workers, including fast food
- First-line supervisors/managers of retail sales workers
- Cashiers, except gaming
- Elementary school teachers, except special education
- Correctional officers and jailers
- Middle school teachers, except special and vocational education

High-Growth Occupations

These occupations show the most total growth across all industries.

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Nursing aides, orderlies, and attendants
- Elementary school teachers, except special education
- Correctional officers and jailers
- Licensed practical and licensed vocational nurses
- Maintenance and repair workers, general
- Middle school teachers, except special and vocational education
- Preschool teachers, except special education
- Social and human service assistants

Summary: High-Demand Occupations and Related Enrollment

For a comparison of college enrollment in programs related to the region's high-growth occupations, turn to page 28 of the attached CCbenefits Report.

Enrollment Projections

Halifax Community College is committed to offering relevant programs that reflect the current and ongoing needs of the service area. In order to ensure that the college maintains the resources needed to sustain programs and seeks resources needed to initiate new programs, the projected enrollment for the area must be determined. This data is a crucial element in assessing classroom and building requirements to meet the demands of the student population.

Community colleges in the NCCCS provide three areas of instruction:

- Curriculum Programs** post secondary education leading to an associate degree, diploma or certificate

- Continuing Education** providing classes in occupational skills, industrial training and general interest

- Basic Skills** adult education classes leading to high school equivalency.

Each area is unique and provides services for the different needs of the community. To determine program and facility needs, enrollment projections for these three key areas were calculated based on data averaged from the last five years.

Method: The NCCCS projected the entire NCCCS Enrollment FTE (Full-Time Equivalency) for the next six years based on previous years' data. The NCCCS also provided each community college with their individual average share of the total FTE based on the previous five years data.

5-year Average Percent Share for Halifax Community College

| | | |
|----------------------------|------------------------------|--------------------------------------|
| <u>Curriculum</u> 0.94% | <u>Basic Skills</u> 0.69% | <u>Continuing Education</u> 0.69% |
|----------------------------|------------------------------|--------------------------------------|

These average percent shares were applied to the NCCCS Enrollment FTE Projections to project the college's enrollment FTE through 2013.

Enrollment FTE Projections 2007-08 to 2012-13

| | Curriculum | | Basic Skills | | Continuing Education | | Total FTE |
|--------------------|------------|---------|--------------|---------|----------------------|---------|-----------|
| | NCCCS | HCC | NCCCS | HCC | NCCCS | HCC | |
| 2007-08 | 151017 | 1420 | 19183 | 132 | 24188 | 167 | 1719 |
| 2008-09 | 153282 | 1441 | 19567 | 135 | 24914 | 172 | 1748 |
| 2009-10 | 157498 | 1480 | 19958 | 138 | 25786 | 178 | 1796 |
| 2010-11 | 164742 | 1549 | 20357 | 140 | 26817 | 185 | 1874 |
| 2011-12 | 172156 | 1618 | 20764 | 143 | 27890 | 192 | 1954 |
| 2012-13 | 179472 | 1687 | 21180 | 146 | 29145 | 201 | 2034 |
| Overall HCC Change | | +18.84% | | +10.41% | | +20.49% | +18.35% |

Historically overall enrollment has remained steady averaging 1517 total FTE From 1994-2000. Local industry closures resulted in an overall enrollment FTE increase of 12.8%. As workers sought new skills training and education during the time period 2001-2005, total enrollment FTE increased to average of 1711. From 2006 to present, enrollment has once again leveled to an average overall total FTE in the mid-1500's.

Halifax Community College anticipates a modest increase in overall enrollment due to current population growth and new business and industry coming to the Service area in the next five years.

The curriculum programs taught at Halifax Community College reflect the workforce and economic development needs of our service area. The following is a list of instruction currently offered by Halifax Community College:

Curriculum

Program

Levels Offered

A = Associate Degree
D = Diploma
C = Certificate

| | |
|---------------------------------------|---------|
| Accounting | A |
| Advertising & Graphic Design | A, D, C |
| Associate Degree Nursing – ADN | A |
| Associate in Arts | A |
| Associate in General Education | A |
| Associate in Science | A |
| Automotive Systems Technology | A, D, C |
| Basic Law Enforcement Training (BLET) | C |
| Business Administration | A, D |
| Computer Information Technology | A, D |
| Cosmetology | D |
| Criminal Justice Technology | A |

| | |
|---------------------------------------|---------|
| Dental Hygiene | A |
| Early Childhood Education | A |
| Early Childhood Teacher Associate | A, D |
| Electronics Engineering Technology | A, D, C |
| Greenhouse and Grounds Maintenance | C |
| Human Services Technology | A |
| Industrial Systems Technology | A, D |
| Infant & Toddler Care | C |
| Interior Design | A, D, C |
| Lateral Entry (Teacher Certification) | C |
| Medical Laboratory Technology | A |
| Medical Office Administration | A, D |
| Networking Technology | A |
| Office Systems Technology | D |
| Paralegal Technology | A |
| Phlebotomy | C |
| Practical Nursing Education | D |
| Pulp and Paper Production Technology | A, D, C |
| Welding Technology | D, C |

Continuing Education

Career Readiness Certification
 Compensatory Education
 Certified Nursing Assistant
 Computer Skills
 Customized Industrial Training
 Focused Industrial Training
 Human Resources Development
 New & Expanding Industry Services
 Workplace Literacy
 Occupational Extension

- Automotive – Safety Inspection; Dealer License Renewal
- Carpentry
- Commercial Drivers License
- Workplace Spanish
- Electrical – National Electric Code; Contractor CE
- Entrepreneurship
- Nurse Aide
- Plumbing / HVAC
- Real Estate
- Refrigeration
- Hospitality
- Computer Basics

Public Safety

Law Enforcement

Fire

Emergency Preparedness Training (EPT)

Emergency Medical Services (EMT)

Special Interest Classes

Art

China Painting

Knitting & Crocheting

Sewing

Crafts

Basket weaving

Watercolor

Yoga & Tai Chi

Small Business Center

Basic Skills

Adult Basic Education (ABE)

General Educational Development (GED)

English as a Second Language (ESL)

education through 8th grade

education through high school

Internal Feedback

Halifax Community College chose to include all personnel for their internal survey to glean input from all areas of the college. A campus-wide meeting was held to introduce and describe the long range planning process. Paper surveys were distributed and collected at the meeting and for those unable to attend, copies were made available to them. From the 157 college employees, 87 (55.4%) viable surveys were collected and compiled by the Institutional Research and Planning Officer.

Following NCCCS recommendations, Halifax Community College personnel were asked to choose up to three programs (curriculum, basic skills or continuing education) where they anticipate growth over the next five years. They were then asked to project whether the growth in student enrollment would be minimal (less than 10 students), moderate (10 to 20 students) or maximum (more than 20 students). For those identified programs the respondents were asked if existing facilities were adequate, if renovations were needed or if new facilities would be required. Lastly they were asked what sort of facility needs could be anticipated (i.e. laboratories/shops, classrooms, offices).

Next, respondents were asked to cite up to three new programs (curriculum, basic skills or continuing education) they foresee as being needed to meet the needs of the community and to promote workforce development. The follow-up questions were identical to those posed in the existing program section.

Data was entered into a database which produced spreadsheets for analysis. Results were shared and discussed with the Planning Committee.

Faculty & Staff Survey- Existing Program Enrollment Projections

From the surveys the most selected existing programs for growth became the basis for external feedback. They are:

- Transfer Studies (AA, AGE, AS)
- Associate Degree Nursing (RN)
- Law Enforcement (Curriculum and Continuing Ed)
- Computer Information Technology
- Dental Hygiene
- Automotive Systems Technology

The details of the Internal Findings are as follows:

There were 87 surveys collected.

| EXISTING PROGRAM | Number Entries | No Response | Enrollment Projection | | | | | |
|-------------------------------------|-------------------|----------------|-----------------------|---------|----------|---------|--------|---------|
| | | | < 10 | | 10 to 20 | | > 20 | |
| | | | Number | Percent | Number | Percent | Number | Percent |
| AA Associate in Arts | 29 | 0 | 0 | 0.0% | 6 | 20.7% | 23 | 79.3% |
| ABE Adult Basic Education | 4 | 0 | 0 | 0.0% | 1 | 25.0% | 3 | 75.0% |
| ADN Associate Degree Nursing | 31 | 1 | 0 | 0.0% | 9 | 30.0% | 21 | 70.0% |
| Advertising & Graphic Design | 2 | 0 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% |
| AGE Associate in General Education | 9 | 0 | 0 | 0.0% | 2 | 22.2% | 7 | 77.8% |
| AS Associate in Science | 12 | 0 | 0 | 0.0% | 2 | 16.7% | 10 | 83.3% |
| Automotive Systems Technology | 18 | 1 | 1 | 5.9% | 10 | 58.8% | 6 | 35.3% |
| BLET Basic Law Enforcement Training | 10 | 1 | 1 | 11.1% | 3 | 33.3% | 5 | 55.6% |
| Business Administration | 3 | 0 | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| Career Readiness Certification | 4 | 1 | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% |
| Certified Nursing Assistant | 4 | 0 | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% |
| Computer Information Technology | 19 | 0 | 1 | 5.3% | 5 | 26.3% | 13 | 68.4% |
| Cosmetology | 3 | 1 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% |
| Criminal Justice Technology | 4 | 1 | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| Customized Industrial Training | 1 | 0 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Dental Hygiene | 11 | 0 | 1 | 9.1% | 6 | 54.5% | 4 | 36.4% |
| Early Childhood Education | 3 | 0 | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| Early Childhood Teacher Associate | 2 | 0 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% |
| Electronics Engineering Technology | 3 | 0 | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% |
| EMT Emergency Medical Training | 5 | 0 | 0 | 0.0% | 0 | 0.0% | 5 | 100.0% |
| EPT Emergency Preparedness Training | 3 | 0 | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% |
| Fire | 2 | 0 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |

| EXISTING PROGRAM | Number Entries | No Response | Enrollment Projection | | | | | |
|-------------------------------------|-------------------|----------------|-----------------------|---------|----------|---------|--------|---------|
| | | | < 10 | | 10 to 20 | | > 20 | |
| | | | Number | Percent | Number | Percent | Number | Percent |
| GED General Educational Development | 8 | 0 | 0 | 0.0% | 3 | 37.5% | 5 | 62.5% |
| Greenhouse & Grounds Maintenance | 2 | 0 | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| Human Resources Development | 1 | 0 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Human Services Technology | 6 | 0 | 0 | 0.0% | 3 | 50.0% | 3 | 50.0% |
| Industrial Systems Technology | 5 | 0 | 0 | 0.0% | 5 | 100.0% | 0 | 0.0% |
| Interior Design | 1 | 0 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Law Enforcement | 6 | 0 | 0 | 0.0% | 3 | 50.0% | 3 | 50.0% |
| Medical Office Administration | 3 | 0 | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Networking Technology | 6 | 0 | 1 | 16.7% | 1 | 16.7% | 4 | 66.7% |
| New & Expanding Industry Services | 2 | 0 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |
| Office Systems Technology | 4 | 0 | 0 | 0.0% | 1 | 25.0% | 3 | 75.0% |
| Paralegal Technology | 1 | 0 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Practical Nursing Education | 7 | 0 | 0 | 0.0% | 4 | 57.1% | 3 | 42.9% |
| Pulp & Paper Production | 1 | 0 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Safety | 2 | 0 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% |
| Small Business Center | 1 | 0 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Welding Technology | 7 | 0 | 4 | 57.1% | 3 | 42.9% | 0 | 0.0% |

Faculty & Staff Survey - Proposed Programs of Study

From the surveys the most selected new programs for growth became the basis for external feedback. They are:

- Hospitality Management (Hotel, Restaurant, Foodservice)
- Radiology
- Entertainment Technology
- Construction Management Technology
- HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)

The details of the Internal Findings are as follows:
There were 87 surveys collected.

| Program | Entries | Program | Entries |
|------------------------------------|---------|---|---------|
| Hospitality Management | 19 | Critical Thinking Class | 1 |
| Hotel Management | 9 | Cultural Enrichment | 1 |
| Restaurant Management | 8 | Dental Assisting | 1 |
| Foodservice Management | 6 | Disaster Preparedness | 1 |
| Radiology/Radiography | 6 | Distance Learning Offerings | 1 |
| Entertainment Technology | 4 | Diversity | 1 |
| Adult High School | 3 | Drop-Out Counseling | 1 |
| Basic Electrical Wiring | 3 | Engineering | 1 |
| Carpentry | 3 | Forensic Science | 1 |
| Construction Management Technology | 3 | Forestry | 1 |
| Drama / Theater | 3 | Gangs & Anti-Governmental Organizations | 1 |
| Food/ Culinary Technology | 3 | GED Center/ Satellite Locations | 1 |
| HVAC | 3 | Humanities (more offerings) | 1 |
| Pharmacy Technician | 3 | Legal Assistant | 1 |
| Biotechnology | 2 | Manicuring | 1 |
| Computer Science Technology | 2 | Medical Coding | 1 |
| Fire & Rescue | 2 | Medical Transcribing | 1 |
| Foreign Languages - Curriculum | 2 | Mental Health Management | 1 |
| Tourism Management | 2 | Middle College | 1 |
| Masonry | 2 | Music Lessons | 1 |
| Massage Therapy | 2 | Night time Cosmetology | 1 |
| Medical Technician | 2 | Night time Nursing Program | 1 |
| Nutrition | 2 | Occupational Therapy Assistant | 1 |
| On-line GED / ABE | 2 | Oral Communication | 1 |
| Optometry Assistant | 2 | Parenting Classes | 1 |
| Professionalism | 2 | Party/Event Planner | 1 |
| Recreational Services | 2 | Photography | 1 |
| Restaurant Server Training | 2 | Physical Therapy | 1 |
| Truck Driver Training | 2 | Pre-Engineering | 1 |

| Program | Entries | Program | Entries |
|-----------------------------------|---------|---------------------------------------|---------|
| University Partnerships | 2 | Private Security / Emergency Response | 1 |
| Web Technology (A25290) | 2 | Real Estate Appraisal | 1 |
| Academic Etiquette | 1 | Retail Management | 1 |
| Business & Industry | 1 | Safety Officer Program | 1 |
| Catering Management | 1 | Service Technician | 1 |
| Classes for Nurses | 1 | Spanish (Foreign Language) - Con Ed | 1 |
| Communications (Associate Degree) | 1 | Technology for New Business | 1 |
| Computer Engineering Technology | 1 | Welding (Associate Degree) | 1 |
| Computer Programming | 1 | Writing Programs (Associate Degree) | 1 |

Faculty & Staff Survey- Facilities Needs

Of the 87 survey respondents, 41% chose to address facilities needs.

Curriculum

When asked if Existing Space was Adequate 46.7% of those voicing an opinion about Curriculum Programs said no, 24% said yes with 29.3% unsure. With regards to Renovations 68% were unsure, 30.7 said yes and 1.3% said no . When asked if new space was needed 64% of respondents said yes, and 36% said no.

Types of New Space Needed:

- Classrooms only 6.7%
- Labs/Shops/Clinics only 13.3%
- Offices only 0%
- Classrooms and Labs/Shops/Clinics 21.3%
- Classroom and Offices 5.3%
- Classrooms, Lab/Shops/Clinics and Offices 16%
- Unsure 37.3%

The programs cited by respondents with the greatest space and facilities needs are those programs that have been identified as high growth areas. Allied health programs are at maximum enrollment capacity, automotive and industrial skills are restricted by limited space and basic law enforcement is in need of offices and training areas.

Continuing Education

When asked if Existing Space was Adequate 87.5% of those voicing an opinion about Continuing Education said no, 0% said yes with 12.5% unsure. With regards to Renovations 87.5% were unsure, 12.5 said yes and 0% said no. When asked if new space was needed 87.5% of respondents said yes, 0% said no, and 12.5% were unsure.

Types of New Space Needed:

- Classrooms only 25%
- Labs/Shops/Clinics only 0%
- Offices only 0%
- Classrooms and Labs/Shops/Clinics 0%
- Classroom and Offices 0%
- Classrooms, Lab/Shops/Clinics and Offices 62.5%
- Unsure 12.5%

Continuing education was identified as the area with high potential growth. Current conditions were noted as deficient to meet current needs. Classroom, office and lab/shop/clinic spaces are very limited and must be expanded for future programs and projected enrollment.

Basic Skills

When asked if Existing Space was Adequate 0% of those voicing an opinion about Basic Skills said no, 50% said yes with 50% unsure. With regards to Renovations 50% were unsure, 50 said yes and 0% said no. When asked if new space was needed 50% of respondents said yes, 0% said no, and 50% were unsure.

Types of New Space Needed:

- Classrooms only 0%
- Labs/Shops/Clinics only 0%
- Offices only 0%
- Classrooms and Labs/Shops/Clinics 0%
- Classroom and Offices 50%
- Classrooms, Lab/Shops/Clinics and Offices 0%
- Unsure 50%

Basic skills space is very limited at this time and technological needs are evident. To meet the needs of the rural service area a centralized learning center connected to off-site locations is essential.

- Appendix A: Copy of Internal Survey instrument
- Appendix B: List of Halifax Community College Personnel
- Appendix C: Faculty and Staff Survey - Facilities Needs Summaries

External Feedback

To better obtain current community and workforce development needs, external input is necessary. Following NCCCS guidelines, an external survey was developed citing the results of the Internal Survey and asking stakeholders in the community their opinions of the findings. In addition, respondents were asked to provide input on what they see as instructional and facility needs of Halifax Community College.

Stakeholders Survey

Dr. Ervin Griffin, President of Halifax Community College led a community outreach in October 2007. A community survey was placed on the Halifax Community College website and its availability was announced on a local television station. Surveys were also obtained from local civic organizations and the Chamber of Commerce Job Fair participants and visitors.

Dr. Griffin also met with local economic development groups to describe the college's Long Range Plan process and to survey those groups. In November 2007 he met with Halifax Horizons, a private economic and development group at their regular meeting. Next he and the college's Institutional Research and Planning Officer met with Halifax County Economic Development Commission for their input.

As a third outreach to stakeholders, service area civic and business leaders were invited to attend a breakfast meeting at the college to discuss the Long Range Plan and to provide their insights to community needs and workforce development. The topic of the Long Range Plan was introduced by Dr. Griffin, President of Halifax Community College and the Institutional Research and Planning Officer, Pat Baker, described the planning process and explained their role in providing external feedback for the plan. Dr. Joy Cooley then opened a discussion session and facilitated the exchange of ideas. The discussion centered on the findings of both the EMSI regional report and the internal survey data collected from HCC faculty and staff. The group focused on what they perceived as community and workforce needs in comparison to the other data collected. Notes were taken by the Institutional Research and Planning Officer.

During an open discussion stakeholders were asked to review the findings of the EMSI regional report and the college's enrollment projections for the next six years.

After the open discussion session a paper survey was completed. The survey asked the stakeholders to rank the findings of the internal survey and to assess expected growth of those programs. They were also asked to state whether they agreed with the findings of the internal survey and to provide comments of

what they see as program needs and their opinion of the direction of the college.

Stakeholders in Attendance

| | |
|-------------------|--|
| Alitha Palich | Office of NC Rep. Lucy Allen |
| Anitra Collins | Kapstone Craft Paper, Plant Manager |
| Diana Mallory | Holden Temp Agency |
| Ed Jones | NC State Senator |
| Victoria Newcombe | Choanoke Area Development Association (CADA) |
| Johnny Draper | Mayor, Weldon, NC |
| Rives Manning | Halifax County Commissioner |
| Mike Scott | The UPS Store Owner, Economic Development Grant Writer |
| Will Mahone | CEO Halifax Regional Medical Center |
| Alice Williams | Social Security Office Administrator, District 4 |
| Glen Wiggs | Halifax Academy Headmaster |

Stakeholder Observations

Upon review of previously collected data from the EMSI regional report the stakeholders made the following observations:

Industries expected to have the highest total job growth.

| EMSI Findings | Stakeholders Observations |
|--|---------------------------|
| Home health care services | Agree with findings |
| Local government | Public Safety only |
| Home centers | Not in agreement |
| State government | Public Safety only |
| Warehouse clubs and supercenters | Not in agreement |
| Limited-service eating places | Agree with findings |
| Other building material dealers | Historic restoration only |
| Elementary and secondary schools | Agree with findings |
| Residential mental retardation facilities | No opinion |
| Electric power transmission and distribution | No significant growth |

Occupations expected to show the most growth within the top ten high-growth industries.

| EMSI Findings | Stakeholders Observations |
|--|---------------------------|
| Home health aides | Agree with findings |
| Retail salespersons | Possible future growth |
| Personal and home care aides | Agree with findings |
| Registered nurses | Agree with findings |
| Combined food preparation and servers, including fast food | Agree with findings |
| First-line supervisors/managers of retail sales workers | Possible future growth |
| Cashiers, except gaming | Possible future growth |
| Elementary school teachers, except special education | Agree with findings |
| Correctional officers and jailers | Agree with findings |
| Middle school teachers, except special and vocational ed. | Agree with findings |

Occupations expected to show the most total growth across all industries.

| EMSI Findings | Stakeholders Observations |
|---|---------------------------|
| Registered nurses | Agree with findings |
| First-line supervisors/managers of retail sales workers | Possible future growth |
| Nursing aides, orderlies, and attendants | Agree with findings |
| Elementary school teachers, except special education | Agree with findings |
| Correctional officers and jailers | Agree with findings |
| Licensed practical and licensed vocational nurses | Agree with findings |
| Maintenance and repair workers, general | Agree with findings |
| Middle school teachers, except special and vocational ed. | Agree with findings |
| Preschool teachers, except special education | Agree with findings |
| Social and human service assistants | Agree with findings |

Occupations expected to show the most total growth across all industries.

| EMSI Findings | Stakeholders Observations |
|---|---------------------------|
| Registered nurses | Agree with findings |
| First-line supervisors/managers of retail sales workers | Possible future growth |
| Nursing aides, orderlies, and attendants | Agree with findings |
| Elementary school teachers, except special education | Agree with findings |
| Correctional officers and jailers | Agree with findings |
| Licensed practical and licensed vocational nurses | Agree with findings |
| Maintenance and repair workers, general | Agree with findings |
| Middle school teachers, except special and vocational ed. | Agree with findings |
| Preschool teachers, except special education | Agree with findings |
| Social and human service assistants | Agree with findings |

In general the stakeholders felt that much of the EMSI report was based on outdated economic data such as the home improvement and warehouse clubs.

Other areas of importance were overlooked. The service area is experiencing a growth in entertainment, restaurant and hotel facilities. Carolina Crossroads is bringing nationally known artists to the area, new hotels have been built to accommodate visitors, and restaurant offerings are scheduled to expand. With this is a proposed retail facility comprised of specialty shops along with a large-scale outlet mall. Also scheduled to be built in the service area is the North Carolina Center for Automotive Research (NCCAR) a national automotive testing facility which will require technically trained personnel.

Review of Enrollment Projections

The projected enrollment appeared to stakeholders to be a little inflated given the current status of service area business and industry. However with the new areas of growth coming to the region the consensus was the enrollment projections were accurate.

Stakeholder Comments

Stakeholders focused on several workforce development and community needs. They are as follows:

- Customer Service* / Hospitality training (Curriculum & Con Ed)
- Management Development in Business & Industry* (Con Ed)
- Alternative Crop Technology* (Curriculum)
- Diesel Automotive/Engine Technology* (Curriculum)
- Construction Trades (Continuing Education)
- Historic Preservation* (Continuing Education)
- Public Safety (Law Enforcement, Fire, Emergency Services) (Curriculum & Con Ed)
- Allied Health (Healthcare workers) (Con Ed)

*Indicates new program

They also identified facility needs at Halifax Community College.

- Promoting and expanding existing building use
- Obtaining off-site buildings for program development (Public Safety)
- Advance and update existing classroom technology (on-site and off-site)
- Internet classroom connections to off-site locations

The overwhelming consensus among those in attendance is that customer service training is needed for the Roanoke Valley community. This training is required at all levels from management to cashiers and wait staff. Hotel, restaurant, foodservice, and customer service training were cited with a Hospitality program needed to cover these areas as well as application to business needs.

Another area of need is for management training for business and industry in the form of continuing education classes. This was mentioned by several in attendance.

Vocational studies and program needs were addressed by the group and several cited Diesel Technology and Engine Technology as a need in the area with a diesel engine plant nearby. Agricultural studies in the form of Alternative Crop Technology were also mentioned, as well as the basic construction trades. Historic Preservation was also cited as an area need as was Public Safety. These studies could be handled by Continuing Education. Curriculum program growth areas mentioned were the allied health fields.

Facility usage and needs was addressed and many would like to see off-campus building use advanced and updated. They see satellite locations as essential to meet the needs of the rural community. Also cited was the need for classroom technology advancement in main campus facilities.

Summary

The External Survey asked respondents to rank in importance the following programs and to project their expected growth and enrollment.

Existing Programs

- Transfer Studies (AA, AGE, AS)
- Associate Degree Nursing (RN)
- Law Enforcement (Curriculum and Continuing Ed)
- Computer Information Technology
- Dental Hygiene
- Automotive Systems Technology

New Programs

- Hospitality Management (Hotel, Restaurant, Foodservice)
- Radiology
- Entertainment Technology
- Construction Management Technology
- HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)

Existing Programs

The stakeholders ranked the existing programs in importance:

1. Transfer Studies (AA, AGE, AS)
2. Computer Information Technology
3. Associate Degree Nursing (RN)
4. Law Enforcement (Curriculum and Continuing Ed)
5. Dental Hygiene and Automotive Systems Technology

Expected maximum enrollment growth for these programs was projected in order:

1. Transfer Studies (AA, AGE, AS)
2. Computer Information Technology
3. Associate Degree Nursing (RN)
4. Law Enforcement (Curriculum and Continuing Ed)
5. Automotive Systems Technology
6. Dental Hygiene

Number of Surveys Collected: 25

Agree with Faculty & Staff Findings on Existing Programs:

| | |
|--------|----|
| Yes | 23 |
| No | 1 |
| Unsure | 1 |

Existing Programs

| Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|-------------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|
| Existing Programs Importance | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Transfer Studies (AA, AGE, AS) | 8 | 32.0% | 4 | 16.0% | 3 | 12.0% | 2 | 8.0% | 6 | 24.0% | 2 | 8.0% |
| Nursing (RN) | 6 | 24.0% | 8 | 32.0% | 8 | 32.0% | 2 | 8.0% | 1 | 4.0% | 0 | 0.0% |
| Law Enforcement | 1 | 4.0% | 2 | 8.0% | 5 | 20.0% | 9 | 36.0% | 5 | 20.0% | 3 | 12.0% |
| Computer Technology | 5 | 20.0% | 9 | 36.0% | 7 | 28.0% | 1 | 4.0% | 3 | 12.0% | 0 | 0.0% |
| Dental Hygiene | 0 | 0.0% | 0 | 0.0% | 2 | 8.0% | 8 | 32.0% | 5 | 20.0% | 10 | 40.0% |
| Automotive Systems Technology | 5 | 20.0% | 2 | 8.0% | 0 | 0.0% | 3 | 12.0% | 5 | 20.0% | 10 | 40.0% |

Enrollment Projection

| Existing Programs Enrollment | Minimal | | Moderate | | Maximum | |
|-------------------------------------|---------|---------|----------|---------|---------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Transfer Studies (AA, AGE, AS) | 2 | 8.0% | 5 | 20.0% | 18 | 72.0% |
| ADN Associate Degree Nursing | 0 | 0.0% | 9 | 36.0% | 16 | 64.0% |
| Law Enforcement | 3 | 12.0% | 9 | 36.0% | 13 | 52.0% |
| Computer Technology | 0 | 0.0% | 7 | 28.0% | 18 | 72.0% |
| Dental Hygiene | 15 | 60.0% | 3 | 12.0% | 7 | 28.0% |
| Automotive Systems Technology | 4 | 16.0% | 8 | 32.0% | 13 | 52.0% |

Enrollment Projection

| Other Existing Programs Enrollment | Minimal | | Moderate | | Maximum | |
|------------------------------------|---------|---------|----------|---------|---------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Accounting | 1 | 4.0% | 1 | 4.0% | 0 | 0.0% |
| Small Business Center | 0 | 0.0% | 0 | 0.0% | 1 | 4.0% |

New Programs

The stakeholders ranked the suggested new programs in importance:

1. Hospitality Management (Hotel, Restaurant, Foodservice)
2. Construction Management Technology
3. Entertainment Technology
4. HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)
5. Radiology
6. Drama/Theater

Expected maximum enrollment growth for these programs was projected in order:

1. Hospitality Management (Hotel, Restaurant, Foodservice)
2. Construction Management Technology
3. HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)
4. Entertainment Technology
5. Radiology
6. Drama/Theater

Agree with Faculty & Staff Findings on New Programs:

| | |
|--------|----|
| Yes | 24 |
| No | 0 |
| Unsure | 1 |

New Programs

| Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---------------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|
| <u>New Programs Importance</u> | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Hospitality Management | 11 | 34.0% | 5 | 17.3% | 5 | 12.7% | 3 | 12.2% | 0 | 11.2% | 1 | 12.7% |
| Radiology | 7 | 19.8% | 1 | 15.2% | 4 | 21.3% | 3 | 22.8% | 5 | 8.6% | 5 | 12.2% |
| Entertainment Technology | 2 | 11.7% | 4 | 17.8% | 7 | 15.7% | 3 | 17.8% | 9 | 31.0% | 0 | 6.1% |
| Construction Management | 1 | 10.2% | 7 | 24.9% | 7 | 23.4% | 6 | 21.3% | 3 | 11.2% | 1 | 9.1% |
| Drama/Theater | 1 | 5.6% | 0 | 8.1% | 2 | 10.2% | 4 | 12.2% | 2 | 20.3% | 16 | 43.7% |
| HVAC/Carpentry/Elec.Wiring | 3 | 18.3% | 6 | 17.3% | 2 | 16.2% | 6 | 13.2% | 6 | 16.8% | 2 | 18.3% |

| <u>New Programs Enrollment</u> | Enrollment Projection | | | | | |
|---------------------------------------|-----------------------|---------|----------|---------|---------|---------|
| | Minimal | | Moderate | | Maximum | |
| | Number | Percent | Number | Percent | Number | Percent |
| Hospitality Management | 1 | 4.0% | 7 | 28.0% | 17 | 68.0% |
| Radiology | 4 | 16.0% | 14 | 56.0% | 7 | 28.0% |
| Entertainment Technology | 7 | 28.0% | 9 | 36.0% | 9 | 36.0% |
| Construction Management | 1 | 4.0% | 14 | 56.0% | 10 | 40.0% |
| Drama/Theater | 13 | 52.0% | 6 | 24.0% | 6 | 24.0% |
| HVAC/Carpentry/Elec.Wiring | 2 | 8.0% | 13 | 52.0% | 10 | 40.0% |

Attachment C: Copy of Stakeholder Survey

Community Survey

Community Survey

The public was invited to participate by completing a survey ranking the results of the HCC Internal Survey. They were first asked to rank in importance the existing programs results by the Internal Survey. Then they were asked to rank in order their expected enrollment growth.

Existing Programs

Ranked in importance the findings are in order:

1. Associate Degree Nursing (RN)
2. Transfer Studies (AA, AGE, AS)
3. Computer Information Technology
4. Law Enforcement (Curriculum and Continuing Ed)
5. Dental Hygiene
6. Automotive Systems Technology

Ranked in expected growth the findings are in order:

1. Transfer Studies (AA, AGE, AS)
2. Associate Degree Nursing (RN)
3. Computer Information Technology
4. Law Enforcement (Curriculum and Continuing Ed)
5. Automotive Systems Technology
6. Dental Hygiene

New Programs

Ranked in importance the findings are in order:

1. Hospitality Management (Hotel, Restaurant, Foodservice)
2. Radiology
3. HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)
4. Entertainment Technology
5. Construction Management Technology
6. Drama/Theater

Ranked in expected growth the findings are in order:

1. Hospitality Management (Hotel, Restaurant, Foodservice)
2. Radiology
3. HVAC/Carpentry/Basic Wiring/ Masonry (Skilled labor trades)
4. Entertainment Technology
5. Construction Management Technology
6. Drama/Theater

**Existing Programs
Importance Rankings**

| Program | Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Total | |
|---------------------------------|------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|-------|------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | No. | % |
| Transfer Studies (AA, AGE, AS) | | 58 | 29.4% | 35 | 17.8% | 23 | 11.7% | 19 | 9.6% | 20 | 10.2% | 42 | 21.3% | 197 | 100% |
| Nursing (RN) | | 54 | 27.4% | 51 | 25.9% | 45 | 22.8% | 27 | 13.7% | 14 | 7.1% | 6 | 3.0% | 197 | 100% |
| Law Enforcement (BLET, Con-Ed) | | 22 | 11.2% | 44 | 22.3% | 38 | 19.3% | 41 | 20.8% | 30 | 15.2% | 22 | 11.2% | 197 | 100% |
| Computer Information Technology | | 47 | 23.9% | 35 | 17.8% | 43 | 21.8% | 42 | 21.3% | 25 | 12.7% | 5 | 2.5% | 197 | 100% |
| Dental Hygiene | | 5 | 2.5% | 23 | 11.7% | 29 | 14.7% | 45 | 22.8% | 57 | 28.9% | 38 | 19.3% | 197 | 100% |
| Automotive Systems Technology | | 10 | 5.1% | 11 | 5.6% | 18 | 9.1% | 25 | 12.7% | 49 | 24.9% | 84 | 42.6% | 197 | 100% |

**Existing Programs
Projected Growth Rankings**

| Program | Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Total | |
|---------------------------------|------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|-------|------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | No. | % |
| Transfer Studies (AA, AGE, AS) | | 51 | 25.9% | 33 | 16.8% | 34 | 17.3% | 15 | 7.6% | 28 | 14.2% | 36 | 18.3% | 197 | 100% |
| Nursing (RN) | | 59 | 29.9% | 54 | 27.4% | 35 | 17.8% | 30 | 15.2% | 12 | 6.1% | 7 | 3.6% | 197 | 100% |
| Law Enforcement (BLET, Con-Ed) | | 21 | 10.7% | 36 | 18.3% | 34 | 17.3% | 54 | 27.4% | 28 | 14.2% | 24 | 12.2% | 197 | 100% |
| Computer Information Technology | | 47 | 23.9% | 38 | 19.3% | 47 | 23.9% | 35 | 17.8% | 23 | 11.7% | 7 | 3.6% | 197 | 100% |
| Dental Hygiene | | 9 | 4.6% | 19 | 9.6% | 31 | 15.7% | 35 | 17.8% | 59 | 29.9% | 44 | 22.3% | 197 | 100% |
| Automotive Systems Technology | | 10 | 5.1% | 18 | 9.1% | 18 | 9.1% | 29 | 14.7% | 46 | 23.4% | 76 | 38.6% | 197 | 100% |

**Suggested New Programs
Importance Rankings**

| Program | Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Total | |
|----------------------------|------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|-------|------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | No. | % |
| Hospitality Management | | 67 | 34.0% | 34 | 17.3% | 25 | 12.7% | 24 | 12.2% | 22 | 11.2% | 25 | 12.7% | 197 | 100% |
| Radiology | | 39 | 19.8% | 30 | 15.2% | 42 | 21.3% | 45 | 22.8% | 17 | 8.6% | 24 | 12.2% | 197 | 100% |
| Entertainment Technology | | 23 | 11.7% | 35 | 17.8% | 31 | 15.7% | 35 | 17.8% | 61 | 31.0% | 12 | 6.1% | 197 | 100% |
| Construction Management | | 20 | 10.2% | 49 | 24.9% | 46 | 23.4% | 42 | 21.3% | 22 | 11.2% | 18 | 9.1% | 197 | 100% |
| Drama/Theater | | 11 | 5.6% | 16 | 8.1% | 20 | 10.2% | 24 | 12.2% | 40 | 20.3% | 86 | 43.7% | 197 | 100% |
| HVAC/Carpentry/Elec.Wiring | | 36 | 18.3% | 34 | 17.3% | 32 | 16.2% | 26 | 13.2% | 33 | 16.8% | 36 | 18.3% | 197 | 100% |

**Suggested New Programs
Projected Growth Rankings**

| Program | Rank | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Total | |
|----------------------------|------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|-------|------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | No. | % |
| Hospitality Management | | 62 | 31.5% | 25 | 12.7% | 37 | 18.8% | 27 | 13.7% | 17 | 8.6% | 29 | 14.7% | 197 | 100% |
| Radiology | | 34 | 17.3% | 39 | 19.8% | 38 | 19.3% | 39 | 19.8% | 23 | 11.7% | 24 | 12.2% | 197 | 100% |
| Entertainment Technology | | 29 | 14.7% | 39 | 19.8% | 27 | 13.7% | 28 | 14.2% | 55 | 27.9% | 19 | 9.6% | 197 | 100% |
| Construction Management | | 22 | 11.2% | 47 | 23.9% | 38 | 19.3% | 37 | 18.8% | 35 | 17.8% | 18 | 9.1% | 197 | 100% |
| Drama/Theater | | 16 | 8.1% | 16 | 8.1% | 24 | 12.2% | 30 | 15.2% | 44 | 22.3% | 67 | 34.0% | 197 | 100% |
| HVAC/Carpentry/Elec.Wiring | | 33 | 16.8% | 33 | 16.8% | 32 | 16.2% | 35 | 17.8% | 21 | 10.7% | 43 | 21.8% | 197 | 100% |

Lastly, the public was asked to suggest new programs or classes to be added to those offered at Halifax Community College. The list follows:

| Program | Entries |
|--|----------------|
| Art (painting, computer animation) | 6 |
| Child Care | 6 |
| Culinary Arts / Cooking | 6 |
| Business Management | 5 |
| Drafting/CAD | 5 |
| Respiratory Therapist | 5 |
| Teaching | 5 |
| Architecture | 4 |
| Bilingual Interpreter | 4 |
| Communications | 4 |
| Customer Relations/Management | 4 |
| Real Estate | 4 |
| Health Management/Administration | 3 |
| Insurance | 3 |
| Medical Assistant | 3 |
| Music | 3 |
| O.R. Technician | 3 |
| Physical Therapy | 3 |
| Pre-Law | 3 |
| Veterinary Technician | 3 |
| Aviation Repair | 2 |
| Barber | 2 |
| Broadcasting | 2 |
| Computer Support Tech | 2 |
| diesel mechanic | 2 |
| Engineering-All types | 2 |
| Health Wellness | 2 |
| Interpersonal Skills | 2 |
| IT Program | 2 |
| Journalism | 2 |
| Masonry | 2 |
| Multi-media | 2 |
| Truck Driver | 2 |
| Agriculture | 1 |
| Aid to Elderly | 1 |
| Animal Care & Training | 1 |
| Bachelor Degrees (other than teaching) | 1 |
| Basic Construction | 1 |
| Biotechnology | 1 |
| Business Communication | 1 |
| Business Development | 1 |
| Career Management | 1 |
| Carpentry | 1 |
| Catering | 1 |
| Cement | 1 |
| Creative Arts (Arts & Crafts) | 1 |
| Diesel Engineering | 1 |
| Digital Media | 1 |

| | |
|--|---|
| Driver's Education | 1 |
| Ecological Technology | 1 |
| Education | 1 |
| Emergency Management | 1 |
| Entertainment Technology | 1 |
| Entrepreneurship | 1 |
| Fashion | 1 |
| Finance Specialist | 1 |
| Fire Service Associates Degree Program | 1 |
| Gospel Choir | 1 |
| Home-based Businesses | 1 |
| Housekeeping | 1 |
| Housing | 1 |
| Jazz Band | 1 |
| Job Placement Assistance | 1 |
| Large Equipment Training (backhoe/dump truck/etc.) | 1 |
| Legal Aid | 1 |
| Machine Operation | 1 |
| Medical Professions | 1 |
| Mental Health | 1 |
| Nurse Practitioner | 1 |
| Occupational Therapy | 1 |
| Pharmacy Technician | 1 |
| Plumbing | 1 |
| Poetry Writing | 1 |
| Printing Press Class | 1 |
| Production Management | 1 |
| Public Administration | 1 |
| Recreation Administration | 1 |
| Resume/Application Classes | 1 |
| Robotics | 1 |
| Roofing | 1 |
| Sales Techniques | 1 |
| Security Training | 1 |
| Sewing | 1 |
| Single Parenting Classes | 1 |
| Software Design | 1 |
| Specialized Medicine | 1 |
| Sports Marketing | 1 |
| Stress/Depression Reduction | 1 |
| Tutoring | 1 |
| Understanding Law Enforcement | 1 |
| Underwater Welding | 1 |
| Waste Water Management | 1 |
| Welding (Basic Classes) | 1 |
| Zoology | 1 |

Attachment D: Copy of Community Survey

Key Implications

Collected Data

Quantitative Data

Trends in population, industry, jobs, potential occupations and educational attainment for the college's service area were supplied by a regional assessment report from an independent professional reporting service.

Enrollment projections based on Halifax Community College's five year average were calculated and the trend noted.

The Planning Committee reviewed findings and the summaries of these areas were supplied to faculty and staff in an open meeting.

Qualitative Data

The college's Internal Survey of faculty and staff provided the foundation of all qualitative data collected for the Long Range Plan. The results of the Internal Survey were compiled in a spreadsheet format with the highest number of entries for a category pulled for future analysis.

The External Survey distributed to the community solicited assessment of the Internal Survey findings. The collected data was compiled in a spreadsheet format with the highest number of entries for a category pulled to compare and contrast with the quantitative and qualitative data.

The Planning Committee reviewed findings and the summaries of these areas were supplied to faculty and staff in an open meeting.

Triangulation of Data

Triangulation of data is the comparison of different sources of data to find a commonality. Halifax Community College chose to include all personnel in the triangulation process.

In an open forum meeting with all campus personnel on December 19, 2007 the findings of the regional report, internal and external surveys were shared. The Long Range Plan process was reviewed once again by Pat Baker, Institutional Research and Planning Officer. The results were presented by Dr. Joy Cooley, Vice President of Instructional Services and an open discussion followed with facilitation by Dr. Cooley and Dr. Ervin Griffin, President of Halifax Community College. Notes were taken by the Institutional Research and Planning Officer.

Personnel agreed with the findings of the regional report with the exception of the omission of the NCCAR National Automotive Testing Facility and the new Carolina Crossroads entertainment facilities in the college's service area. All were in agreement with the findings of both the internal and external data. No surprises in the findings were noted.

In reference to Curriculum Programs they cited Healthcare the foremost industry followed by Education/Teachers and Public Safety/Law Enforcement services. Construction and building trades were foremost in their opinion of Continuing Education growth along with Public Safety training. They anticipated an increase in Basic Skills.

Enrollment Growth

The potential for general enrollment growth in all areas is expected to increase. Regional reports indicate that the general population will grow in two key areas: older adults (60-69 years) followed by children (5 to 9 years) and young adults (20-24 years). The rise in an older adult population suggests a need for support, healthcare and public safety services both of which were indicated as areas of growth by the internal data and supported by the external data.

The younger population falls in the range of the largest student cohort at Halifax Community College (19-25 years). The rise in the number of children points to a need for educators and support services. Teachers are mentioned as Critical Occupations in High-Growth Industries and transfer studies are the basis of Education and Teaching degrees. Both internal and external data supports these findings.

The regional report projected a decline in high school graduates during the 2007-2013 time periods and a rise in the Hispanic population. These two elements point to an increase in need for Basic Skills.

The five-year enrollment projection from the NCCCS projects an increase in enrollment of nearly 1% of the NCCCS enrollment per year through 2013.

Key Implications

Areas of Instruction

Curriculum Programs can expect an increase in enrollment in:

- Allied Health (all programs)
- Transfer Studies
- Computer Technology
- Public Safety (Law Enforcement)
- Hospitality Management
- Automotive Technology

Continuing Education can expect an increase in enrollment in:

- Construction (skilled labor trades)
- Public Safety (Fire, Emergency, Law Enforcement)
- Hospitality and Customer Service Training
- Nurse Aide (prerequisite for curriculum nursing program)

Basic Skills can expect an increase in enrollment in:

- Adult Basic Education (ABE)
- General Education Diploma (GED)
- English as a Second Language (ESL)

The three highest programs for projected growth in each area are:

Curriculum

- Associate Degree Nursing
- Transfer Studies
- Computer Technology

Continuing Education

- Hospitality
- Public Safety
- Construction (skilled labor trades)

Basic Skills

- GED
- ABE
- ESL

Gap Analysis Implications for Space Needs

The data indicated the lack of adequate facilities and equipment to meet present needs. This was noted at the campus-wide open forum. They were in agreement that renovation, acquisition of off-site space and/or new construction was vital to remain abreast with current enrollment trends. Listed are areas of concern.

1. With an increase in the need for public safety support services a training facility for Law Enforcement, Fire, and Emergency Services programs is a high priority. Instructors of the Basic Law Enforcement Training curriculum program are presently housed in on-site trailers.

In the regional report, correctional officers were listed as one of the Critical Occupations in High-Growth Industries for the area. All law enforcement officers, correctional officers and emergency personnel in the Halifax Community College service area come to the college for Continuing Education training programs as required. The centralization of this training would be beneficial to both curriculum and continuing education programs while meeting the needs of the community.

2. Of the existing programs and projected growth in Transfer Studies identified on the Internal Survey, most respondents stated that facilities are not adequate and that technologically updated classrooms and laboratory/shop/clinics were needed to meet current needs and to accommodate expected growth. All stakeholders saw this as a high ranking need to improve facilities and to promote off-site services. The idea of forming an Information Highway between off-site locations and the main campus were noted as essential to meet the needs of the rural community, especially in the area of Basic Skills.
3. All data sources noted allied healthcare as vital to the community needs now and in the future. Laboratories and clinics are in demand and lacking. The Allied Health programs have maximum enrollment. More classroom space is essential. A separate healthcare building to house all areas of healthcare, both Curriculum and Continuing Education programs would benefit.
4. To accommodate the newly proposed Hospitality Management program, classrooms, laboratory/shop/kitchen space is necessary and nonexistent at this time.
5. There is currently a great need for more space for the Automotive System Technology program. Equipment and facility updates have been cited to remain current with industry and enrollment demands.

6. Science classes required in Transfer Studies, projected to be the greatest area of growth, are limited in laboratory space. Biology laboratories must share the same facility with chemistry classes. A math lab is non-existent and is currently a great need to meet the requirements in Transfer Studies.
7. The regional report cites building maintenance and repair workers as a critical occupation in high-growth industries. Both the Internal and External surveys cited Construction/HVAC/Carpentry/Basic Wiring et al as needed with expected job growth. Continuing Education training facilities are needed to house equipment and the various shops required for instruction.
8. In tandem with program and enrollment growth is the need for updated and larger support services. The library was cited as the "hub" of the entire campus and requires expansion and updating to meet current and anticipated needs. An increase in library offerings is needed, and learning resources are at their maximum capabilities. More computer labs, tutoring space and a mathematics lab are greatly needed.
9. With the growth of Transfer Studies, Student Services will also need to be expanded to meet the needs of students from application to registration. Counseling services need a more private location, and Human Resources cited the need for a private and confidential location.
10. The college will initiate an early college high school on its campus beginning Fall 2009. The five-year school is anticipating an eventual enrollment of between 250 and 300 students by 2012. Dedicated classroom space will be needed to accommodate this influx of new students.

APPENDICES



Long Range Plan Faculty & Staff Survey

PART ONE

Existing Programs

1. Based on your knowledge of current and projected workforce demands in our service area, which of the following programs do you anticipate will experience enrollment growth in the 2007-2013 time period?
[Select up to three (3)]

Curriculum

Transfer Studies

- Associate in Arts
- Associate in General Education
- Associate in Science

Business & Commercial Technologies

- Accounting
- Advertising & Graphic Design
- Business Administration
- Computer Information Technology
- Interior Design
- Medical Office Administration
- Networking Technology
- Office Systems Technology
- Paralegal Technology

Public Service Technologies

- Cosmetology
- Early Childhood Education
- Early Childhood Teacher Associate
- Basic Law Enforcement Training (BLET)
- Criminal Justice Technology
- Greenhouse and Grounds Maintenance
- Human Services Technology

Vocational & Industrial Technologies

- Automotive Systems Technology
- Electronics Engineering Technology
- Industrial Systems Technology
- Pulp and Paper Production Technology
- Welding Technology

Health Sciences

- Associate Degree Nursing – ADN
- Dental Hygiene
- Medical Laboratory Technology
- Phlebotomy
- Practical Nursing Education

Continuing Education

Occupational Extension

- Certified Nursing Assistant
- Computer Skills
- Emergency Medical Services (EMT)
- Emergency Preparedness Training (EPT)
- Fire
- Human Resources Development
- Law Enforcement
- Safety
- Self-Supporting Classes

Business & Industry

- Career Readiness Certification
- Small Business Center
- Focused Industrial Training
- New & Expanding Industry Services
- Workplace Literacy
- Customized Industrial Training

Basic Skills

- Adult Basic Education (ABE)
- General Educational Development (GED)
- Compensatory Education

2. For the programs identified above, please answer the following:

Program #1: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

- Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

- Yes No Unsure

If yes, will existing space need to be renovated?

- Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

- Classroom Lab/Shop/Clinical Office Unsure
-

Program #2: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

- Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

- Yes No Unsure

If yes, will existing space need to be renovated?

- Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

Classroom Lab/Shop/Clinical Office Unsure

Program #3: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

Yes No Unsure

If yes, will existing space need to be renovated?

Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

Classroom Lab/Shop/Clinical Office Unsure

PART TWO

New Programs & Training Opportunities

Please identify up to three (3) curriculum, continuing education, and/or basic skills programs you anticipate will need to be added in the 2007-2013 time period.

1.

2.

3.

3. For the programs identified above, please answer the following:

Program #1: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

Yes No Unsure

If yes, will existing space need to be renovated?

Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

Classroom Lab/Shop/Clinical Office Unsure

Program #2: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

Yes No Unsure

If yes, will existing space need to be renovated?

Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

Classroom Lab/Shop/Clinical Office Unsure

Program #3: _____

To what degree do you anticipate enrollment will grow during the 2007-2013 time period?

Less than 10 students overall 10 – 20 students overall More than 20 students

Does space currently exist to accommodate projected growth?

Yes No Unsure

If yes, will existing space need to be renovated?

Yes No Unsure

If additional space is needed, what type of space? (check all that apply)

Classroom Lab/Shop/Clinical Office Unsure

4. Within which one of the following program areas is your primary job assignment?

- Curriculum Programs
- Occupational Extension Programs
- Basic Skills Programs
- Support Services

Appendix B: Halifax Community College Faculty and Staff

| <u>Last</u> | <u>First</u> | <u>Title</u> |
|-------------|-----------------|---|
| Agee | Sherry | Administrative Assistant II |
| Alston | Willie Mae | Administrative Assistant |
| Argo | Don Kevin | Instructor |
| Armstrong | Deborah Ann | Vice-President of Administrative Services |
| Askew | Gladys P. | Job Link Satellite Case Manager |
| Askew | Sharon | Instructor |
| Baker | Patricia Jean | Planning & Research Officer |
| Balogun | Lateef | Instructor |
| Barnes | Joyce | Instructor |
| Barrett | Russell I. | Computer Technician/System Administrator Backup |
| Beaver | Don | Instructor |
| Benthall | Bonnie L. | Administrative Assistant I, Student Support Services |
| Bone | Jason | Instructor |
| Boone | Deborah | Instructor |
| Bracy | Thomas | Assistant Admissions Officer |
| Brisson | Michael | Instructor |
| Brown | Betsy-Tom | Instructor |
| Brown | Betty Jean | Instructor |
| Brown | Eugene | Counselor/High School Liason |
| Brown | Vicki | Child Care Center Director |
| Bryant | Julie | Accounting Technician |
| Campbell | Sithah | Instructor |
| Carter | Bryan | Instructor |
| Clarke | Janet Tindall | Accounting Technician: Payroll |
| Clary | Page Bennett | Administrative Assistant, Dean of Curriculum Programs |
| Clay | Ricky | Security Officer |
| Clippard | Candice J. | Associate Bookstore Manager |
| Collier | Richard | Computer Technician |
| Collins | Cynthia Wright | Financial Aid Specialist II |
| Conner | Dorothy | Administrative Assistant, VP of Administrative Services |
| Cooley | Constance M. | Vice-President of Instructional Services |
| Cooper | Mary G. | Director of Learning Resources |
| Cousins | Brenda H. | Literacy Skills Specialist |
| Cox | Melinda A. | Financial Aid Specialist II |
| Crowder | Timothy | Instructor |
| Cutchin | Paige | Instructor |
| Dameron | Benny S. | Health/P.E. Instructor/Wellness Center Facility Manager |
| Daniel | Elsie Marie | County and Institutional Funds Accountant |
| Dhasmana | Bindu | Instructor |
| Dilday | Julie | Instructor |
| Dupee | Howard W. | Custodian |
| Edwards | Kimberly Jo | Graphic Artist/Printer |
| Evans | Alfred | Instructor |
| Evans | Tamikah | Instructor |
| Evans | William | Job Link Satellite Case Manager |
| Farabow | Cathy | Instructor |
| Foriest | John Alex | Job Link Satellite Manager |
| Galvin | Julie | Instructor |
| Garner | Doris | Associate Bookstore Manager |
| Gholston | Sherida Jones | Director, Student Support Services |
| Gonshor | Patricia Byrnes | State Funds Accountant |

| <u>Last</u> | <u>First</u> | <u>Title</u> |
|----------------|------------------|---|
| Grant | June Ellen White | Computer Skills Specialist |
| Graves | David | Custodian |
| Gray-Robertson | Beth | Director of Distance Learning |
| Greene | Dorothy M. | Admin. Assistant III, Dean of Stu. Ser. & Enrollment Man. |
| Griffin | Ervin | President/CEO |
| Grosser | Shelia H. | Learning Resources Technical Assistant |
| Hairston | Margaret | Instructor |
| Hammack | Sandra B. | Administrative Assistant III, Continuing Education |
| Hargrave | Janice Parker | Administrative Assistant IV, VP of Instructional Services |
| Harrell | James | Instructor |
| Harris | Kenneth | Instructor |
| Harris, III | Phillip | Custodian |
| Harvey | Kelly | Instructor |
| Hasty | Barbara A. | Dean of Student Services & Enrollment Management |
| Hawkins | Deborah B. | Instructor |
| Hayes | Phyllis | Instructor |
| Hester | Wilson Ray | Supervisor of Maintenance & Custodial Services |
| High | Verna | Instructor |
| Hight | Teresa | Instructor |
| Holley | George | JobLink Satellite Case Manager |
| Hopkins | Brian | Literacy Skills Instructor |
| Horsley | Julia Brooks | Director of Enrollment Management, Testing & Job |
| Howard | Lori | Instructor |
| Hughes | Dorothy | Receptionist |
| Hunsucker | John | Instructor |
| Hux | Pat H. | Financial Aid Specialist II |
| Hux | Teresa B. | Dental Hygiene Clinic Manager |
| Johnson | Iris V. | Basic Skills Specialist, Student Support Services |
| Johnston | Rhonda | Child Care Center Instructor |
| Jolly | Joanne | Administrative Assistant, The Centre |
| Jones | Jennifer W. | Administrative Assistant |
| Jones | Kenneth | Instructor |
| Jones | Pocahontas S. | Dean of Curriculum Programs |
| Keeter | Tara Inscoe | Coordinator of Financial Aid |
| Kupietz | Kevin D. | Coordinator/Instructor, Fire Service/EMS |
| Lee | Robert Lewis | Maintenance Technician |
| Lynn | Peggy | Instructor |
| Markham | D.J. | Instructor |
| Massey | Phillip | Instructor |
| Mayle | Teresa | Counselor, Student Support Services |
| McCachren | James | Division Chair/Instructor |
| McCormick | Richard Frank | Director of the Small Business Center |
| McGee | Lona F. | Learning Resources Technical Assistant |
| Mercer | Delois B. | Personnel Officer |
| Mohorn | Bentley J. | JobLink Satellite Case Manager |
| Moseley | Donny | Instructor |
| Mumford | Keith | Instructor |
| Nowell | Ricky Dail | Maintenance Technician |
| Pair | James | Instructor |
| Palmer | Vera | Dean of Continuing Education & Community Services |
| Parker | Tyrone | Custodian |
| Pleasant | Tammy | Instructor |

| <u>Last</u> | <u>First</u> | <u>Title</u> |
|---------------|------------------|--|
| Pryor | Patricia | Financial Aid Specialist I |
| Reynolds | Beverly | Instructor |
| Ricks, Jr. | Stanley Thomas | Custodian |
| Robinson | Catherine Sledge | Child Care Center Instructor |
| Rudd | Shawn A. | System Administrator |
| Sandlin | Katherine Miller | Administrative Assistant II, Faculty |
| Segars | Rhonda | Instructor |
| Sellers | Benjamin | Instructor |
| Sellers | Donna M. | Administrative Assistant |
| Shell | George | Instructor |
| Shotwell | Jason | Instructor |
| Simmons | Monica | Instructor |
| Smallwood | Pauletta | Child Care Center Instructor |
| Smith | Danny | Maintenance Worker |
| Smith | Linda G. | JobLink Satellite Case Manager |
| St. Sing | Robin | Instructor |
| Stams | John | Voc. & Industrial Tech. Instructor |
| Stewart | Jason | Executive Director of The Centre |
| Stokes | Shaun | History Instructor |
| Stuart | Carolyn | Director, Counseling Services |
| Susco | Carroll | Instructor |
| Swain | Michael | Instructor |
| Swink | Nina | Instructor |
| Sykes | Catherine | Instructor |
| Taylor | Hunter | Instructor |
| Taylor, III | Therman E. | Literacy Recruitment/Retention Specialist |
| Temple | Melanie | Public Information Officer |
| Terry | Stephanie | Instructor |
| Terry | Wesley | Instructor |
| Thompson, III | Gerald Ralph | Information Systems Manager |
| Thompson | Tamba Owens | Director of Literacy Education |
| Tysinger | Gloria | Instructor |
| Vassor | Cathy L. | Assistant Admissions Officer |
| Vassor | Glenda S. | Administrative Assistant III, Continuing Education |
| Vaughan | Alice | Instructor |
| Veliky | Regina Pair | Associate Registrar |
| Walker | Cynthia Deloris | Child Care Center Instructor |
| Watson | Natalie | Instructor |
| Webb | Fredia Ann | Assistant Registrar |
| Webb | Herbert Allan | Maintenance Technician |
| Weden | Sandra | Instructor |
| Wheeler | Terry | Instructor |
| Whitaker | Belinda | Administrative Assistant, Faculty |
| White | Holly | Instructor |
| White | Robert | Security Officer |
| Wilkins | Cleophus | Custodian |
| Wilkinson | Charles | Instructor |
| Wilson | Janet | Instructor |
| Worrock | Ralph | ERC Technical Assistant |
| Wright | Chris | Instructor |
| Yates | Judy | Instructor |

Part-time with Benefits

| | | |
|-----------|---------------|--|
| Argo | Tamara Jeanne | Admissions Specialist Coordinator |
| Bethany | Howard | Bookstore Clerk |
| Edwards | Ethel W. | LAC Assistant |
| Humphries | Janet W. | Nursing Assistant Coordinator/Instructor |
| Patillo | Leatrice L. | Child Care Center Cook Centerook |

Appendix C: Faculty and Staff Survey – Facilities Needs Summaries

Curriculum

| EXISTING PROGRAM | Number Survey Entries | Number Skipped Question | Number Answered Question | Percent Response |
|-------------------------------------|-----------------------|-------------------------|--------------------------|------------------|
| Transfer Studies (AA, AGE, AS) | 50 | 18 | 32 | 64.0% |
| ADN Associate Degree Nursing | 31 | 26 | 5 | 16.1% |
| Advertising & Graphic Design | 2 | 0 | 2 | 100.0% |
| Automotive Systems Technology | 18 | 12 | 6 | 33.3% |
| BLET Basic Law Enforcement Training | 10 | 4 | 6 | 60.0% |
| Business Administration | 3 | 2 | 1 | 33.3% |
| Computer Information Technology | 19 | 12 | 7 | 36.8% |
| Cosmetology | 3 | 2 | 1 | 33.3% |
| Dental Hygiene | 11 | 8 | 3 | 27.3% |
| Early Childhood Education | 5 | 3 | 2 | 40.0% |
| Electronics Engineering Technology | 3 | 1 | 2 | 66.7% |
| Greenhouse & Grounds Maintenance | 2 | 1 | 1 | 50.0% |
| Human Services Technology | 6 | 4 | 2 | 33.3% |
| Interior Design | 1 | 0 | 1 | 100.0% |
| Office Systems Technology | 4 | 3 | 1 | 25.0% |
| Paralegal Technology | 1 | 0 | 1 | 100.0% |
| Practical Nursing Education | 7 | 6 | 1 | 14.3% |
| Welding Technology | 7 | 6 | 1 | 14.3% |
| Total | 183 | 108 | 75 | 41.0% |

| EXISTING PROGRAM | Number Answered Question | Existing Space Adequate | | | | | |
|-------------------------------------|--------------------------|-------------------------|--------------|-----------|--------------|-----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Transfer Studies (AA, AGE, AS) | 32 | 9 | 28.1% | 12 | 37.5% | 11 | 34.4% |
| ADN Associate Degree Nursing | 5 | 0 | 0.0% | 3 | 60.0% | 2 | 40.0% |
| Advertising & Graphic Design | 2 | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Automotive Systems Technology | 6 | 0 | 0.0% | 6 | 100.0% | 0 | 0.0% |
| BLET Basic Law Enforcement Training | 6 | 1 | 16.7% | 2 | 33.3% | 3 | 50.0% |
| Business Administration | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Information Technology | 7 | 2 | 28.6% | 3 | 42.9% | 2 | 28.6% |
| Cosmetology | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Dental Hygiene | 3 | 1 | 33.3% | 0 | 0.0% | 2 | 66.7% |
| Early Childhood Education | 2 | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Electronics Engineering Technology | 2 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% |
| Greenhouse & Grounds Maintenance | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Human Services Technology | 2 | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Interior Design | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Office Systems Technology | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Paralegal Technology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Practical Nursing Education | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Welding Technology | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Total | 75 | 18 | 24.0% | 35 | 46.7% | 22 | 29.3% |

| EXISTING PROGRAM | Number Answered Question | Renovations Needed for Existing Space | | | | | |
|-------------------------------------|--------------------------|---------------------------------------|--------------|----------|-------------|-----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Transfer Studies (AA, AGE, AS) | 32 | 7 | 21.9% | 1 | 3.1% | 24 | 75.0% |
| ADN Associate Degree Nursing | 5 | 1 | 20.0% | 0 | 0.0% | 4 | 80.0% |
| Advertising & Graphic Design | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |
| Automotive Systems Technology | 6 | 1 | 16.7% | 0 | 0.0% | 5 | 83.3% |
| BLET Basic Law Enforcement Training | 6 | 0 | 0.0% | 0 | 0.0% | 6 | 100.0% |
| Business Administration | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Information Technology | 7 | 3 | 42.9% | 0 | 0.0% | 4 | 57.1% |
| Cosmetology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Dental Hygiene | 3 | 1 | 33.3% | 0 | 0.0% | 2 | 66.7% |
| Early Childhood Education | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |
| Electronics Engineering Technology | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Greenhouse & Grounds Maintenance | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Human Services Technology | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Interior Design | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Office Systems Technology | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Paralegal Technology | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Practical Nursing Education | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Welding Technology | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Total | 75 | 23 | 30.7% | 1 | 1.3% | 51 | 68.0% |

| EXISTING PROGRAM | Number Answered Question | Additional Space Needed | | | | | |
|-------------------------------------|--------------------------|-------------------------|--------------|----------|-------------|-----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Transfer Studies (AA, AGE, AS) | 32 | 20 | 62.5% | 0 | 0.0% | 12 | 37.5% |
| ADN Associate Degree Nursing | 5 | 3 | 60.0% | 0 | 0.0% | 2 | 40.0% |
| Advertising & Graphic Design | 2 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |
| Automotive Systems Technology | 6 | 6 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| BLET Basic Law Enforcement Training | 6 | 4 | 66.7% | 0 | 0.0% | 2 | 33.3% |
| Business Administration | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Information Technology | 7 | 4 | 57.1% | 0 | 0.0% | 3 | 42.9% |
| Cosmetology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Dental Hygiene | 3 | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% |
| Early Childhood Education | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |
| Electronics Engineering Technology | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Greenhouse & Grounds Maintenance | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Human Services Technology | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Interior Design | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Office Systems Technology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Paralegal Technology | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Practical Nursing Education | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Welding Technology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 75 | 48 | 64.0% | 0 | 0.0% | 27 | 36.0% |

C = Classroom
 L = Lab/Shop/Clinic
 O = Office

| EXISTING PROGRAM | Number Answered Question | Type of New Space Needed | | | | | | | | | | | | | |
|-------------------------------------|--------------------------|--------------------------|-------------|-----------|--------------|----------|-------------|-----------|--------------|----------|-------------|-----------|--------------|-----------|--------------|
| | | C | Percent | L | Percent | O | Percent | CL | Percent | CO | Percent | CLO | Percent | Unsure | Percent |
| Transfer Studies (AA, AGE, AS) | 32 | 3 | 9.4% | 3 | 9.4% | 0 | 0.0% | 7 | 21.9% | 1 | 3.1% | 6 | 18.8% | 12 | 37.5% |
| ADN Associate Degree Nursing | 5 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 40.0% | 0 | 0.0% | 1 | 20.0% | 2 | 40.0% |
| Advertising & Graphic Design | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |
| Automotive Systems Technology | 6 | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% |
| BLET Basic Law Enforcement Training | 6 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 33.3% | 1 | 16.7% | 1 | 16.7% | 2 | 33.3% |
| Business Administration | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Information Technology | 7 | 0 | 0.0% | 2 | 28.6% | 0 | 0.0% | 1 | 14.3% | 0 | 0.0% | 1 | 14.3% | 3 | 42.9% |
| Cosmetology | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Dental Hygiene | 3 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% |
| Early Childhood Education | 2 | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% |
| Electronics Engineering Technology | 2 | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Greenhouse & Grounds Maintenance | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Human Services Technology | 2 | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% |
| Interior Design | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Office Systems Technology | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Paralegal Technology | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Practical Nursing Education | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Welding Technology | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 75 | 5 | 6.7% | 10 | 13.3% | 0 | 0.0% | 16 | 21.3% | 4 | 5.3% | 12 | 16.0% | 28 | 37.3% |

Continuing Education

| EXISTING PROGRAM | Number Survey Entries | Number Skipped Question | Number Answered Question | Percent Response |
|--------------------------------|-----------------------|-------------------------|--------------------------|------------------|
| Career Readiness Certification | 4 | 3 | 1 | 25.0% |
| Certified Nursing Assistant | 4 | 2 | 2 | 50.0% |
| EMT Emergency Medical Training | 5 | 3 | 2 | 40.0% |
| Law Enforcement | 6 | 5 | 1 | 16.7% |
| Safety | 2 | 1 | 1 | 50.0% |
| Small Business Center | 1 | 0 | 1 | 100.0% |
| Total | 22 | 14 | 8 | 36.4% |

| EXISTING PROGRAM | Number Answered Question | Existing Space Adequate | | | | | |
|--------------------------------|--------------------------|-------------------------|-------------|----------|--------------|----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Career Readiness Certification | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Certified Nursing Assistant | 2 | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| EMT Emergency Medical Training | 2 | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| Law Enforcement | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Safety | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Small Business Center | 1 | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Total | 8 | 0 | 0.0% | 7 | 87.5% | 1 | 12.5% |

| EXISTING PROGRAM | Number Answered Question | Renovations Needed for Existing Space | | | | | |
|--------------------------------|--------------------------|---------------------------------------|--------------|----------|-------------|----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Career Readiness Certification | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Certified Nursing Assistant | 2 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |
| EMT Emergency Medical Training | 2 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% |
| Law Enforcement | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Safety | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Small Business Center | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 8 | 1 | 12.5% | 0 | 0.0% | 7 | 87.5% |

| EXISTING PROGRAM | Number Answered Question | Additional Space Needed | | | | | |
|--------------------------------|--------------------------|-------------------------|--------------|----------|-------------|----------|--------------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| Career Readiness Certification | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Certified Nursing Assistant | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| EMT Emergency Medical Training | 2 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Law Enforcement | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Safety | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Small Business Center | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 8 | 7 | 87.5% | 0 | 0.0% | 1 | 12.5% |

C = Classroom
L = Lab/Shop/Clinic
O = Office

| EXISTING PROGRAM | Number Answered Question | Type of New Space Needed | | | | | | | | | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|--------------|----------|--------------|
| | | C | Percent | L | Percent | O | Percent | CL | Percent | CO | Percent | CLO | Percent | Unsure | Percent |
| Career Readiness Certification | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Certified Nursing Assistant | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| EMT Emergency Medical Training | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| Law Enforcement | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Safety | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Small Business Center | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 8 | 2 | 25.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 5 | 62.5% | 1 | 12.5% |

Basic Skills

| EXISTING PROGRAM | Number Survey Entries | Number Skipped Question | Number Answered Question | Percent Response |
|-----------------------------|-----------------------|-------------------------|--------------------------|------------------|
| ABE Adult Basic Education | 4 | 3 | 1 | 25.0% |
| GED General Ed. Development | 8 | 7 | 1 | 12.5% |
| Total | 12 | 10 | 2 | 16.7% |

| EXISTING PROGRAM | Number Answered Question | Existing Space Adequate | | | | | |
|-----------------------------|--------------------------|-------------------------|---------|----|---------|--------|---------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| ABE Adult Basic Education | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| GED General Ed. Development | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Total | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |

| EXISTING PROGRAM | Number Answered Question | Renovations Needed for Existing Space | | | | | |
|-----------------------------|--------------------------|---------------------------------------|---------|----|---------|--------|---------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| ABE Adult Basic Education | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| GED General Ed. Development | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Total | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |

| EXISTING PROGRAM | Number Answered Question | Additional Space Needed | | | | | |
|-----------------------------|--------------------------|-------------------------|---------|----|---------|--------|---------|
| | | Yes | Percent | No | Percent | Unsure | Percent |
| ABE Adult Basic Education | 1 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| GED General Ed. Development | 1 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Total | 2 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |

C = Classroom

L = Lab/Shop/Clinic

O = Office

| EXISTING PROGRAM | Number Answered Question | Type of New Space Needed | | | | | | | | | | | | | |
|-----------------------------|--------------------------|--------------------------|---------|---|---------|---|---------|----|---------|----|---------|-----|---------|--------|---------|
| | | C | Percent | L | Percent | O | Percent | CL | Percent | CO | Percent | CLO | Percent | Unsure | Percent |
| ABE Adult Basic Education | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| GED General Ed. Development | 1 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Total | 2 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% |