Goal 2: To increase the competence level of adults who possess less than a high school education or who are otherwise undereducated or underskilled. To increase among pre-college youth the opportunities for and eventual participation in post-secondary education through articulation and other cooperative efforts with the public schools.

Related Categories of Effectiveness Measure:

A. Student Outcome Assessment  
B. Program Quality Assessment  
C. High School Student Outcomes  
D. Articulation/Tech-Prep Agreements  
E. Cooperative Efforts

Introduction
Goal 2 contributes to the accomplishment of the JSCC mission by providing focus to those basic skills educational programs that would assist individuals who are not high school graduates or who are undereducated in attaining their personal, academic and career goals. Additionally, by raising the educational level of adults, the college will support business and industry training and retraining needs. Improving the basic skills of adult residents of Duplin County can also contribute to the enhancement of the educational, cultural, and economic development of the service area.

The College should be very proactive in encouraging more pre-college youth to attend college. It is our intention to provide a broad base of opportunities for youth to acquire a post-secondary education.

Research Questions

1. Are the educational offerings sufficient to meet the needs of the non-high school graduate and the undereducated?
   
   a. Progress of literacy students  
   b. Number of General Educational Development (GED) and Adult High School Diploma (AHSD) certificates awarded annually compared to the number of dropouts in Duplin County High Schools  
   c. Number served by type through literacy programs and percent of target population served  
   d. Number of GED and AHSD graduates that progress to curriculum programs  
   e. Indicators of program quality for Adult Basic Skills Programs

2. Are the educational offerings sufficient to meet the needs of special populations?
   
   f. Number of workplace literacy sites and number of students served

3. Was there an increase in enrollment of the eligible service area population?
g. The Number of and Enrollment in Cooperative Agreements with High Schools
h. The number of Duplin County graduates who enter the Summer or Fall Quarter following graduation and what percent they represented of all county graduates
i. The number of high school graduates (all high schools) who enter JSCC the Summer or Fall Quarter following graduation and what percent of the JSCC freshmen class they represented

4. To what extent is James Sprunt Community College providing educational opportunities and assistance for high school graduates who were participants in Tech-Prep/Articulation programs?

j. The number of Tech Prep students who enter JSCC during the Summer or Fall Quarter after graduation
Goal 2: Measure A
Progress of Literacy Students (CSF I-A)

Background
Adult literacy/basic skills students face a multiplicity of obstacles or barriers in returning to programs designed to improve basic skills. Those barriers also impact on their ability to progress through a program once enrolled. The Literacy Education Information System (LEIS) database provides information on those students that have entered a program during the year and have exited that program within the year without completing the level entered, those who are still in the program at the same level, those who have advanced to the next level, and those who have completed a level in the basic skills program and who have exited the program. Progress is monitored using the Comprehensive Adult Student Assessment System (CASAS).

The following background information is extracted from the NC Community College System 1999 Critical Success Factors, Tenth Annual Report, page 11:

In basic skills programs, as in all community college programs, the number of people who complete a program is not a real indicator of the education being provided. Since it is not a compulsory system, people are free to come and go as their life circumstances or interests motivate them. However, they may benefit greatly from the classes they do attend and complete. Many of the people who most need basic skills classes have not experienced success in school and have fears to overcome before they are willing to attend regularly. Moving from basic skills to high school level education is a long and arduous process that takes a great deal of commitment.

Data on the progression of students through the basic skills programs were collected and analyzed. Using the Literacy Education Information System (LEIS) data, information was compiled on the percent of students who entered a level of basic skills and exited the program during the same year without completing the level entered; who are still persisting in the level of basic skills entered; who completed the level of basic skills entered and exited the program; and who completed the level entered and advanced to the next level of basic skills.

Implications
While there has been an increase in students that have been served by basic skills programs over the past several years, it is important that basic skills students' progress be monitored in order to capitalize on success and to identify areas for further emphasis. Basic skills programs are available during the day and in the evening at sites both on and off campus.

The use of CASAS has allowed JSCC to more closely monitor student progress through the CASAS assessment levels rather than using equivalent grade levels.

The expectation for this factor would be that at least 55% (state requirement) of the basic skills students exit as a completer or advance to the next level. Performance Measures and Standards
requirement is 75% for the college to meet this measure. Additionally, the percentage in these two categories should increase over prior years.

**Data/Methodology**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EXIT, NON-COMPLETER</th>
<th>PROGRESSING SAME LEVEL</th>
<th>EXIT, COMPLETER</th>
<th>ADVANCED NEXT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>124</td>
<td>563</td>
<td>116</td>
<td>288</td>
</tr>
<tr>
<td>2003-04</td>
<td>167</td>
<td>509</td>
<td>153</td>
<td>111</td>
</tr>
<tr>
<td>2004-05</td>
<td>159</td>
<td>514</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td>2005-06</td>
<td>127</td>
<td>544</td>
<td>91</td>
<td>124</td>
</tr>
<tr>
<td>2006-07</td>
<td>362</td>
<td>312</td>
<td>205</td>
<td>172</td>
</tr>
<tr>
<td>2007-08</td>
<td>257</td>
<td>198</td>
<td>352</td>
<td>159</td>
</tr>
<tr>
<td>2008-09</td>
<td>138</td>
<td>243</td>
<td>198</td>
<td>273</td>
</tr>
</tbody>
</table>

Source: Annual Literacy Report to NCCCS August 2007, Table 4 (LITPIS 100)
Contact: Basic Skills Coordinator
* Note dates are 5-08-07 thru 5-08-08

**Discussion of Findings**

There was an increase in the percentage of basic skills students who have advanced to the next level from the previous year. The number of students who have completed the program and exited fell after an increase last year. The number of students progressing at the same level had increased this year. This could be attributed to more students being retained in their program of study over the past year.

**Use of Results**

The data listed above can be used to evaluate the effectiveness of the various components of the Adult Basic Skills program in meeting the needs of students currently enrolled. This data will be used to evaluate instructional strategies in the classroom that promote increased student performance.

**Recommendations**

Continue to find ways of increasing student retention and providing new ways of instruction that will help students advance and complete their intended programs.
Goal 2: Measure B
Number of General Educational Development (GED) and Adult High School Diploma (AHSD) Certificates Awarded Annually Compared to the Number of Dropouts in Duplin County High Schools (CSF III-B)

Background
High school dropouts may earn a high school diploma through the AHSD program or a high school equivalency certificate through the GED program. Both programs are conducted by JSCC.

The 1990 US Census identified 43% of the adults age 18 and above, less those enrolled in high school, as having less than a high school education or the equivalent.

High school dropouts are counted for the year in September in order to include those that did not return to school in the Fall in the annual total.

The following background information is extracted from the *NC Community College System 1999 Critical Success Factors, Tenth Annual Report*, page 16:

The great majority of people in North Carolina's workforce are people who are well past high school age. Reducing the numbers of dropouts will result in raising the educational levels of the workforce, but only gradually. If the educational levels of the workforce are to be significantly affected in the short run, more mature people will also have to be attracted back into educational programs.

This measure reflects the net impact of GED/AHSD programs on the percent of the population without high school credentials. It does not show how many of last year's (or any year's) dropouts came back to get a diploma in a community college. This measure shows how many people of whatever ages come back to get their diplomas compared to the number of dropouts in any given year. The number of adults without these credentials is reduced only in two other ways: by their dying or moving out of North Carolina.

There are problems in the collection of data. Beginning in 1999 students who go directly out of high school to an AHSD or GED program are counted as dropouts. These data is never available until almost a year later.

Implications
In order to reduce the number of adults in Duplin County without a high school education, it is necessary to reduce high school dropouts while increasing the number of individuals who participate in GED and AHSD programs. The expectation for this factor would be that the total number of GED and AHSD awarded would continue to increase while new dropouts would decrease as a result of ongoing initiatives by JSCC and Duplin County Schools.
Data/Methodology

NUMBER OF GED & AHSD AWARDED COMPARED TO THE NUMBER OF DROPOUTS IN THE SERVICE AREA

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NEW DROPOUTS ADDED TO DROPOUT POOL</th>
<th>GED AWARDED</th>
<th>AHSD AWARDED</th>
<th>DIFFERENCE IN DROPOUT POOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>DNA</td>
<td>79</td>
<td>12</td>
<td>DNA**</td>
</tr>
<tr>
<td>2003-04</td>
<td>71</td>
<td>70</td>
<td>12</td>
<td>+11</td>
</tr>
<tr>
<td>2004-05</td>
<td>152</td>
<td>77</td>
<td>20</td>
<td>-55</td>
</tr>
<tr>
<td>2005-06</td>
<td>164</td>
<td>70</td>
<td>8</td>
<td>-86</td>
</tr>
<tr>
<td>2006-07</td>
<td>161</td>
<td>56</td>
<td>6</td>
<td>-99*</td>
</tr>
<tr>
<td>2007-08</td>
<td>151</td>
<td>49</td>
<td>7</td>
<td>-95*</td>
</tr>
<tr>
<td>2008-09</td>
<td>N/A</td>
<td>81</td>
<td>7</td>
<td>-98*</td>
</tr>
</tbody>
</table>

Source: GED and AHS files, JSCC dates 5-07 thru 5-08
Contact: Basic Skills Coordinator
Source: Dropout Records, Duplin County Schools
Contact: Duplin County Board of Education

Discussion of Findings
Historically, data reflects that GED and AHSD awarded by JSCC are generally less than the number of dropouts added to the pool. The number of high school credentials awarded this past year remained the same as the previous year and their was a significant increase in the number of GED’s awarded.

Use of Results
The data will be used to strengthen the commitment of the instructors to help students obtain their credential and to encourage completion among students.

Recommendations
Work with Duplin County Schools to develop a seamless form of communication and to work together to continue to decrease the number of dropouts each year and increase the number of graduates.
Goal 2: Measure C
Number Served By Type Through Literacy Programs and Percent of Target Population Served (CSF III-A,B)

Background
Enrollment unduplicated headcount in literacy programs in Duplin County is compared to the number in the target population as reported in the 1990 census. The target population is that group of individuals, ages 16 or over, who have completed less than high school and does not include those 16 to 19 that were enrolled in high school.

The following background information is extracted from the NC Community College System 1999 Critical Success Factors, Tenth Annual Report, page 69:

The under served are especially likely to need basic skills programs. This measure is intended to show to what extent the various types of basic skills programs are providing services to the undereducated citizens who need them.

Enrollment in basic skills programs is compared to the number in the target group, defined as the 1,416,966 adult North Carolina, aged 16 or over, who have completed less than 12 grades of schooling (for those individuals 16 to 19 there is the additional requirement that they are not enrolled in school). This definition of the target group is an underestimate of those who need basic skills programs since it does not include people who have spent years in school but whose skills do not measure up to the grade level they completed.

There exist several different reports that present basic skills data on the System. Each report is developed according to specific guidelines and therefore may report the data differently. For example, data presented in the Annual Statistical Report now give only totals for Basic Skills with no “by program” breakout. Also, the data are unduplicated using quarterly information submitted by the colleges.

Implications
While there are annual fluctuations within types of literacy programs, the percent of target population served for all programs continues to exceed the state average. While exceeding the state average for total programs is an indication of program effectiveness, JSCC has adopted a community-based programming approach to reach a greater percentage of the target population.
Data/Methodology

ADULT LITERACY PROGRAM ENROLLMENT
BY TYPE (DUPLICATED ACROSS TYPE)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ABE</th>
<th>AHSD</th>
<th>GED</th>
<th>CED</th>
<th>ESL</th>
<th>TOTAL</th>
<th>PERCENT TARGET POPULATION</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>342</td>
<td>54</td>
<td>262</td>
<td>34</td>
<td>283</td>
<td>975</td>
<td>7.26</td>
<td>11.20</td>
</tr>
<tr>
<td>2003-04</td>
<td>325</td>
<td>72</td>
<td>289</td>
<td>37</td>
<td>200</td>
<td>890</td>
<td>7.26</td>
<td>11.20</td>
</tr>
<tr>
<td>2004-05</td>
<td>244</td>
<td>84</td>
<td>270</td>
<td>56</td>
<td>244</td>
<td>989</td>
<td>7.26</td>
<td>11.20</td>
</tr>
<tr>
<td>2005-06</td>
<td>318</td>
<td>47</td>
<td>227</td>
<td>39</td>
<td>256</td>
<td>887</td>
<td>7.34</td>
<td>9.90%</td>
</tr>
<tr>
<td>2006-07</td>
<td>400</td>
<td>38</td>
<td>162</td>
<td>39</td>
<td>291</td>
<td>930</td>
<td>7.25</td>
<td>9.59%</td>
</tr>
<tr>
<td>2007-08</td>
<td>382</td>
<td>36</td>
<td>137</td>
<td>35</td>
<td>137</td>
<td>717</td>
<td>7.25</td>
<td>9.59%</td>
</tr>
<tr>
<td>2008-09</td>
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<td>27</td>
<td>142</td>
<td>39</td>
<td>154</td>
<td>724</td>
<td>5.78</td>
<td>10.41%</td>
</tr>
</tbody>
</table>

Source: LEIS *5-8-07 thru 5-9-08 and Basic Skills Allotment
Contact: Basic Skills Coordinator
Definitions:
- LEIS - Literacy Education Information System
- ABE - Adult Basic Education
- AHSD - Adult High School Diploma
- GED - General Education Development
- CED - Compensatory Education
- ESL - English as a Second Language

Note: Enrollment in each subprogram is obtained from LEIS. The total of all programs is then used to calculate percent of target population served. Target population is determined by the most recent US Census and is provided by NCCCS to each community college.

Discussion of Findings
The number of students served this year was up slightly this year; however target population served as down significantly.

Use of Results
These results will be used to assist us in targeting individuals who may fit these categories through recruitment.

Recommendations
Work with the college recruiter and within our department to plan targeted recruitment activities.
Goal 2: Measure D
Number of GED and AHSD Graduates Who Progress to Curriculum Programs

Background
As we enter the next century, a higher level of formal education will be required to meet the demands of a more technologically advanced society. Many students complete GED and AHSD programs for the expressed purpose of being able to progress to curriculum certificate, diploma, and degree programs. As an open door instruction, the community college continues to require a mastery of high school level competencies as a prerequisite to enrollment in curriculum programs.

The following background information is extracted from the *NC Community College System 1999 Critical Success Factors, Tenth Annual Report*, page 11:

The indicator discussed above primarily measures the progress of basic skills students through the basic skills program. Basic Skills, however, is really the beginning rather than the end of a student's training for today's workplace. A second indicator of the progress of basic skills students is an analysis of the number of students with an Adult High School Diploma (AHSD) or a GED who enter a curriculum program at the college. This indicator is a measure of success for the student in gaining additional training and for the system and colleges in providing a continuum of programs.

To determine the number of students with an AHSD or GED enrolled in the system, an analysis of the annual curriculum registration and extension registration data tapes was conducted. In previous years, these data files indicated if a student had a GED, but did not distinguish between an AHSD and a regular high school diploma. In 1991-92, however, a separate code was given to student with an AHSD, thus allowing for this analysis.

Implications
The student master files for basic skills and curriculum programs can provide data to show those students that have successfully completed basic skills programs and have subsequently enrolled in a curriculum program to further their education. There is an expectation that students who enroll in curriculum programs will increase as the number of nontraditional students successfully complete high school diploma or equivalency programs increase.
Data/Methodology

NUMBER OF STUDENTS WITH A GED OR AHSD
ENROLLED IN A CURRICULUM PROGRAM

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GED GRADUATES</th>
<th>AHSD GRADUATES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>129</td>
<td>22</td>
<td>151</td>
</tr>
<tr>
<td>2003-2004</td>
<td>101</td>
<td>17</td>
<td>118</td>
</tr>
<tr>
<td>2004-2005</td>
<td>103</td>
<td>10</td>
<td>113</td>
</tr>
<tr>
<td>2005-2006</td>
<td>108</td>
<td>18</td>
<td>126</td>
</tr>
<tr>
<td>2006-2007</td>
<td>80</td>
<td>8</td>
<td>88</td>
</tr>
<tr>
<td>2007-2008</td>
<td>53</td>
<td>5</td>
<td>58</td>
</tr>
<tr>
<td>2008-2009</td>
<td>31</td>
<td>6</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Student Master Files
Contact: Registrar *

Note: This data will only reflect those students who successfully complete a GED or AHSD program at JSCC and subsequently enroll in a JSCC curriculum program. Individuals that complete GED or AHSD programs at other Colleges are not included. Neither are those students included who, once enrolled continue their studies in a curriculum program.

GED - General Educational Development Exam
AHSD - Adult High School Diploma

Discussion of Findings
The above findings indicate that as each year has progressed fewer GED and ADHS graduates have continued on to pursue a curriculum program at James Sprunt Community College.

Use of Results
The results suggest that the continuing education division in collaboration with the student services division develop an aggressive marketing/recruiting tactic that would ensure that GED and ADHS students know about the curriculum programs that are offered at JSCC and the process involved to transition into a curriculum program.

Recommendations
The basic skills instructors have already been bringing guest speakers into the GED classes to talk about careers and Occupational Extension training. The recommendation is to have someone that represents curriculum programs come in and speak with the classes. Also, field trips to some of the curriculum areas should be arranged so the students can see the type of programming available when they complete their GED/AHSD. The basic skills department also already has programming in place that includes a higher level college prep GED course designed to prepare students for matriculation into curriculum programming. Lastly, I recommend that a transition course is developed that students with an interest in curriculum programming could take while earning their GED.
Goal 2: Measure E

Indicators of Program Quality for Adult Basic Skills Programs

Background
Effective with the 1994-95 academic year, the North Carolina Community College System is to adopt procedures for determining program quality for adult basic skills programs using criteria contained in the National Literacy Act of 1991. The program quality assessment is conducted annually in the August time frame using information available in the Literacy Education Information System (LEIS) database.

The following background information is extracted from the publication, Model Indicators of Program Quality for Adult Education Programs, Office of Vocational and Adult Education, U.S. Department of Education dated July 1992:

The Adult Education Act established the federal role in supporting the provision of basic skills instruction to educationally disadvantaged adults. The Act authorizes the U.S. Department of Education to provide basic grants to states that support local instruction to adult in adult basic education (ABE), adult secondary education (ASE), and English-as-a-second-language (ESL) programs. The Act also promotes quality in state and local programs through requirements for program evaluation. The most recent amendments to the Act, embodied in the National Literacy Act of 1991, highlight the importance of program quality by requiring that:

Within one year after the enactment of the National Literacy Act of 1991, the Secretary, in consultation with appropriate experts, educators and administrators, shall develop indicators of program quality that may be used by State and local programs receiving assistance under this title as models by which to judge the success of such programs, including success in recruitment and retention of students and improvement in the literacy skills of students. Such indicators shall take into account different conditions under which programs operate ad shall be modified as better means of assessing program quality are developed (Section 361 of the Adult Education Act).

In addition, the National Literacy Act required that states develop and implement their own indicators of program quality to be used to evaluate programs assisted under this title "to determine whether such programs are effective, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of the individuals served in such programs" (Section 331 [a][2] of the Adult Education Act). The indicators must be integrated into the state's evaluation system for local programs. States have until July 1993 to develop and implement their indicators.
**Implications**
The quality of the JSCC Adult Basic Skills Program will be evaluated annually using criteria established by the U.S. Department of Education with bi-annual site visits by the N.C. Department of Community Colleges. A total of eight topic areas are subject to evaluation making use of eight quality indicators as follows:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>TOTAL STANDARDS MET</th>
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<tr>
<td>2001-02</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
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<td>2002-03</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>8</td>
</tr>
<tr>
<td>2003-04</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
</tr>
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<td>8</td>
</tr>
<tr>
<td>2005-06</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
</tr>
<tr>
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<td>x</td>
<td>x</td>
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<tr>
<td>2008-09</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
</tr>
</tbody>
</table>

X - Indicates Met (Met Standards)

**Source:** LEIS System *Covering the period July 1 - June 30 each year

**Contact:** Basic Skills Coordinator

Note: Meeting established federal standards is determined through a self-evaluation.

**Discussion of Findings**
Basic Skills continues to meet federal requirements for federal measures.

**Use of Results**
The information is used to monitor the performance of the Basic Skills program on a local, state, and federal level. These figures are compared with like-sized colleges in our state to develop improvement projects.

**Recommendations**
Continue to improve on local retention, testing, instructional strategies and performance standards so we can ensure the integrity of the program.
Goal 2: Measure F
Number of Workplace Literacy Sites and Number of Students Served

Background
Employers continually cite the need for workers who possess the basic skills to perform their present job as well as to be retrained to perform the jobs of the future. Increasingly, those same employers have expressed a willingness to conduct basic skills training at the workplace often during scheduled work hours. Basic skills programs are designed to enhance employee basic skills in reading, writing, math, and oral communications. Competency based education principles and mastery of employability skills are incorporated into workplace literacy programs. CASAS is used as a means of assessment as well as managing the competency based education workplace programs to ensure they are tailored to meet workplace needs.

The following background information is extracted from the NC of Community College System 1999 Critical Success Factors, Tenth Annual Report, page 91:

According to a June 26, 1990 report prepared for The Governor's Commission on Workforce Preparedness, the proportion of workforce participants in North Carolina with at least a high school diploma is only 60 percent. The large number of adults currently in the workforce without a high school diploma represents a major obstacle for the future economic development of the state. Whereas the old technology of industry could absorb those individuals lacking a high school diploma, the technology of today's industries cannot. It is estimated that in 1990, 35 percent of all jobs in the nation were unskilled. By the year 2000 only 15 percent of the jobs will be unskilled. Clearly there is a great need to upgrade the skills of today's unskilled workers.

A major barrier that exists for many workers in need of basic skills and basic skills training is the availability and accessibility of the training. These individuals are often under financial and other pressures that prevent them from pursuing basic skills classes at the community college. In order to meet the needs of these workers, workplace literacy sites are being established across the state. A cooperative venture between the community colleges and the local industries, this program establishes basic skills classes at the industry site and tailors program content to complement workplace needs. The idea behind the program is that if classes are more accessible, more workers will participate, and if the content is more relevant to workplace needs, more workers will complete the program.

Implications
Workplace literacy sites are activated to meet needs identified by employers. Establishment of sites is a cooperative effort between business and industry and the community college. It demonstrates a commitment on the part of the employer to improve employee basic skills. It should be noted that some employers are establishing a high school diploma or equivalent as a criteria for employment. This policy could impact on future establishment of workplace sites. While the number of sites is important, the number of students enrolled is a more significant
measure of program effectiveness. The expectation for this measure is that number of workplace literacy sites will level off as employer needs are met. An annual increase in student enrollment would indicate workplace programs are continuing to meet employer needs and that programs are serving the areas of greatest need.

Data/Methodology

NUMBER OF WORKPLACE LITERACY SITES AND NUMBER OF STUDENTS SERVED

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF SITES</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2003-04</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2004-05</td>
<td>1</td>
<td>78</td>
</tr>
<tr>
<td>2005-06</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2006-07</td>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td>2007-08</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: NCCCS Basic Skills in the Workplace Report
Contact: Basic Skills Coordinator

Discussion of Findings
No classes were offered at worksites in Duplin County again, this year. Many employers are unable to find time during the day to release their employees for training, leaving the employees to do it on their own time. Additionally, many employers are unwilling to compensate employers during the workday for training.

Use of Results
Will continue strategies to market basic skills programs on-site to employers in Duplin County.

Recommendations
Conduct a survey of employers to see what type of educational services they would be interested in.
Goal 2: Measure G
The Number of and Enrollment in Cooperative Agreements with High Schools

Background
Agreements between high schools and community colleges enable students to earn credit at the community college for work completed during high school instead of repeating it for a college credit. They also enable high school students to take advantage of courses which are not available at their high school. Effective articulation requires the development of joint initiatives by high school and college personnel as well as the coordination of curricula and schedules. These efforts often encounter barriers of historical conflicts, turf protection and simply inadequate time for the necessary work to be undertaken. There are a number of ways high schools and colleges can work together to achieve joint goals, but state level approval is required for the college to establish classes specifically for the high school students. The state also determines the approval that may be given for such classes. These agreements are the subject of this data.

Implications
Both the number of colleges and the number of agreements have increased over the past five years demonstrating the increased cooperation between the public schools and the community colleges. Over half of the community colleges have agreements with one or more public schools in their area. JSCC expects the number of and enrollment in cooperative programs to hold steady or increase slowly.

Data/Methodology
Information on enrollments in dual-enrollment, Huskins Bill, Tech-Prep, and Learn and Earn Online programs is gathered from institutional records.
## NUMBER OF AND ENROLLMENT IN COOPERATIVE AGREEMENTS WITH HIGH SCHOOLS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of High Schools</th>
<th>No.of Agreements</th>
<th>No. of CTP completers enrolled</th>
<th>Number of Huskins Students (unduplicated)</th>
<th>Number of Students Dual Enrolled</th>
<th>Learn &amp; Earn Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>290</td>
<td>40</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-2003</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>197</td>
<td>45</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-2004</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>219</td>
<td>27</td>
<td>n/a</td>
</tr>
<tr>
<td>2004-2005</td>
<td>4</td>
<td>2</td>
<td>34</td>
<td>309</td>
<td>37</td>
<td>n/a</td>
</tr>
<tr>
<td>2005-2006</td>
<td>4</td>
<td>2</td>
<td>76</td>
<td>247</td>
<td>21</td>
<td>n/a</td>
</tr>
<tr>
<td>2006-2007</td>
<td>4</td>
<td>2</td>
<td>54</td>
<td>201</td>
<td>19</td>
<td>n/a</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4</td>
<td>2</td>
<td>57</td>
<td>207</td>
<td>21</td>
<td>96</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>3</td>
<td>54</td>
<td>75</td>
<td>13</td>
<td>147</td>
</tr>
</tbody>
</table>

**Source:** James Sprunt Community College Records  
**Contact:** Vice President of Curriculum Services

### Discussion of Findings

The number of opportunities for high school students to obtain college credits while in high school has increased. The availability of the Learn and Earn Online program probably contributed to the decrease in the number of Huskins students due to convenience for students and the fact that LEON students do not pay for their textbooks. The number of dual-enrollees has fluctuated from year to year. It is expected that the number of students enrolling under this option will continue to fluctuate. The number of CTP completers has remained. We believe this is due to increased marketing and articulation efforts and that these efforts will result in continued increases in enrollment.

### Use of Results

The college should use the results to determine if there are significant changes in participation in cooperative programs for high school students. Significant changes should trigger a review.

The College expects to establish a cooperative agreement for Huskins courses with Duplin County Schools annually. It would hope to realize significant enrollment in the courses offered. Downward trends will be analyzed to determine causes and steps to be taken to reverse the trend.

The number of students concurrently (dual) enrolled will be examined for trends in enrollment and the college will look for ways to increase this enrollment.
The local articulation agreement is updated on an as needed basis. The number of CTP graduates enrolling in JSCC programs will be monitored and the college will look for ways to increase the number of students articulating from the local high schools into our technical/vocational programs.

The Vice-President of Curriculum Services monitors results and effects changes to the College's long-range plan as required.

**Recommendations**
Continue to meet with public school officials annually to determine that course offerings are meeting student needs. The college should increase their marketing efforts, particularly with regards to concurrent enrollment and CTP articulated programs.
Goal 2: Measure H
The Number of Duplin County Graduates Who Enter the Summer or Fall Semester Following Graduation and What Percent They Represented of All County Graduates

Background
It is JSCC's goal to gradually increase the number of recent high school graduates who enroll at JSCC as well as the percentage they represent of their graduating class. This is done by a variety of programs described in the annual Collaborative Efforts report.

Implications
The College expects a gradual increase in the number enrolled and the percent it represents.

Data/Methodology
The registrar’s office will provide the information.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>85</td>
<td>19%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>89</td>
<td>23%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>92</td>
<td>21%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>75</td>
<td>17%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>109</td>
<td>25%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>80</td>
<td>18%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>77</td>
<td>18%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>69</td>
<td>15%</td>
</tr>
</tbody>
</table>

Source: Admission records - Registrar (2008)
Contact: Vice President of Student Services

Discussion of Findings
There has been a decrease in the total number and percent of Duplin County Graduates enrolled at JSCC from the 2007-2008 to the 2008-2009 academic year.

Use of Results
It is recommended to keep the Recruiter updated with where Duplin County high school students are graduating from, and what percentage is attending JSCC by high school.

Recommendations
It is recommended to keep the Recruiter updated with where Duplin County high school students are graduating from, and what percentage is attending JSCC by high school.
Goal 2: Measure I  
The Number of High School Graduates (All High Schools) Who Enter JSCC The Summer or Fall Quarter Following Graduation and What Percent of The JSCC Freshmen Class They Represent

Background  
It is the College's intent to encourage more high school graduates to attend JSCC immediately following graduation.

Implications  
It is JSCC's goal to increase the percentage of our freshmen class who are recent high school graduates.

Data/Methodology  
The registrar's office annually provides the following data:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>99</td>
<td>16%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>95</td>
<td>19%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>103</td>
<td>20%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>86</td>
<td>21%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>130</td>
<td>27%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>89</td>
<td>19%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>88</td>
<td>26%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>83</td>
<td>20%</td>
</tr>
</tbody>
</table>

Data Source: Admission Records - Registrar (2009)  
Contact: Vice President of Student Services

Discussion of Findings  
There has been a decrease in the total number and percent of Duplin County Graduates enrolled at JSCC from the 2007-2008 to the 2008-2009 academic year.

Use of Results  
It is recommended to keep the Recruiter updated with where Duplin County high school students are graduating from, and what percentage is attending JSCC by high school.

Recommendations  
It is recommended to keep the Recruiter updated with where high school students are graduating from, and what percentage is attending JSCC by high school.
Goal 2: Measure J  
The Number of College Tech Prep Students Who Enter JSCC During The Summer Or Fall Semester After Graduation

Background
The College Tech Prep Program has the goal of encouraging high school students to choose the College Tech-Prep Curricula Track. This indicator shows the number of those Tech-Prep students who enter JSCC during the Summer or Fall Semester following their graduation. It is important to note that JSCC/Duplin County Schools began an articulation project in 1974. It is upon this foundation that Tech Prep and the local articulation agreement evolved.

Implications
Lack of matriculation of high school students would mean that our efforts with the Tech Prep Program are not being successful. JSCC expects a gradual increase in the number enrolled.

Data/Methodology
The registrar's office will provide the number of tech prep students who enter JSCC.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>35</td>
</tr>
<tr>
<td>2004-2005</td>
<td>48</td>
</tr>
<tr>
<td>2005-2006</td>
<td>71</td>
</tr>
<tr>
<td>2006-2007</td>
<td>54</td>
</tr>
<tr>
<td>2007-2008</td>
<td>57</td>
</tr>
<tr>
<td>2008-2009</td>
<td>48</td>
</tr>
</tbody>
</table>

Source: Admission records
Contact: Vice President of Student Services

Discussion of Findings
There has been a decrease in the total number of College Tech Prep Graduates enrolled at JSCC from the 2007-2008 to the 2008-2009 academic year.

Use of Results
It is recommended to keep the Recruiter updated with where Duplin County CTP high school students are graduating from, and what percentage is attending JSCC by high school.

Recommendations
It is recommended to keep the Recruiter updated with where Duplin County CTP high school students are graduating from, and what percentage is attending JSCC by high school.