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Preface

The Caldwell Community College and Technical Institute Fact Book is intended as an easily-accessed and consistent source of information about the college and the community it serves. It summarizes institutional data gathered from across the college and compiled to capture the 2009-2010 fiscal and academic years and the fall semester of the 2010-2011 academic year. Where available and appropriate, multiple years of data are provided for historical perspective.

While the Fact Book is not all-encompassing, it is designed to provide:

- a snapshot of the college for potential students,
- information needed for decision making by administrators, and
- data about the needs of the college and community for those writing funding proposals.

Data in the Fact Book may differ from that found in other college and state reports. Such variation results from the source of information that is used, when the report was generated (because the source information is updated through time,) or the reporting period of the data that is represented. For consistency, trends should be tracked using identical data sources over time.

Sincere appreciation is extended to all contributors who offered their time and expertise to maintain the greatest possible accuracy and standardization of the data. We appreciate the assistance of the staff of the Office of Institutional Effectiveness and Research: Paula Castleman, Nicole Fogle, and Susan Pritchard and the Datatel training and consulting provided by Rita Smith and Sandy Duncan in Technology and Instructional Support Services.

We continue to look for ways to make this publication a more useful reference document. Any suggestions for improving the content or the presentation of data in this Fact Book should be directed to Kate Benoit (kbenoit@CCCTI.edu, 828.726-2616). Download a .pdf version of the Fact Book, as well as those from previous years at www.cccti.edu/Inst_Effect/factbook.html.

Carolyn Evert
Director
Institutional Effectiveness and Research

Kate Benoit
Institutional Researcher
Institutional Effectiveness and Research

January 2011
Caldwell Community College and Technical Institute

Vision
As an institution of the community and for the community, Caldwell Community College and Technical Institute is committed to creating a supportive learning-centered environment that encourages innovation and creativity and acts as a catalyst for growth in the intellectual, cultural, and economic life of the community. CCC and TI is responsive to the educational needs of a diverse population and is dedicated to student success by opening doors to educational potential. As it looks to the future, Caldwell Community College and Technical Institute will continue to build and maintain academic excellence and economic vitality in the region it serves.

Caldwell Community College and Technical Institute will continue to be a state, national, and global community college model for student-centered higher learning. Towards these ends the college will:
• provide diverse educational opportunities that broaden knowledge and enhance skills,
• create progressive and flexible programs and services responsive to student and community needs,
• promote educational, personal, social, and economic growth and development,
• provide student-centered lifelong learning experiences,
• partner with the broader community to enhance the quality of life through education, and
• model exemplary standards of higher education, integrity, and academic and administrative excellence.

Mission

Purpose
Caldwell Community College and Technical Institute is a public, comprehensive post-secondary institution whose primary service area is Caldwell and Watauga counties. Operating under the legal framework of the State of North Carolina and in partnership with the North Carolina Community College System, CCC and TI is an open-door institution that values the diversity of its constituencies and offers equal opportunities.

Philosophy
The faculty and staff of Caldwell Community College and Technical Institute are committed to providing an environment conducive to student success through institutional integrity, ethical practices, and an expectation of excellence. The institution provides leadership during social, economic, and cultural transitions through teaching, promoting lifelong learning, improving the quality of life, and fostering academic and civic enrichment. We are dedicated to educating a workforce prepared for a rapidly changing global economy.

The mission of Caldwell Community College and Technical Institute is to
• provide accessible, quality instruction to enhance student learning,
• support economic development through comprehensive resources to business, industry, and agencies, and
• offer diverse services and opportunities which improve the quality of life.
Core Values for Improvement

Caldwell Community College and Technical Institute’s core values represent our shared beliefs within the institution. These values define the character or essence of the institution, describe expectations, set standards, and drive our organization’s priorities.

As an institution, we value:
* **Teaching and Learning**—Through excellence in teaching, we foster an educational climate that promotes lifelong learning, intellectual growth, and scholarship.
* **Student Success**—We foster environments and opportunities that are conducive to student learning, development, and success.
* **Academic Excellence**—We are committed to providing exemplary educational experiences.
* **Innovation**—We aspire to improve the college environment through critical and creative thinking.
* **Integrity**—We foster an environment of fairness and honesty by upholding the highest ethical standards throughout the college.
* **Communication**—We recognize that effective communication is essential to establishing a culture that fosters collaboration, strengthens relationships with others, and promotes the mission of the college.
* **Community**—We are committed to creating a positive working and learning environment where we honor relationships and take responsibility for fostering trust, respect, and goodwill. We value active and vital participation in our college community, region, state, and global community.

Accreditation

Caldwell Community College and Technical Institute is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts and Associate in Science programs have been approved by the North Carolina Department of Community Colleges and the State Board of Community Colleges.

Contact information for the Commission on Colleges of the Southern Association of Colleges and Schools:
1866 Southern Lane
Decatur, Georgia 30033-4097
(404)679-4501
http://www.sacs.org/

*Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.*
History
In 1964, CCC&TI opened its doors, introducing itself to the community as the Caldwell Technical Institute. The college first began offering classes in 1966 in health occupations and adult basic education at a temporary site located in the Duluatown community. By fall 1967, the facilities in Hudson opened and hosted some 260 curriculum students. The college continued to grow and expand, adding college transfer courses to its offerings in 1969 and officially becoming Caldwell Community College and Technical Institute the following year.

Facilities in Caldwell County include the main campus with classroom buildings, the job training center, the John A. Forlines Building, and the Faye A. Broyhill Building which houses the Appalachian State University Center; the Broyhill Civic Center; the Broyhill House; and the Transportation and Public Service Campus. The facilities in Watauga County include the Instructional Facility, the newly-constructed Occupational Training Facility and the Continuing Education Center.

CCC&TI offers hundreds of day and evening courses as well as online courses designed to fit any schedule or lifestyle. Students may choose from nearly 100 curriculum programs; a variety of adult, corporate, and continuing education courses; workforce development; and GED training. The college serves as a state and national model in offering a seamless education with a high school, community college and university presence all on the same property. Through cooperative efforts with the public school system and widespread support from the community, the Caldwell Campus also houses the innovative Caldwell Early College High School and Career Center Middle College. Celebrating more than 40 years of service, CCC&TI continues to make strides as a regional, state, and global educational leader.

College Presidents
Dr. Kenneth A. Boham, 1995-Present
Dr. Eric B. McKeithan, 1984-1994

2009-2010 Board of Trustees
Mr. Larry W. Taylor  Mr. Gary L. Childers  Mr. James E. Sponenberg
Chairman
Mr. Jerry T. Church  Mr. Alvin W. Daughtridge  Mr. William S. Stone
Vice Chairman
Mr. Thomas L. Thuss  Ms. Elizabeth H. Jones  Mr. Rankin A. Whittington
Secretary
Mr. William H. Miller  Ms. Inez C. Jones  Dr. Kenneth A. Boham
Treasurer
Mr. James E. Sponenberg
President
Ms. Christen Wilson
Student Government
Association President
Caldwell Community College and Technical Institute
Service Area Characteristics
### Service Area Demographic Data

<table>
<thead>
<tr>
<th></th>
<th>Caldwell County</th>
<th>Watauga County</th>
<th>North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Area, 2000 (square miles)</td>
<td>471.60</td>
<td>312.51</td>
<td>48,710.88</td>
</tr>
<tr>
<td>Persons per square mile, 2000</td>
<td>164.0</td>
<td>136.4</td>
<td>165.2</td>
</tr>
<tr>
<td>Population estimate, 2009</td>
<td>79,914</td>
<td>45,479</td>
<td>9,380,884</td>
</tr>
<tr>
<td>Population, percent change, April 1, 2000 to July 1, 2009</td>
<td>3.3%</td>
<td>6.5%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Population, percent change, 1990-2000</td>
<td>9.5%</td>
<td>15.5%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Median age of residents, in year, 2009</td>
<td>36</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Living in same house in 1995 and 2000, age 5+, 2000</td>
<td>60.9%</td>
<td>46.5%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Foreign born persons, 2000</td>
<td>1.9%</td>
<td>1.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Language other than English spoken at home, pct age 5+, 2000</td>
<td>3.5%</td>
<td>4.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td>High school graduates, percent of persons age 25+, 2000</td>
<td>66.2%</td>
<td>81.6%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Bachelor's degree or higher, pct of persons age 25+, 2000</td>
<td>10.4%</td>
<td>33.2%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Average SAT score, 2009 (2400 scale)</td>
<td>366.5</td>
<td>60.9%</td>
<td>312.51</td>
</tr>
<tr>
<td>Persons with a disability, age 5+, 2000</td>
<td>17,411</td>
<td>6,338</td>
<td>1,540,365</td>
</tr>
<tr>
<td>Mean travel time to work (minutes), workers age 16+, 2000</td>
<td>21.6</td>
<td>20.4</td>
<td>24.0</td>
</tr>
<tr>
<td>Housing units, 2009</td>
<td>36,433</td>
<td>27,843</td>
<td>4,239,662</td>
</tr>
<tr>
<td>Homeownership rate, 2000</td>
<td>74.9%</td>
<td>62.9%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Housing units in multi-unit structures 2000</td>
<td>9.4%</td>
<td>20.9%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Median value of owner-occupied housing units, 2000</td>
<td>$86,700</td>
<td>$139,300</td>
<td>$108,300</td>
</tr>
<tr>
<td>Households, 2000</td>
<td>30,768</td>
<td>16,540</td>
<td>3,132,013</td>
</tr>
<tr>
<td>Persons per household, 2000</td>
<td>2.48</td>
<td>2.26</td>
<td>2.49</td>
</tr>
<tr>
<td>Per capita income, 2009</td>
<td>22,371</td>
<td>20,703</td>
<td>34,453</td>
</tr>
<tr>
<td>Median household income, 2008</td>
<td>$40,966</td>
<td>$39,490</td>
<td>$46,574</td>
</tr>
<tr>
<td>Persons below poverty, percent, 2008</td>
<td>15.4%</td>
<td>18.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Retail sales, 2002</td>
<td>$594,571,000</td>
<td>$631,298,000</td>
<td>$88,821,486,000</td>
</tr>
<tr>
<td>Retail sales per capita, 2002</td>
<td>$7,551</td>
<td>$14,703</td>
<td>$10,686</td>
</tr>
<tr>
<td>Federal spending, 2008</td>
<td>$444,005</td>
<td>$220,733</td>
<td>$70,203,029</td>
</tr>
</tbody>
</table>

#### Table 1. Service Area Demographic Data

Sources:
- US Census Bureau State & County QuickFacts
- US Census Bureau State & County Database
- US Census Bureau American Community Survey
- North Carolina Department of Commerce; North Carolina Economic Development Intelligence System (EDIS)
### Table 2. Population by Age, 2009 (estimated)

Source: US Census Bureau State & County Database  
*population counts calculated by Office of Institutional Effectiveness and Research staff as product of total population and percentages reported in Quick Facts*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Caldwell County</th>
<th>Watauga County</th>
<th>Service Area Total</th>
<th>North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>4,779</td>
<td>6.0%</td>
<td>1,979</td>
<td>4.4%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>4,931</td>
<td>6.2%</td>
<td>1,696</td>
<td>3.7%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>5,169</td>
<td>6.5%</td>
<td>1,704</td>
<td>3.7%</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>4,987</td>
<td>6.2%</td>
<td>5,233</td>
<td>11.5%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>4,163</td>
<td>5.2%</td>
<td>10,361</td>
<td>22.8%</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>4,481</td>
<td>5.6%</td>
<td>2,943</td>
<td>6.5%</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>4,576</td>
<td>5.7%</td>
<td>1,338</td>
<td>2.9%</td>
</tr>
<tr>
<td>35 to 39 years</td>
<td>5,638</td>
<td>7.1%</td>
<td>2,067</td>
<td>4.5%</td>
</tr>
<tr>
<td>40 to 44 years</td>
<td>5,980</td>
<td>7.5%</td>
<td>2,146</td>
<td>4.7%</td>
</tr>
<tr>
<td>45 to 49 years</td>
<td>6,234</td>
<td>7.8%</td>
<td>2,607</td>
<td>5.7%</td>
</tr>
<tr>
<td>50 to 54 years</td>
<td>5,893</td>
<td>7.4%</td>
<td>2,686</td>
<td>5.9%</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>5,550</td>
<td>6.9%</td>
<td>2,577</td>
<td>5.7%</td>
</tr>
<tr>
<td>60 to 64 years</td>
<td>5,081</td>
<td>6.4%</td>
<td>2,365</td>
<td>5.2%</td>
</tr>
<tr>
<td>65 to 69 years</td>
<td>4,088</td>
<td>5.1%</td>
<td>1,821</td>
<td>4.0%</td>
</tr>
<tr>
<td>70 to 74 years</td>
<td>2,983</td>
<td>3.7%</td>
<td>1,340</td>
<td>2.9%</td>
</tr>
<tr>
<td>75 years and older</td>
<td>5,381</td>
<td>6.7%</td>
<td>2,616</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total</td>
<td>79,914</td>
<td>100%</td>
<td>45,479</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Table 3. Population by Gender, 2009 (estimated)

Source: US Census Bureau State & County QuickFacts  
*population counts calculated by Office of Institutional Effectiveness and Research staff as product of total population and percentages reported in Quick Facts*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Caldwell County</th>
<th>Watauga County</th>
<th>Service Area Total</th>
<th>North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>39,318</td>
<td>49.2%</td>
<td>22,694</td>
<td>49.9%</td>
</tr>
<tr>
<td>Female</td>
<td>40,596</td>
<td>50.8%</td>
<td>22,785</td>
<td>50.1%</td>
</tr>
<tr>
<td>Total</td>
<td>79,914</td>
<td>100%</td>
<td>45,479</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Caldwell County</td>
<td>Watauga County</td>
<td>Service Area Total</td>
<td>North Carolina</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total Population</td>
<td>79,914</td>
<td>45,479</td>
<td>125,393</td>
<td>9,380,884</td>
</tr>
<tr>
<td>White Persons</td>
<td>74,240</td>
<td>92.9%</td>
<td>43,569</td>
<td>95.8%</td>
</tr>
<tr>
<td>Black Persons</td>
<td>4,315</td>
<td>5.4%</td>
<td>955</td>
<td>2.1%</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>240</td>
<td>0.3%</td>
<td>136</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native Persons</td>
<td>362</td>
<td>0.5%</td>
<td>362</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian Persons</td>
<td>4,315</td>
<td>5.4%</td>
<td>955</td>
<td>2.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>Z</td>
<td>Z</td>
<td>45</td>
<td>0.1%</td>
</tr>
<tr>
<td>Islander</td>
<td>3,516</td>
<td>4.4%</td>
<td>955</td>
<td>2.1%</td>
</tr>
<tr>
<td>Persons of Hispanic/Latino</td>
<td>719</td>
<td>0.9%</td>
<td>409</td>
<td>0.9%</td>
</tr>
<tr>
<td>Origin</td>
<td>70,884</td>
<td>88.7%</td>
<td>42,659</td>
<td>93.8%</td>
</tr>
<tr>
<td>Persons reporting 2 or more</td>
<td>3,356</td>
<td>4.2%</td>
<td>910</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Table 4. Population by Ethnicity/Racial Identification, 2009 (estimated)

Source: US Census Bureau State & County Quick Facts
* population counts calculated by Office of Institutional Effectiveness and Research staff as product of total population and percentages reported in Quick Facts
** summing the percentages of Black, American Indian/Alaska Native, Asian, Hispanic/Latino origin, 2 or more races and White Persons of non-Hispanic origin will produce close to 100%
*** Hispanic/Latinos may be of any race, so also are included in applicable race categories
Z = value greater than zero but less than half unit of measure shown
### Chart 1. Annual Unduplicated Enrollment, 2002-2003 to 2009-2010

The annual, unduplicated headcount showing total student enrollment in all instructional areas

source: institutional data, maintained and reported using Datatel
Chart 2. Degree, Certificate, and Diploma Awards, 2000-2001 to 2009-2010
The number of awards earned by students enrolled at CCCTI during each academic year. Note that an individual student may earn multiple certificates or diplomas in an academic year.

source: institutional data, maintained and reported using Datatel
Chart 3. Annual Enrollment by Instructional Area, 2003-2004 to 2009-2010
The annual headcount (unduplicated within instructional area) showing the distribution of total student enrollment among the instructional areas (Curriculum, Continuing Education, and Basic Skills.)

source: institutional data, maintained and reported using Datatel
Chart 4. Annual Enrollment in Curriculum Courses by Campus, 1997-1998 to 2009-2010

The annual unduplicated headcount of students enrolled in curriculum courses reported in total and by campus.

source: institutional data, maintained and reported using Datatel
Fall Enrollment in Curriculum Courses by Campus
1998 to 2010

Chart 5.  Fall Enrollment in Curriculum Courses by Campus, 1998 to 2010
The fall semester headcount of students enrolled in curriculum courses reported in total and by campus.

source: institutional data, maintained and reported using Datatel
The annual FTE totals (the sum of annualized fall and spring FTE count) produced by instruction in curriculum courses.

source: institutional data, maintained and reported using Datatel
Fall Enrollment in Curriculum Courses by Full-Time and Part-Time Enrollment Status
1997 to 2010*

Chart 7.  Fall Enrollment in Curriculum Courses by Full-Time and Part-Time Enrollment Status, 1997 to 2010
The fall semester headcount of students enrolled in curriculum courses reported by full-time and part-time student enrollment status.

source: institutional data, maintained and reported using Datatel
* Data prior to 2008 could not be confirmed and may be incorrect. It is reported here in recognition of previous reporting.
Chart 8. Caldwell Campus Fall Enrollment in Curriculum Courses by Full-Time and Part-Time Enrollment Status, 2005 to 2010*

The fall semester headcount of students enrolled in curriculum courses on the Caldwell campus broken down by full-time and part-time enrollment.

source: institutional data, maintained and reported using Datatel
* Data prior to 2008 could not be confirmed and may be incorrect. It is reported here in recognition of previous reporting.
Chart 9. Watauga Campus Fall Enrollment in Curriculum Courses by Full-Time and Part-Time Enrollment Status, 2005 to 2010

The fall semester headcount of students enrolled in curriculum courses on the Watauga campus broken down by full-time and part-time enrollment.

Source: Institutional data, maintained and reported using Datatel

* Data prior to 2008 could not be confirmed and may be incorrect. It is reported here in recognition of previous reporting.
Chart 10. Annual Enrollment in Curriculum Courses by County of Residence, 2009-2010

The counties of residence of students enrolled in curriculum courses. Data is reported as a percentage of annual enrollment with the number of students from each county in parentheses.

source: institutional data, maintained and reported using Datatel
Chart 11. New Student (First-Time Enrollees) Enrollment in Curriculum Courses by Campus, 2004-2005 to 2009-2010

The annual, unduplicated headcount of students enrolled in Curriculum courses and with no previous curriculum enrollment record at CCC&TI expressed as a headcount enrollment and percentage of total enrollment and reported in total and by Caldwell and Watauga campuses.

source: institutional data, maintained and reported using Datatel
Chart 12. New Student (First-time Enrollees) Fall Enrollment in Curriculum Courses, 1997-2010
The fall semester headcount of students with no previous curriculum enrollment record at CCC&TI and enrolled in curriculum courses.

source: institutional data, maintained and reported using Datatel

The annual, unduplicated headcount of curriculum students who had previously earned a GED (General Educational Development) or AHS (Adult High School) diploma at CCC&TI expressed by headcount; percent of annual curriculum enrollment provided in parentheses.

source: institutional data, maintained and reported using Datatel
Chart 14. Enrollment in Curriculum Courses within One Year of Graduation by High School Graduates and GED Recipients from the Service Area, 2004-2005 to 2009-2010

The annual, unduplicated headcount of service area high school graduates in curriculum courses within one year of high school graduation expressed as a percentage of the individual high school graduating class; headcount provided in parentheses.

source: institutional data, maintained and reported using Datatel
Fall Enrollment in Curriculum Courses within Same Year of Graduation by High School Graduates and GED Recipients from the Service Area, 2005 to 2010

Chart 15. Fall Enrollment in Curriculum Courses within Same Year of Graduation by High School Graduates and GED Recipients from the Service Area, 2005 to 2010

The annual, unduplicated headcount of service area high school graduates in curriculum courses within the same year of high school graduation expressed as a percentage of the individual high school graduating class.

source: institutional data, maintained and reported using Datatel
Caldwell Community College and Technical Institute
Student Characteristics

Ethnicity/Race, First-Generation Status, Gender, Age, and Employment
Table 5. Annual Enrollment by Student Racial/Ethnic Identification and Course Instructional Area, 2009-2010

The annual headcount of students (unduplicated within each instructional area) enrolled in Curriculum, Continuing Education, and Basic Skills instructional areas broken down by racial/ethnic identification as reported by students on admissions applications.

<table>
<thead>
<tr>
<th></th>
<th>Curriculum</th>
<th>Continuing Education</th>
<th>Basic Skills</th>
<th>Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>29</td>
<td>0.4%</td>
<td>46</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>69</td>
<td>1.1%</td>
<td>56</td>
<td>0.7%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>346</td>
<td>5.3%</td>
<td>460</td>
<td>5.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>141</td>
<td>2.2%</td>
<td>185</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other/Unknown/Multiple</td>
<td>241</td>
<td>3.7%</td>
<td>179</td>
<td>2.1%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>5,714</td>
<td>87.4%</td>
<td>7,517</td>
<td>89.0%</td>
</tr>
<tr>
<td>Total</td>
<td>6,540</td>
<td></td>
<td>8,443</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Annual Enrollment by Student Racial/Ethnic Identification and Instructional Area, 2009-2010

source: institutional data, maintained and reported using Datatel
US Census Bureau State & County Quick Facts
Annual Enrollment of Minority Students in All Instructional Areas
2004-2005 to 2009-2010

Chart 16. Annual Enrollment of Minority Students in all Instructional Areas, 2004-2005 to 2009-2010

The annual, unduplicated headcount of minority students enrolled in Curriculum, Basic Skills, and Continuing Education Instructional Areas expressed as a total and as a percentage of total annual college enrollment.

source: institutional data, maintained and reported using Datatel
Chart 17. Annual Enrollment of Minority Students in Curriculum Courses, 2004-2005 to 2009-2010
The annual, unduplicated headcount of minority students enrolled in the Curriculum instructional area reported as a percentage of total Curriculum enrollment and headcount.

source: institutional data, maintained and reported using Datatel
Annual Enrollment of Minority Students in Continuing Education Courses
2004-2005 to 2009-2010

Chart 18. Annual Enrollment of Minority Students in Continuing Education Courses, 2004-2005 to 2009-2010
The annual, unduplicated headcount of minority students enrolled in the Continuing Education instructional area reported as a percentage of total Continuing Education enrollment and headcount.

source: institutional data, maintained and reported using Datatel
Annual Enrollment of Minority Students in Basic Skills Courses
2004-2005 to 2009-2010

Chart 19. Annual Enrollment of Minority Students in Basic Skills Courses, 2004-2005 to 2009-2010
The annual, unduplicated headcount of minority students enrolled in the Basic Skills instructional area reported as a percentage of total Basic Skills enrollment and headcount.

source: institutional data, maintained and reported using Datatel
Chart 20. Annual Enrollment of First-Generation Students in Curriculum Courses, 2004-2005 to 2009-2010

The annual, unduplicated headcount of first-generation college students in the Curriculum instructional area reported as a percentage of total annual Curriculum enrollment and headcount. First-generation status is reported by students as part of the admissions application.

source: institutional data, maintained and reported using Datatel
The annual, unduplicated headcount of curriculum students reported by student gender as both headcount and percentage of annual curriculum enrollment.

source: institutional data, maintained and reported using Datatel
Chart 22. Gender of Curriculum Students by Campus, 2004-2005 to 2009-2010
The annual, unduplicated headcount of curriculum students enrolled at each campus reported by student gender as percentage of annual Curriculum enrollment.

source: institutional data, maintained and reported using Datatel
Chart 23. Average Age of Students by Instructional Area, 2004-2005 to 2009-2010

The average (mean) age of students enrolled in the Curriculum, Basic Skills, and Continuing Education instructional areas.

source: institutional data, maintained and reported using Datatel
Chart 24. Average Age of Students Enrolled in Curriculum Courses by Campus, 2004-2005 to 2009-2010

The average (mean) age of students enrolled in the Curriculum instructional area reported by campus.

source: institutional data, maintained and reported using Datatel

The annual, unduplicated headcount of students enrolled in Curriculum courses who were employed either part-time or full-time when applying for admissions as reported by students on admission applications.

source: institutional data, maintained and reported using Datatel

The annual, unduplicated headcount of students enrolled primarily on the Caldwell campus in Curriculum courses who were employed full-time or part-time or were not employed when applying for admissions as reported on admission applications. Headcount is reported as a percentage of total annual, unduplicated Curriculum enrollment.

source: institutional data, maintained and reported using Datatel
Chart 27. Full-Time and Part-Time Employment at Time of Application among Watauga Campus Students Enrolled in Curriculum Courses, 2004-2005 to 2009-2010

The annual, unduplicated headcount of students enrolled primarily on the Watauga campus in Curriculum courses who were employed full-time or part-time or were not employed when applying for admissions as reported on admission applications. Headcount is reported as a percentage of total annual, unduplicated Curriculum enrollment.

source: institutional data, maintained and reported using Datatel
Glossary

First-generation college student
A student whose parents have not earned a bachelor’s degree from a four-year college or university at the time of the student’s enrollment.

Full Time Equivalency (FTE) Calculation
Annualized Full-Time Equivalency
Annualized full-time equivalency attributable to a particular class is calculated as the total weekly credit hours multiplied by the number of students in the class (at the census (10%) date) multiplied by 16 (number of weeks in the semester) and divided by 512 (the annual contact hours accumulated by a single, full-time student.) The annualized full-time equivalency is calculated for a semester, but is reflective of only half the course load carried by a full-time student.

Annual Full-Time Equivalency
The sum of spring and fall-semester annualized full-time equivalencies of Curriculum courses. The annual FTE may be calculated for an instructor, a course, a department or division, or the entire college.

Headcount
Annual enrollment headcount may be reported as either duplicated or unduplicated. Duplicated headcount is the sum of the number of students enrolled in the fall, spring, and summer semesters of an academic year and counts the same student twice if (s)he was enrolled in multiple semesters or multiple instructional areas. Unduplicated headcount does not count a student twice when the sum of the enrollment headcount for the fall, spring, and summer semesters is calculated.

Instructional Area
Instruction is divided among two divisions: Curriculum and Adult, Corporate, and Continuing Education (ACCE). For clarity, the Fact Book refers to Instructional Areas so that differentiation can be made between Corporate and Continuing Education courses and Basic Skills courses, both of which are a part of ACCE.

Contact Information
The Caldwell Community College and Technical Institute Fact Book is a product of the Office of Institutional Effectiveness and Research. All data are the most recent available. Comments or suggestions should be directed to Kate Benoit, Institutional Researcher, via e-mail to kbenoit@cccti.edu or by phone at 828.726.2616.