

EXECUTIVE SUMMARY

In the Fall of 2007, as part of a NCCCS initiative to support institutions in the development of institutional program and capital improvement plans, Sampson Community College completed a six-year long range program plan. The plan projects enrollment, anticipates demand for existing programs, and identifies new programs that may be needed by area business and industry. The plan identifies facility needs to adequately accommodate the demands of existing programs, any enrollment growth, as well as provide the educational spaces needed to support new programs. This plan is intended to serve as a resource for the development of a master facility plan during the spring of 2008. Collectively, the master facility plans provided by the 58 NCCCS institutions will provide the support for the System's 2008-2009 biennium budget requests for capital funding.

The institution's planning process followed the general guidelines provided the System Office planning staff. The plan summarizes demographics and labor market information for Sampson County along with faculty and staff surveys and advisory group feedback.

- The plan includes service area data projections for Sampson County provided by EMSI, a planning consulting firm, under contract with the NCCCS.
- College planning staff utilized three enrollment projection methods to project enrollment for curriculum, basic skills, and occupational extension programs.
- College staff and faculty completed an on-line survey identifying their perception of the potential for individual program growth and the current adequacy of facilities to meet this growth. The survey requested information concerning programs that should be considered for further study and the adequacy of facilities to accommodate these program needs.
- All College program advisory committees were convened for a joint dinner/work session and provided a review of EMSI data and the results of the internal survey of staff and faculty. These stakeholders provided feedback concerning their perception of the data, the College's analysis of the data, and suggestions for program development.
- The President's Council of the College formulated key implications from all information sources. The final implications are an attempt to arrive at general conclusions which are best fitted to the objective data and subjective opinions

The service area data projections indicated that the most significant changes in the population are those concerning race and ethnicity. The projected growth in the Hispanic population (25% white Hispanic, 10% non-white Hispanic) doubles the expected Hispanic national growth rate. Concurrently, the projected growth rate in the county's historically dominant racial subgroups of White, Non-Hispanic and African American of 6% and 5% respectively, suggest a reformulation of county demographics within the next decade. By 2011, White, Non-Hispanics will comprise less than 53% of the population and African Americans less than 28%.

The regional population is expected to grow 9%. Much of this growth will be among people age 55 and older. The county is expected to have an above average presence in the population of adults ages 70 to 74 and 75 to 79. Above average growth is also predicted in children under age 5 and age groups 5 to 9 and 10 to 14. The number of high school graduates is actually predicted to decline during the period.

Three methods were used to project enrollment for curriculum, basic skills, and occupational extension. Though expected variances were observed, general trends were consistent in all methods. Modest growth is expected in curriculum enrollment lagging behind growth for the System. Basic skills enrollment is expected to show modest annual increases. Continuing recent trends, occupational extension enrollment growth of 18% is expected.

Faculty and staff survey feedback provided more optimistic predictions for enrollment growth. Most responses indicated that programs would grow by 10 to 30 students. Existing program with the highest growth potential were identified as nursing, college transfer, and basic skills. Others identified with the potential for strong growth included early childhood, basic skills, and occupational extension. Space needs were identified for a number of programs with early childhood, college transfer, and nursing most frequently cited. In response to questions concerning the need for program expansion, the most frequent response indicated the need to add programs in allied health.

To solicit input from a cross section of community stakeholders, the College held a joint meeting of all program advisory committees for a dinner and work session. Attendees included representatives of healthcare, local industry, agriculture, small businesses, public schools, contractor and tradesmen, non-profit organizations, state and local government, and members of the College's Board of Trustees. The committees validated faculty and staff opinions presented with some acknowledgement that faculty and staff predictions concerning the potential for enrollment growth in programs were probably overstated. In suggesting programs to fill perceived gaps in labor demand and existing programs, the committees responded similarly to the faculty and staff survey with allied health programs the most often recommended program additions.

The key implications of the plan are:

- The College's potential for general enrollment growth during this period is modest with the most promising area for growth in courses and programs offered through occupational extension.
- Of the existing programs of study, five were identified with the greatest potential for growth: basic skills, college transfer, early childhood, occupational extension, and nursing.
- Additional facility space is needed to accommodate the current needs of these programs as well as any additional enrollment in these programs.
- For occupational extension, further enrollment growth is probably not available without additional facilities.

- While enrollment growth is not predicted for other programs, a number of programs had need for facility renovation and expansion to meet their space needs brought about by changes in technology and the general aging of the campus.
- There is a perceived need for the College to develop additional curriculum programs of study in health care and allied health.

This plan was developed in response to a System wide request for institutions to develop six-year program plans and master facility plans as part of the NCCCS to support capital requests to the North Carolina General Assembly. The plan provides an overview of Sampson Community College's predicted enrollment trends by major program, the anticipated demand for existing programs of study, identifies those programs that can reasonably be predicted to experience significant growth, and suggest programs for possible curriculum programming. The plan provides an initial review of the adequacy of the current campus to meet enrollment and instructional demands during this period. This information will be used to support the development of a master facility plan in the spring, 2008.

About the College

Sampson Community College is a member institution of the North Carolina Community College System and operates as a public, two-year, comprehensive community college serving the adult citizens of Sampson County. The College offers programs of study leading to an associate degree in college transfer and a range of technical and occupational programs. The College provides non-credit occupational extension courses in support of professional, industry, and local business needs. The faculty also provide basic skills instruction, GED completion, ESL coursework, and life skills instruction for adult handicapped students. Financial support for programs and services are provided by the State of North Carolina through allocations by the North Carolina State Board of Community Colleges. Operational support for the campus is provided by the Sampson County Board of Commissioners. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

SECTION I: DESCRIPTION OF THE LONG-RANGE PLANNING PROCESS

SECTION II: SERVICE AREA DATA PROJECTIONS

The following section provides an overview of data projections for the College's service area for the period 2007-2013. This includes projections for population growth, changes in the economy and workforce. In addition, the narrative provides a comparison of these measures with similar state and national data highlighting unique local circumstances or trends.

For purposes of this report, the service area of the College is defined as Sampson County. This definition is consistent with the NCCCS assigned service area for the institution. While most students that attend the college are residents of Sampson County, many students completing programs often find employment in Cumberland, Harnett, New Hanover, Johnston and Wake counties. As a result, the demand for graduates of some programs (e.g. nursing), when expressed using only data for Sampson County, under represents the regional and state need for program graduates.

Data projections for Sampson County are based upon information provided by Economic Modeling Specialists, Inc. (EMSI), a professional services firm that specializes in integrated, value-added datasets for community college planning. In support of a statewide effort for NCCCS institutions to complete program and master facility plans, the North Carolina State Board of Community Colleges awarded EMSI a contract to assist institutions with data development and analysis. EMSI industry and occupation employment numbers used for analysis are based on numerous published sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Educational Statistics. A more complete list of these sources is provided in the appendix.

In addition to the expected data sets, EMSI also provides a comparative analysis of college programs of study with the expected high-growth occupations within the institution's service area. This 'gap' analysis provides objective information for the consideration of the development of program applications for new curriculum programs or targeted development of new occupational extension courses. This information is summarized below with a more detailed comparison included in the copy of the Regional Scan & Program Demand Report developed provided in the appendix.

Regional Demographics

From 2007 to 2013, the county can expect the total population to change by 5,806 persons, or 9.15%. The age groups with the highest growth are:

Age Group	Change in Persons
55 to 59 years	775
20 to 24 years	765
60 to 64 years	617
65 to 69 years	608

under 5 years

566

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

Group	Change in Persons
White Hispanic	2,681
White, Non-Hispanic	1,888
Black or African American	894

Educational Attainment and High School Graduations

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 county is expected to decline by 29.

High Growth Industries

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

- local government
- animal slaughtering and processing
- warehouse clubs and supercenters
- limited-service eating places
- wholesale trade agents and brokers
- management of companies and enterprises
- logging
- ornamental and architectural metal products
- fruit and vegetable merchant wholesaler
- support activities for animal production

Critical Occupations in High-Growth Industries

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

- combined food preparation and serving workers, including fast food
- retail salespersons
- slaughters and meat packers
- cashiers, except gaming
- laborers and freight, stock, and material movers (hand)
- elementary school teachers, except special education
- sales representatives, wholesale and manufacturing, except technical and scientific products
- team assemblers
- driver/sales workers
- first-line supervisors/managers or retail-sales workers

High-Growth Occupations (Across All Industries)

These occupations show the most total growth across all industries.

- truck drivers, heavy and tractor-trailer
- preschool teachers, except special education
- slaughterers and meat packers
- elementary school teachers, except special education
- fishers and related fishing workers
- sales representatives, wholesale and manufacturing, except technical and scientific products
- registered nurses
- animal trainers
- team assemblers
- secondary school teachers, except special and vocational education

Occupational Demand and Program Comparison

The following table presents a comparison of regional occupations with the most annual openings with the college's current enrollment by program. The goal of this comparison is to provide direction to the college's efforts to increase enrollment capacity by suggesting training programs that are best matched to occupational growth. The occupations are taken directly from the EMSI compilation of "Top-Ranked Occupations by New + Replacement Jobs." The determination of an occupations relatedness to a college program of study is based upon "related programs" associated with occupations identified in a crosswalk developed by the U.S. Department of Education with some further customization with EMSI.

Summary: High-Demand Occupations and Related Enrollment

Description	2007-2103 Avg. Annual Openings	Sampson CC Annual Enrollment all related programs
Truck driers, heavy and tractor trailer	27	
Slaughters and meat packers	22	
Preschool teachers, except special education	20	
Elementary school teachers, except special	20	
Registered nurses	15	98
Team assemblers	14	
Secondary school teachers, except special and vocational	13	
Sales representatives, wholesale and manufacturing except technical and scientific	13	
First-line supervisors/managers of retails sales workers	10	
Maintenance and repair workers, general	9	
Social and human service assistants	9	
First-line supervisors/managers of food preparation and serving workers	9	
Middle school teachers, except special and vocational	9	
Fishers and related fishing workers	7	
Customer service representatives	7	
Operating engineers and other construction equipment operators	7	
Carpenters	6	
Animal trainers	6	
Executive secretaries and administrative assistants	6	80
First-line supervisors/managers of office and administrative support workers	6	

SECTION III: ENROLLMENT PROJECTIONS

The following section provides enrollment projections for the college for the period 2007-2008 through 2011-2012. Enrollment projections are important as they provide for a rational discussion of the need for the reconfiguration of existing spaces on the campus or the need for additional instructional and support spaces to accommodate enrollment growth.

Enrollment projections are provided for the college's three major program areas as recognized in the NCCCS funding formula: certificate, diploma, and degree curriculum programs; non-credit occupational extension courses; and basic skills courses including ABE, ESL, and compensatory education. (A complete listing of the college's programs of study can be found in the appendix.)

This information is supplemented in the following sections with feedback from staff and faculty and community groups concerning their assessment of the potential for enrollment growth in individual programs of study. In addition, the appendix contains historical enrollment information on individual curriculum programs of study.

Three projection methods were used to estimate enrollment with both headcount and full-time equivalent enrollment projected for each major funding area. All methods provide general agreement on the anticipated overall trend for each major program area. This gives further support to the general conclusions concerning trends during this period.

All enrollment projection methods are based upon the following assumptions:

1. Economic conditions will remain stable and the county does not experience the closing of one or more significant industries.
2. The increases in financial aid for students equals or exceeds increases in the cost of attendance reflected in the charges for tuition, fees, books and commuting.
3. The attendance of area high school students (both dual enrolled and upon graduation) remains consistent with recent patterns of attendance.
4. The college is allowed to continue to serve selected out-of-service area industries.

Methods 1 & 2 are based upon North Carolina System Office (System Office) planning staff projections for all institutions during this period. Method 1 assumes the college will maintain the institution's share of the System's overall enrollment over the five-year projection period. Method 2 refines this assumption adjusting the projected enrollment growth each year down or up when the average percent change in the college's enrollment growth is compared to System averages.

Method 3 projects FTE enrollment utilizing a regression model based upon headcount and FTE for 2000-2001 through 2005-2006. This method, therefore, is not influenced by state-level trends.

Some general conclusions from a comparison of all methods:

1. Curriculum enrollment growth is expected grown modestly but continue to lag behind growth in the overall System enrollment. The most optimistic method predicts less than 10% growth in FTE during the five-year period. The variance among the three approaches increases in time with Methods 1 and 3 differing by 198 FTE in 2011-2012.
2. Continuing growth which began in 2004-2005, occupational extension headcount and FTE are projected to exhibit growth through 2011-2012. All three methods project enrollment growth of approximately 18% during this period.
3. The College's share of the System's basic skills enrollment has remained stable over the last five years. Basic skills enrollment is expected to exhibit modest growth (3.8%.) Method 3, based on regression analysis, is more conservative, predicting growth of less than 1%.

A graphical representation of the three enrollment trends during this period is provided below:

SECTION IV: INTERNAL FEEDBACK

The following section contains feedback information obtained from surveying the college's staff and faculty during October, 2007. The survey assessed the opinions of faculty and staff concerning their perception of the potential for enrollment growth in existing college programs; their perception of the adequacy of current space allocated to these programs, their perception of the need for space renovation or the construction of additional space; and their recommendations for programs additions that might be needed to meet service area demands.

For purposes of this survey, a sample form of an internal feedback survey provided by the NCCCS Planning and Research Office was adapted for use on a web-based interface. All faculty and staff were invited to complete the on-line survey. Of 131 possible respondents, 45 were required to complete surveys (department chairs, extension directors, etc.). Of the remaining 80 staff and faculty, 57 completed one or more parts of the survey in response to the invitation. Overall, 102 of 131 (77.8%) employees participated in the survey. Response rates to individual questions, however, varied extensively with response rates approximating 30% for some programs. (See appendix for a copy of the survey instrument and the complete survey results.)

While faculty and staff perceptions of enrollment and space needs are based upon subjective opinions, they are useful to validate or to question any implications drawn from government labor and economic sources about the demand for educational programs. Sampson CC's designated service area is limited to Sampson County. However, many programs (e.g. Associate Degree Nursing) effectively enroll students from counties surrounding Sampson. Similarly, while labor market demands may indicate the need for one or more programs, the historical difficulty of addressing these needs may be evident to many of the experienced faculty and staff.

The summary of the implications from the faculty and staff responses by question follows. Survey results by question are summarized in tabular form at the end of the section.

Question 1: Assessment of enrollment growth.

1. In response to questions concerning the potential for enrollment growth, most existing programs were identified to grow by 10 to 30 students during this period.
2. Three programs were identified with potential growth of more than 30 students: nursing (both Associate and Practical Nursing), College Transfer, and Basic Skills (ABE/GED/ESL).
3. Three additional programs were identified with potential for strong growth: Early Childhood, Basic Skills, and Occupational Extension courses.
4. Though limited responses indicated the potential for decline in most programs, in many programs, no program was identified as likely to suffer a decline in enrollment.

Question 2: Available space accommodates current/projected growth?

1. Similar to responses concerning enrollment growth, using rank order from the survey responses, three programs were identified as lacking available space to accommodate their enrollment: Nursing, Early Childhood, and College Transfer.
2. Rank order of responses indicates that a second tier of programs without sufficient space: Occupational Extension courses, Basic Skills, and Welding.
3. Survey responses indicated a significant number of faculty and staff who expressed that they were unsure or unable to respond to the question.

Question 3: Does existing space need to be renovated?

1. The rank order of responses to the question included Nursing and Early Childhood as the programs perceived with the highest need for space renovation. Welding comprised the third program with the perceived highest need.
2. College Transfer, Basic Skills, and Cosmetology comprised the second tier of programs perceived to need renovation.
3. Most programs, noting the majority of the responses, were not perceived to need renovation of space.

Question 4: If additional space is needed, what type of space?

1. By overwhelming numbers, no additional office space was identified.
2. Using rank order, College Transfer, Accounting, and Basic Skills were perceived to need classroom space. Additional classrooms for Business Administration Office Systems, and Criminal Justice were recognized at the next tier of need.
3. Four programs were identified with a need for additional shop or clinical spaces: Cosmetology, Nursing, Early Childhood, and Welding.
4. When respondents were allowed to identify the need for all types of spaces, Occupational Extension, Nursing, and Early Childhood were identified as the programs with the most space need.

Question 5: Please identify any curriculum, continuing education, and/or basic skills programs you anticipate will need to be added in the 2007-1013 period.

1. Of the 51 first suggestions provided to this question, 22 of those responding identified a curriculum program in allied health. Some of the responses listed 'any allied health' program or a group of programs. The most frequently cited would be radiology or imaging technology.
2. The second largest number of commonly expressed program suggestions included truck driving or a related field.
3. Other recurring suggestions included courses in manufacturing or industrial technologies.
4. The perceived enrollment potential for first and second suggestions was overwhelming a growth of 30 or more students.

SECTION V: EXTERNAL FEEDBACK

In an attempt to gather feedback from a broad-based community stakeholder group concerning College program needs and opportunities, the president convened a meeting of all program advisory committees on Thursday, November 15 for a dinner and work session. Attendees includes representatives of healthcare, local industry, agriculture, small businesses, public schools, contractor and tradesmen, non-profit organizations, state and local government, and members of the College's Board of Trustees. (See Addendum for list of all participants and agenda.)

The College planning staff presented an overview of the CCBenefits data, summaries of enrollment projections, and a summary of the internal feedback of the staff and faculty to the entire group. Curriculum advisory committees then adjourned to break out rooms where department and program chairs led their committees in a discussion of the regional data, the internal feedback from the faculty and staff, and solicited the feedback from the advisory members focused around three principle questions:

- 1) What is your general reaction to the data and College's analysis of data? e.g. Did we get it right?
- 2) What existing programs or training opportunities does the College need to expand?
- 3) What new programs or training opportunities does the College need to add?

At the conclusion of this discussion period, all advisory committees reconvened together and provided verbal summaries of their feedback to the entire group. Minutes of the break out groups were recorded and have been used by the Planning Committee to identify common themes among the advisory committee discussions. (See Addendum for complete compilation of comments by committees.) These minutes comprise one of the three principle sources for triangulation by the Planning Committee for discussion of enrollment projections, opportunities for expansion of existing programs, and possible programs for further curriculum development.

The following section provides a summary of common themes from the Listening Forum.

1. What is your general reaction to the data and the College's analysis of data?

The majority of the committees agreed with the data and interpretation presented. One committee expressed concern about the internal feedback from the faculty and staff, citing its obvious "subjectivity." This comment was interpreted to mean that the projected growth of programs suggested in the internal feedback for most programs is not consistent with total enrollment projections for the College or the population and labor market data for Sampson County. Some committees expressed concern that the labor data actually understated the need for certain occupations, e.g. health care. Most committees acknowledged the College would be impacted by the population trends of aging and growing Hispanic population.

2. *What existing program or training opportunities does the College need to expand?*

The committees provided suggestions for the expansion of programs that followed the occupational data provided by EMSI for Sampson County. A summary of these is as follows:

Accounting – expand to include auditing and compliance for governmental, health, and elder care

Allied health and health – Associate and Practical Nursing Programs, phlebotomy, advanced placement for LPN/RN, on-line PN to RN program

Basic skills and GED

Business administration – expand retail emphasis

Child care

Compensatory education – sheltered workshop/occupational training

Cosmetology – esthetics and massage therapy

Criminal justice – management and supervision; security

Early childhood/preschool

Electrical/electronics – PLC programming, trouble shooting

ESL

Industrial programs – not requiring a high school diploma for entry

Information technology – graphic design, programming, disaster recovery, desktop technician

Machining - CNC

Meat science, animal and poultry meat processing

Occupational health

Public safety

Refrigeration

Nursing

Safety

Spanish translation

Trucking

Welding

3. What new programs or training opportunities does the College need to add?

The committees provided a range of responses to this question including suggestions for the development of occupational extension courses as well as suggestions for the development of new certificates, diplomas or associate degree curriculums. A summary of these is as follows:

Allied health – dental hygiene, radiology, pharmacy technology
Agricultural electronics
Ammonia refrigeration
Bio fuels
Biotechnology
Compensatory education – sheltered workshop/occupational training
Cooking or culinary arts
Emerging electronic and digital technologies
Electrical
Esthetics
Fish farming
Security management
Emergency preparedness/planning
Feed mill management
Hospitality management
Information technology health services
Information technology equipment repair
Massage therapy
Pre-engineering
Quality assurance technician
Spanish translation
Trades including roofing and masonry
Truck driving
Waste management

SECTION VI: KEY IMPLICATIONS

While Sampson County's population remained remarkably stable for decades following World War II, both growth and changes in the demographic profile of the county were clearly evident by 1990. Many of these trends are projected to continue:

- The regional population is expected to grow 9%.
- Much of this growth will be among people age 55 and older. The county is expected to have an above average presence in the population of adults ages 70 to 74 and 75 to 79. Above average growth is also predicted in children under age 5 and age groups 5 to 9 and 10 to 14. The growth rate in the age ranges associated with community college enrollment is expected to be modest.
- Clearly, the most significant changes in the population are those concerning race and ethnicity. The projected growth in the Hispanic population (25% white Hispanic, 10% non-white Hispanic) doubles the expected Hispanic national growth rate. Concurrently, the projected growth rate in the county's historically dominant racial subgroups of White, Non-Hispanic and African American of 6% and 5% respectively, suggest a reformulation of county demographics within the next decade. By 2011, White, Non-Hispanics will comprise less than 53% of the population and African Americans less than 28%.
- From 2007 to 2013, the total number of high school graduates in the region is expected to decline.
- The regional attainment of college degrees is below average as compared to the state and nation.