(Revised 9/15/2015)

STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
September 18, 2015

North Carolina Community College System
Dr. W. Dallas Herring State Board Room
Caswell Building, 200 West Jones Street
Raleigh, North Carolina

Monday, September 14, 2015

COMMITTEE MEETINGS	**Call will originate from the following locations**	
Calendar Committee	9:00 a.m.	Dr. W. Dallas Herring State Board Room

Thursday, September 17, 2015

ISSUES LUNCHEON	12:00 p.m.	Dr. W. Dallas Herring State Board Room

"The Future of Community College Nursing Education"
Presenters: Dr. Sam Powell, Chair, Programs Committee and
Dr. Mary Rittling, President, Davidson County Community College

COMMITTEE MEETINGS

Strategic Planning Committee	1:30 p.m.	AW North Carolina Conference Room
Programs Committee	1:30 p.m.	J. Gregory Poole Conference Room
Finance Committee	1:30 p.m.	Conference Room 201-A
Policy Committee	3:00 p.m.	Conference Room 201-A
Legislative Affairs Committee	3:30 p.m.	AW North Carolina Conference Room
Chair's Agenda Review	4:00 p.m.	AW North Carolina Conference Room

Friday, September 18, 2015

BOARD MEETING	9:00 a.m.	Dr. W. Dallas Herring State Board Room

- Call to Order
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Administration of the Oath of Office
- Approval of Minutes from the August 21, 2015 Meeting
- Approval of Agenda
- Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda*)

Reports:

- NC Association of Community College Presidents, Dr. Robert Shackleford, President
- NC Association of Community College Trustees, Dr. Donny Hunter, President & CEO
- NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Priya Balakrishnan, President

STANDING COMMITTEE REPORTS

CALENDAR COMMITTEE, Mr. Bobby Irwin, Chair

For Action

2016 State Board of Community Colleges Meeting Calendar (Attachment CAL 1)

PRESIDENTIAL SEARCH COMMITTEE, Mr. Clyde Higgs, Chair

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

For Information

Performance-based Funding (Attachment PLAN 1)
Data Initiative (Attachment PLAN 2)
October State Board Planning Meeting/Joint Board Meeting (Attachment PLAN 3)
Align4NCWorks Strategic Plan (*Discussion Only*)
Other Updates (*Discussion Only*)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

For Information

Curriculum Program Terminations as Approved by the System President (Attachment PROG 1)
SBCC Code Report – September 2015 (Attachment PROG 2)
Ad hoc committee report on The Future of Community College Nursing Education (Attachment PROG 3)

For Future Action

The Future of Community College Nursing Education - Feasibility Study Request (Attachment PROG 4)
Career and College Promise Operating Procedure Update, Curriculum Procedures Reference Manual – Section 14 (Attachment PROG 5)

For Action

Associate in Engineering (A10500) Program Applications (Attachment PROG 6) [CA]
New and Archived Curriculum Standards (Attachment PROG 7) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
Combined Course Library – Continuing Education (Attachment PROG 9) [CA]

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair

For Information

SBCC Code Report – September 2015 (Attachment FC 1)
Multi-Campus Center Approval Process (Attachment FC 2)

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair (continued)

For Future Action

Mitchell Community College Request for Mooresville Multi-Campus Center Approval (Attachment FC 3)

Wake Technical Community College Request for RTP Multi-Campus Center Approval (Attachment FC 4)

For Action

FY 2015-16 Baseline State Aid Allocations and Budget Policies (Attachment FC 5)

Specialized Training Course List for Waivers Authorized Under G.S. 115D-5(b)(2) (Attachment FC 6)

Contract Amendment with Ellucian for Financial Aid Self Service (Attachment FC 7)

Allocations for Customized Training – Local Capacity Building (Attachment FC 8) [CA]

Allocations for NCWorks Customized Training - Regional Trainers (Attachment FC 9) [CA]

Allocation for Virtual Learning Community Course Development (Attachment FC 10) [CA]

BioNetwork Allocation Request for Host Colleges (Attachment FC 11) [CA]

North Carolina Space Grant Allocation (Attachment FC 12) [CA]

Construction and Property (Attachment FC 13) [CA]

POLICY COMMITTEE, Mr. Lynn Raye, Chair

For Information

SBCC Code Report – September 2015 (Attachment POL 1)

For Future Action

Initiation of Rulemaking Process to Amend 2A SBCCC 400.2 – "Admission Requirements" (Attachment POL 2)

For Action

SBPS Initial Recommendation to the SBCC re: Miller-Motte, Wilmington Investigation (Attachment POL 3)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair

For Information

Legislative Update – September 2015 (*Discussion Only*)

NEW BUSINESS

PRESIDENT'S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled on Wednesday, October 28, 2015 through Friday, October 30, 2015 at the Koury Center and Guilford Technical Community College in Greensboro, North Carolina. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and no vacancies for the membership of the State Board.

ADJOURNMENT

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

CONSENT AGENDA

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Associate in Engineering (A10500) Program Applications (Attachment PROG 6)
New and Archived Curriculum Standards (Attachment PROG 7)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8)
Combined Course Library – Continuing Education (Attachment PROG 9)

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair

Allocations for Customized Training – Local Capacity Building (Attachment FC 8)
Allocations for NCWorks Customized Training - Regional Trainers (Attachment FC 9)
Allocation for Virtual Learning Community Course Development (Attachment FC 10)
BioNetwork Allocation Request for Host Colleges (Attachment FC 11)
North Carolina Space Grant Allocation (Attachment FC 12)
Construction and Property (Attachment FC 13)

State Board of Community Colleges

Caswell Building, 200 West Jones Street
Raleigh, North Carolina
August 21, 2015
9:00 a.m.

CALL TO ORDER

Following proper public notification, Chair Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building. The Chair welcomed those in attendance. Mr. Bryan Jenkins called the roll and the following members were present:

Ms. Priya Balakrishnan
Dr. Breeden Blackwell
Treasurer Janet Cowell
Ms. Lisa Estep
Representative Jimmie Ford
Mr. Wesley Fricks
Mr. Clyde Higgs
Mr. Bobby Irwin
Mr. Todd Johnson
Ms. Janet Lowder
Mr. Ernie Pearson
Dr. Samuel Powell
Mr. Lynn Raye
Mr. James Rose*
Dr. Darrell Saunders
Mr. Scott Shook
Mr. Clark Twiddy
Mr. Jerry Vaughan
Mr. Hal Weatherman (Rep. for Lt. Governor Dan Forest)*
Dr. Candler Willis

*Attended by telephone
Absent: Mr. Bill McBrayer

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Representative Ford reminded members of the Board of the ethical requirements for those who are public servants and requested that members identify any conflicts or potential conflicts of interest that they may have with respect to any item on the agenda. Having so requested, the Chair asked that the record reflect no conflicts.

ADMINISTRATION OF THE OATH OF OFFICE

Chairman Shook recognized Justice Paul Newby, Associate Justice NC Supreme Court and thanked him for coming to the meeting of the State Board.

The oath of office was administered to the following new members Ms. Priya Balakrishnan, Ms. Lisa Estep, Mr. Wesley Fricks, Mr. Todd Johnson, and Dr. Sam Powell.

INTRODUCTION OF NEW COLLEGE PRESIDENTS

The following presidents were introduced by their College Board of Trustee Chairs:

- Mr. Bill Turner introduced Dr. Amanda Lee, President of Cape Fear Community College
- Mr. Kevin Roberts introduced Dr. Raymond Staats, President of Craven Community College
- Ms. Gelynda Capel introduced Dr. Chad Bledsoe, President of Montgomery Community College
- Mr. Bucky Robbins introduced Dr. Robert Timothy Wright, President of Wilson Community College

APPROVAL OF THE MINUTES

Treasurer Cowell made a motion to approve the minutes of the July 17, 2015 meeting of the State Board of Community Colleges. Dr. Powell seconded the motion and the minutes were unanimously approved.

CHANGES TO AGENDA

The Chair polled the committee chairs as to any changes to the agenda and the results were as follows:

PRESIDENTIAL SEARCH COMMITTEE, Mr. Clyde Higgs, Chair

Mr. Higgs stated Presidential Search Committee would like to add the approval of the Presidential Search Consultant RFP.

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

Ms. Lowder stated Personnel Committee has one item for approval.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

Dr. Saunders stated Strategic Planning Committee would like to move the following from Future Action to Action for the board's consideration:

Proposed New Measure Earnings Gains (Attachment PLAN 5)
NC Works Customized Training Annual Expenditures Report (Attachment PLAN 6)

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated Program Services Committee would like to remove Attachment PROG 5 – New and Archived Curriculum Standards from the agenda and Consent Agenda.

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair

Mr. Higgs stated Finance Committee would like to move Attachment FC 4 – Initiation of Rulemaking Process to Repeal "1D SBCCC 700.99 – Live Projects from Future Action to Action for the board's consideration.

Mr. Fricks asked that Attachment FC 10 Allocation for CTE Leadership Grants – Career Pathways be removed from the Consent Agenda and put it on the For Action Agenda.

ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair

Representative Ford stated Accountability and Audit Committee had no changes to the agenda.

POLICY COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye stated Policy Committee would like to move the following from Future Action to Action:

Recommendations for Initial Proprietary School Licensing (Attachment POL 4)
Designate All of Washington County to be in the Service Area of Beaufort County Community College (Attachment POL 5)

DRAFT

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair

Mr. Fricks stated Legislative Affairs Committee had no changes to the agenda

APPROVAL OF THE AGENDA

Mr. Raye made a motion to approve the agenda, Mr. Fricks seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA

Representative Ford made a motion to approve the consent agenda as recommended, Dr. Saunders seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Curriculum Program Application (New to the System) (Attachment PROG 4)

- Pitt Community College
  - Breast Sonography (Certificate) (C45xxx)
  - Tiered Funding Formula Recommendation – Breast Sonography

~~New and Archived Curriculum Standards (Attachment PROG 5)~~ *REMOVED from Agenda*

- ~~Information Technology Alignment Project (ITAP) for 2014-2015~~

Curriculum Standard Revision (Attachment PROG 6)

- Wake Technical Community College – Business Analytics (A25350)

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 7)

- Pitt Community College
  - Nurse Aide (Certificate) (C45840)
  - Phlebotomy (Certificate) (C45600)

Combined Course Library – Continuing Education (Attachment PROG 8)

- New Course Approvals, Modification, and Tier Designations

Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 9)

- Wake Technical Community College
  - NCCIW/Raleigh Correctional Center for Women
    - Motivation and Retention (Employment Motivation and Retention)
  - NC Correctional Institution for Women
    - Commercial Driver License (Commercial Driver License Permit)

FINANCE COMMITTEE, Mr. Clyde Higgs, Vice-Chair

Allocation for Male Minority Mentoring FY 2015-16 (Attachment FC 8)

Allocation for The Golden LEAF Scholars Program – Two-Year Colleges (Attachment FC 9)

~~Allocation for CTE Leadership Grants – Career Pathways (Attachment FC 10)~~ *REMOVED from Consent Agenda*

Construction and Property (Attachment FC 11)

DRAFT

REPORTS:

Dr. Robert Shackleford, President of North Carolina Association of Community College Presidents

Dr. Shackleford said that there is a planning retreat coming up on Thursday, August 27th to discuss and set forth plans and priority issues for the coming year.

The priority issues that the presidents are discussing with their legislators include:

- Tuition – important that this is not implemented until at least January 2016.
- Summer Funding – It would be to the benefit of the state for students to be encouraged to take classes over the summer at the community colleges because of the cost differential.
- Pay Raises – The presidents are against only giving a raise to faculty as proposed in the Senate budget. If that were to happen they would have to cannibalize the budgets to find the money to give a pay raise to staff.
- Bond – The association is not pleased with the disparity in proposed allocations. The proposed allotment does not reflect colleges' needs or value.

Ms. Lyn Austin, Chair, of North Carolina Association of Community College Trustees

Ms. Austin reported that the Trustees' Association is preparing for the upcoming Leadership Seminar in Wilmington scheduled for September 9-11, 2015. She reviewed the schedule for the conference.

N4CSGA, Ms. Priya Balakrishnan, President

Mr. Rogers introduced the new N4CSGA President, Ms. Balakrishnan. She reported that nine of the twelve executive board positions have been filled. She reviewed the positions filled and what remains. They continue to collect applications to assemble a full team.

N4CSGA is working toward their conference which will be held October 30 – November 1 in Hickory, NC. She invited any board members who would like to attend to join them.

STANDING COMMITTEE REPORTS

PRESIDENTIAL SEARCH COMMITTEE, Mr. Clyde Higgs, Chair

Mr. Higgs reported that the committee discussed the next steps of getting a new leader. The committee had asked various stakeholders to provide feedback as to what they would like to see in the next leader. The NCACCP said they want a communicator that can bring together the diverse stakeholders that make up the system.

The committee finalized the Request for Proposal (RFP) that will be submitted to the State Controller's office for approval.

On behalf of the Presidential Search Committee, Mr. Higgs recommended and moved the following item be approved by the board:

Consultant RFP 2015-2016

The motion was unanimously approved by voice vote.

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

The personnel committee went into closed session to discuss the agenda item.

DRAFT

On behalf of the Personnel Committee, Ms. Lowder recommended and moved the following items be approved by the board:

Consideration of candidate for Director of Engagement Services (Attachment PER 1)

The motion was unanimously approved by voice vote.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

Dr. Saunders asked Mr. Bill Schneider to review the Proposed New Measure Earning Gains. Chairman Shook asked where the data within the report is collected. Mr. Schneider said that there are agreements in place with Commerce to collect the data from employers. This does not include people working outside the state of North Carolina, self-employed, or work for federal government. In the next three to four years, he hopes for record collection across state lines or to federal jobs. President Ralls said that the data collection has always been a hurdle for the system to be able to report the success rate. The approval of this recommendation will allow the system office to go to the NC General Assembly during the short session and request to add this measure.

On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved the following items be approved by the board:

Proposed New Measure Earnings Gains (Attachment PLAN 5)

The motion was unanimously approved by voice vote.

Dr. Saunders asked Ms. Maureen Little to review the report. She gave a brief overview of what NC Works Customized Training program does and why it is important to the state of North Carolina. Mr. Raye asked if the Chamber of Commerce is involved in the economic development in local areas. Ms. Little said that it varies from area to area. Mr. Vaughan said that this program shows the true power of the Community College System and helps make the state attractive to new businesses. Mr. Pearson said that as a board, we need to dedicate ourselves to make sure that we have the facilities to provide the high tech training needed. Ms. Little said one advantage of our program is that the training can be done on the college campus, at the facility, or in a leased space. President Ralls said that this program is designed to move at the speed of business and it is important to have the local community college connection with the business coming into the area. Mr. Fricks asked how involved NC Works is in recruitment of potential employees. Ms. Little explained how people apply online and the process of screening, assessment, and career readiness certification (when required) for applicants. Mr. Fricks asked if we have encountered situations where we were not able to find people to fill the jobs. Ms. Little said there have been times that the candidates were not readily available, but the colleges have worked to show the training developed to create that pipeline of candidates. This program was created to help close the skills gap.

On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved the following items be approved by the board:

NC Works Customized Training Annual Expenditures Report (Attachment PLAN 6)

The motion was unanimously approved by voice vote.

DRAFT

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Dr. Powell said there were no items discussed in committee that were not on the consent agenda.

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair

Mr. Higgs introduced the following items for action.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

> Initiation of Rulemaking Process to Repeal "1D SBCCC 700.99 – Live Projects (Attachment FC 4)

The motion was approved by voice vote.

Ms. Haygood reviewed the process followed on FC 5 and vetting of the proposed amendments prior to it being brought to the State Board for approval.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

> Initiation of Rulemaking Process to Amend "Title 1, Chapter H – Fiscal Management" (Attachment FC 5)

The motion was approved by voice vote.

Ms. Haygood said this addresses residual balances left and is a cross reference to another section of code.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

> Initiation of Rulemaking Process to Amend "1E SBCCC 700.7– Excess Fee Receipts" (Attachment FC 6)

The motion was approved by voice vote.

Mr. Higgs said that the approval is for up to $75,000 for the search to hire the next president of the system. Mr. Shook informed the members that the $75,000 budget includes all costs associated with the process, not just the consultant fee.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

> State Board Reserve Funds for Presidential Search (Attachment FC 7)

The motion was approved by voice vote.

DRAFT

Mr. Higgs asked Dr. Bob Witchger to present information about the federally funded grant. This is used to enhance the College Technical Education programs as well Leadership. These programs set up career pathways for students and the grant is to fund the testing of the elements created for these pathways.

As the first year was near completion, evaluations were done to assure that the 20 colleges who were funded last year were being successful. A two day planning summit was held in June to share what had been learned within the consortiums. Employers are partners and drive the process in this project with the local colleges and workforce boards. The colleges, employers, and workforce board worked together to determine where the need and critical shortages may be within the community. It was determined that each college has made enough project to support funding them for another year.

Mr. Higgs asked about the Carl Perkins grant. Dr. Witchger reviewed the requirements of the grant.

Mr. Fricks said the request is to pull this item and allow for review by the Program Committee. None of the reports or information has come to the Program Committee for review and oversight to assure accountability that the program is performing prior to approving a second year of $700,000, totaling $1.4 million in less than a year. Dr. Blackwell seconded the motion to hold the vote on allocation of the funds.

Mr. Pearson asked if there will be a timing issue if there is a delay in releasing the funding. Dr. Witchger said it could cause a problem if there is a break in funding. Mr. Fricks said that he understands that it could cause problems, but the job of the board is to assure that there is accountability.

Mr. Fricks said that we will have to figure out how to continue this program once the funding runs out. Making sure that program is working is important before we decide where that funding will come from.

Mr. Higgs said reminded the board that this is federal funding through Department of Education. This is not something coming through North Carolina funds.

On behalf of the Programs Committee, Mr. Fricks motioned that the following item approval be delayed until after a proper review is conducted by the Programs Committee for approval at next month's meeting:

Allocation for CTE Leadership Grants – Career Pathways (Attachment FC 10)

The motion failed by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Allocation for CTE Leadership Grants – Career Pathways (Attachment FC 10)

The motion was approved by voice vote with two dissenting votes by Mr. Fricks and Dr. Blackwell.

ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair

Representative Ford reported that the Accountability and Audit Committee discussed information items and there is nothing for action.

DRAFT

POLICY COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye presented the following items for approval. These items have already been approved by the Proprietary Schools governing board.

Mr. Scott Corl reviewed the report for the board. Dr. Willis asked of the school closures, how many were non-renewal. Mr. Corl referred him to page 5, table B which outlines the information.

On behalf of the Policy Committee, Mr. Raye recommended and moved that the following items be approved by the board:

> Recommendations for Initial Proprietary School Licensing (Attachment POL 4)

The above item was unanimously approved by voice vote.

President Ralls said this item is a legislative change that the board is directed to approve.

On behalf of the Policy Committee, Mr. Raye recommended and moved that the following item be approved by the board:

> Designate All of Washington County to be in the Service Area of Beaufort County Community College (Attachment POL 5)

The above item was unanimously approved by voice vote.

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair

Mr. Fricks asked Ms. Shuping to give an update. The system is still concentrating on our main priorities which Dr. Shackleford reviewed in his report. The other big item is the consolidation of IT to Department of Information Technology.

Ms. Shuping said that Thursday, August 20, 2015 was the last day that the legislature could approve the bond to get it on theNovember ballot. She reviewed the details of the bond and where we stand currently. There is a lot of support with regard to the higher education part of the bond. We don't expect action on the bond until after the budget Mr. Raye said that it is important that we emphasize that we would prefer there not be a matching requirement. Mr. Vaughan said he appreciates that many of the requests from the college are based on need, but he wonders if there is a way to present based on a value. Ms. Shuping said that it is hard to present a quantifiable argument. Mr. Pearson said that we really need to figure out a way to get grassroots campaigns to show the legislators the community college value.

PRESIDENT'S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES

Chairman Shook recognized Ms. Hilda Pinnix-Ragland and thanked her for being here.

President Ralls recognized Rondra McMillan as MVP for the month of August 2015.

The presidents' report can be reviewed at the website
http://www.nccommunitycolleges.edu/sites/default/files/presidents-reports/august_2015_presidents_report_final.pdf

DRAFT

BOARD MEMBERS QUESTIONS/COMMENTS

Chairman Shook presented President R. Scott Ralls with a resolution to thank him for his service to the North Carolina Community College System.

Ms. Weiner and Chairman Shook recognized Representative Craig Horn who thanked President Ralls for his guidance and patience dealing with the legislature. On behalf of the legislature, thank you for your leadership and friendship.

DATE OF NEXT MEETING

The next State Board Meeting will be held on Thursday, September 17, 2015 through Friday, September 18, 2015 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and no vacancies for the membership of the State Board.

ADJOURNMENT

There being no further business to come before the Board, Chair Shook declared the meeting adjourned Representative Ford made the motion, seconded by Mr. Pearson at 11:29 a.m. unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

_____
Dr. R. Scott Ralls, System President

_____
Mr. Scott Shook, Chair

DRAFT

AGENDA

State Board of Community Colleges
CALENDAR COMMITTEE
Telephonic Meeting
Caswell Building, Dr. W. Dallas Herring State Board Room
September 14, 2015 – 9:00 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

For Action

- 2016 State Board of Community Colleges Meeting Calendar (Attachment CAL 1)

New Business

Adjourn

***NOTE*: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu**

2016 State Board of Community Colleges
Meeting Calendar

SBCC COMMITTEE MEETING	SBCC BOARD MEETING
Thursday, January 14, 2016	Friday, January 15, 2016
Thursday, February 18, 2016	Friday, February 19, 2016
Thursday, March 17, 2016	Friday, March 18, 2016
Thursday, April 14, 2016	Friday, April 15, 2016
Thursday, May 19, 2016	Friday, May 20, 2016
Thursday, June 16, 2016*	Friday, June 17, 2016*
Thursday, July 14, 2016	Friday, July 15, 2016
Thursday, August 18, 2016	Friday, August 19, 2016
Thursday, September 15, 2016	Friday, September 16, 2016
Planning Meeting *Undetermined Location* Wednesday, October 19, 2016 through Thursday October 20, 2016 (morning) **Committee Meetings** Thursday, October 20, 2016 (afternoon)	Friday, October 21, 2016
Thursday, November 17, 2016	Friday, November 18, 2016
Thursday, December 15, 2016*	Friday, December 16, 2016*

***The State Board of Community Colleges does not typically meet during the months of June and December.**
In the event a meeting is required during these months, potential meeting dates have been established and are highlighted in gray.
Members are requested to hold these dates on their calendars until notified that they are no longer necessary.

AGENDA

North Carolina Community College
System Strategic Planning Committee
Caswell Building, AW Conference Room
September 17, 2015 – 1:30 PM

Welcome and Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – August 20, 2015

For Information

- Performance-based Funding (Attachment PLAN 1)
- Data Initiative (Attachment PLAN 2)
- October State Board Planning Meeting/Joint Board Meeting (Attachment PLAN 3)
- Align4NCWorks Strategic Plan (*Discussion Only*)
    - "Boots on the Ground" Teams
    - Project Management Team
    - Collective Impact Teams
- Other Updates

For Future Action

For Action

New Business

Adjourn

***NOTE*: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919)807-7147 or by e-mail at stateboard@nccommunitycolleges.edu.**

State Board of Community Colleges
Strategic Planning Committee

NC Community College System
Raleigh, NC
August 20, 2015

Call to Order

Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:38 pm in the AW Conference Room of the System Office and welcomed everyone.

Board Members Participating:
Dr. Darrell Saunders
Mr. Bobby Irwin
Representative Jimmie Ford
Mr. Ernest Pearson
Mr. Clark Twiddy
Mr. Jerry Vaughn

Also Attending:
Linda Weiner
Matt Meyer
President Scott Ralls
Anne Bacon
Bill Schneider
Maureen Little
Chreatha Alston
Elizabeth Grovenstein
George Fouts
Linda Suggs
Lyn Austin
Harry Painter

Ethics Awareness and Conflicts of Interest

Dr. Saunders read the Ethics Awareness and Conflict of Interest Reminder and asked the Committee if there were any conflicts or potential conflicts of interest that needed to be identified. Having so requested and hearing none, Dr. Saunders asked that the record reflect that no conflicts of interest or potential conflicts of interest were reported.

Approval of Agenda

Dr. Saunders asked for a motion to approve the meeting agenda and a motion was made by Mr. Bobby Irwin and seconded by Mr. Clark Twiddy. The motion was adopted.

Approval of Minutes

Dr. Saunders asked for a motion to approve the minutes of the May 14th meeting and a motion was made by Mr. Irwin and seconded by Mr. Twiddy to approve the minutes. The motion was adopted.

Dr. Saunders asked that each attendant at the meeting introduce themselves so that everyone could become familiar with the new Board and others attending.

For Information

Strategic Planning Committee Agenda Items

Ms. Linda Weiner gave a brief summary of the Strategic Planning (PLAN) Committee and its background. She stated that, other than the Legislative Affairs Committee, the PLAN Committee is the newest to the Board. It began in 2009 and came together to determine how student success efforts were going to be planned within the NC Community College System (NCCCS). This carried through with SuccessNC through 2013. That same year a conversation was held regarding the importance of workforce development. From that came the plan for Align4NCWorks (A4NCW). She stated that we would be hearing about the implementation of that plan; taking it from words to action. She said that Board Chairman Scott Shook wanted to hear more conversation about performance in our System that's tied to our Strategic Plan.

Align4NCWorks Basic Overview & Updates – Implementation Structure (handout provided)

Dr. Matt Meyer and Ms. Anne Bacon explained the development and implementation process of Align4NCWorks. They reviewed the overarching goals (alignment, responsiveness, engagement and accountability). Ms. Bacon stated that the System Office reviewed six different state plans for workforce development, economic development and education, considering the directions already set for our state in determining ideas for our Strategic Plan. She stated that our biggest challenge has been aligning our directions to show the common ground. She went on to explain another major way we derived our strategic planning ideas was through twenty-one learning summits that were held and comprised of our community colleges, along with their workforce, economic development and education partners. Each college identified its most noteworthy best practice for collaborative workforce development. Important themes that came up in the summits and now serve as our strategic plan goals are: employer engagement, talent/career connections, education and training to validate skills & competencies, work-based learning, career awareness and mapping, college access and affordability, demand-driven and data informed decisions, and strengthening the foundation for success.

Dr. Meyer stated that we are now in the implementation phase. We are identifying "Boots on the Ground" teams, one in the East and one in the West. The western group includes Caldwell CC, Catawba Valley CC, Western Piedmont CC, as well as their workforce boards that serve those regions. The eastern group is Pitt CC, Lenoir CC, Wayne CC, Beaufort CC, the workforce boards for those regions, and NC East Alliance. These groups will help to implement our goals by testing strategies from the strategic plan, identifying barriers as well as successful strategies that can be replicated. Dr. Meyer and Anne Bacon also described other teams that will be used for strategic plan implementation: a Project Management Team (convened for the first time on August 13), Collective Impact Teams, and (for high-level policy discussions), matters will be referred to the NCWorks State Agency Subcommittee.

Performance Measures Overview & Update

Mr. Bill Schneider discussed the past three years of performance measures. In 2011, the State Board approved revised performance measures and they were adopted by the General Assembly in 2012. He stated that we moved away from looking at minimum standards, but instead have baseline expectations as well as aspirational goals. He said that we have recently shifted to referring goals as excellence levels for each measure. Three million dollars are allocated for each measure and will be distributed to the colleges based on two components; quality and impact.

- 2015 Performance Measures for Student Success (handout provided) –The SuccessNC initiative led to the revised "Performance Measures for Student Success" which were implemented in 2013. Efforts to disaggregate data were expanded to help colleges identify areas of strengths and weaknesses. The SAS Grant has enabled us to expand on technology tools to make the disaggregation of data more versatile and accessible. The 2015 Performance Measures for Student Success Report represents the last report under the current measures.
- Past Results Associated with 2016 Proposed Measures (handout provided) – During the previous measure review, a three-year review process was established. A committee was formed in 2014 to look at the eight current performance measures to see what needs to be revised or modified, and also what needs to be added or deleted. The most recent data associated with the revised measures previously approved by the State Board to be implemented in 2016 is included in this report.
- Proposed New Measure Earnings Gains Report (handout provided) – A new metric requiring State Board approval focuses on wage gains. This metric compares the median wages of select students two years before to two years after exit to calculate the college's change in wages In order to access this information we had to work with the Department of Commerce. Like with our other measures, we use historical results to calculate an excellence level one standard deviation above the statewide mean and a baseline two standard deviations below the mean.
- Performance-Based Funding Report (handout provided) – The performance-based funding model will be reviewed at the next meeting

Following discussion, a motion was made by Mr. Clark Twiddy to move the "Proposed New Measure Earnings Gains Report" from "for future action" to "for action" and present it to the full Board on August 21st. The motion was seconded by Mr. Bobby Irwin and was unanimously approved by the Committee.

A motion was made by Mr. Jerry Vaughn to approve the "Proposed New Measure Earnings Gains Report" and it was seconded by Mr. Ernest Pearson. The motion was unanimously approved by the Committee.

NCWorks Customized Training Annual Expenditures Report (handout provided) – Ms. Maureen Little provided some background information on the Customized Training Program. In 1958 our state realized that incentives needed to be put into place to attract industry to North Carolina. We were the first state to say that training was that key. In 2008 we were able to get legislative approval to combine resources to give us more flexibility so that we can focus on those companies experiencing job growth, investing in new technologies, and enhancing the productivity of the incumbent workforce. In 2014 Governor McCrory announced NCWorks and Customized Training became part of that initiative. This year, Customized Training has been approved as a sub recipient of the NC Manufacturing Extension Partnership (NCMEP). We now will be working closely with our university partners in making sure that we retain industry, as well as grow industry, in North Carolina. As part of the NCMEP, we will focus specifically on mid to medium size manufacturers. With the funding received as a sub recipient, we will be moving from five regional directors to six full time and one part time regional directors who will be working with our community colleges to serve business and industry. We will also be surveying our projects as they are completed to get an economic impact figure by a non-affiliated third party organization to take to the Legislature so that we can request additional funds when needed. Ms. Little shared the NCWorks Customized Training Annual Expenditures Report for 2014-2015 which is due to the General Assembly by September 1, 2015. She pointed out that in 2014 there were 329 projects, which is a 7% increase from the previous year. But that figure is an 80% increase from 2010, showing substantial economic development within the State.

A motion was made by Mr. Ernest Pearson to move the "NCWorks Customized Training Annual Expenditures Report" from "for future action" to "for action" and present it to the full Board on August 21st. The motion was seconded by Representative Jimmie Ford and was unanimously approved by the Committee.

A motion was made by Mr. Clark Twiddy to approve the "NCWorks Customized Training Annual Expenditures Report" and it was seconded by Mr. Bobby Irwin. The motion was unanimously approved by the Committee.

Other Business - Ms. Weiner provided a handout regarding preparations for the October Planning Meeting in conjunction with the NCWorks Commission meeting at the NCWorks Partnership Conference in Greensboro. In order to accommodate that schedule, the October Board meeting was moved from mid-October to the end of October. She stated that more information about the Planning Meeting would be forthcoming.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:11 pm.

Respectfully submitted,
Ms. Jerrie Farmer
Recording Secretary

NC Community Colleges

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PERFORMANCE-BASED FUNDING: A MODEL FOR EMBEDDING PERFORMANCE INTO FORMULA ALLOCATIONS

REPORTED TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

MARCH 1, 2013

Performance Funding Committee Chairs:
Mr. K. Ray Bailey, Chair, State Board, Finance & Capital Needs Committee
Dr. Garrett Hinshaw, President, Catawba Valley Community College

System Office:
Dr. Scott Ralls, System President
Ms. Jennifer Haygood, Chief Financial Officer
Mr. Bill Schneider, Associate Vice President for Research and Performance Management

Executive Summary

This report is submitted in response to the General Assembly's directive to develop a plan to merge revised accountability measures and performance standards into the regular funding formula used to allocate funds to community colleges. The State Board of Community Colleges recommends that **over the next four years the General Assembly restore $30 million in recurring funds, which would be allocated among community colleges based on institutional performance.** The performance-based allocation model would have two components:

1. **Rewarding Quality:** The amount of funding that a college would receive through the quality component for each performance measure would depend on the ***percentage of students succeeding*** on each measure compared to an established baseline and goal. Based on three years of data (if available) for each measure, the baseline would initially be set two standard deviations below the system mean, and the goal would initially be set one standard deviation above the system mean. The same baseline and goal would apply to all colleges. The baselines and goals would be revisited every three years. A college's performance-based funding allocation for quality would be determined based on the following rules:
    - If a college does not meet the baseline, it receives no performance-based funding through the quality component for that measure;
    - If a college exceeds the baseline, but does not meet the goal, it receives a portion of the performance-based funding for which it would be eligible;
    - If a college meets the goal, it receives 100% of the performance-based funding for which it would be eligible; and,
    - If a college exceeds the goal, it would receive more than 100% of the performance-based funding for which it would be eligible.

2. **Rewarding Impact:** Funds that are not allocated through the quality component would be distributed through the impact component. This component focuses on the ***number of students succeeding*** on each measure. Each college would receive a portion of the remaining funds based on its pro-rata share of students succeeding on each measure systemwide. This component complements the quality component by recognizing that our State not only needs students succeeding at higher rates, but needs more students succeeding in absolute terms.

Implementing this recommendation would marry two key goals: it would provide additional recurring funds that are badly needed to increase student success at community colleges, while also ensuring accountability by allocating the funds based on performance. This performance-based funding model reflects key principles: it recognizes student progress and completion, values progress and continuous improvement, and rewards programs for quality and impact on the State's workforce. While all colleges have the opportunity to benefit, the graduated approach recognizes differences in performance and programmatic emphases. Finally, this model has significant buy-in within the community college family. This is in large part because the model is relatively easy to understand and transparent. Based on these considerations, the State Board recommends that the General Assembly appropriate recurring funds and enact the proposed legislation found in Appendix B to enable this model.

Background

Dating back to the late 1980s, the North Carolina Community College System ("System") was one of the first higher education systems to establish, collect data, report, and publish a "Critical Success Factors Report".[1] This report was the forerunner of what would evolve into a performance-based system of accountability. For over a decade, the System has captured and reported on as many as 12 and as few as eight performance measures. The existing accountability system authorizes the carryforward of certain funds from the prior fiscal year and the allocation of those funds to colleges based on performance. Since 2001, over $60 million has been approved for carryforward and allocated to colleges through this performance funding model.

Cognizant of the need to revisit and revise a performance measurement system that had been developed in the late 1990s and put into place since early last decade, the State Board of Community Colleges and System President began conversations at their fall 2009 Planning Meeting. The conversations included the North Carolina Association of Community College Trustees and the North Carolina Association of Community College Presidents. Collectively, the State Board, System President, Trustees, and Presidents endorsed a significant planning initiative to foster guiding goals that would positively impact student success, which has been branded "SuccessNC." Two critically important features of SuccessNC are 1) to increase both student access and program quality (excellence), ultimately leading to student success, and 2) to research, develop, and establish performance measures that attempt to monitor and track student progress toward completion.

Phase 1 – Development of Revised Performance Measures: A representative committee of academic, finance, research, and student service expertise in the System, referred to as the Performance Measures Committee, was appointed in 2010 to develop new measures. During the timeframe of this committee's work, the 2011 Session of the General Assembly directed the State Board of Community Colleges to report on a revised set of accountability measures and performance standards.[2] The General Assembly also directed that the report include a plan to merge revised accountability measures and performance standards into the regular "State Aid Allocation Formula." This 2011 legislative directive was timely, as it reflected the direction established by the State Board, System Office, and leaders of the community college associations in 2009 and 2010.

After approximately one year of work, including the examination of multiple national initiatives focused on developing credible measures of accountability, the Performance Measures Committee, chaired by two community college presidents, brought forward eight new performance measures for consideration. Those measures, as listed in Exhibit 1, were adopted by the State Board of Community Colleges in November 2011, reported to the Joint Legislative Education Oversight Committee in March 2012[3], and enacted into law by the General Assembly in June 2012[4]. Appendix A provides additional description for each measure.

[1] Section 80 of S.L.1989-752
[2] Section 8.14 of Session Law 2011-145
[3] "Measuring Student Progress and Success", a report presented to the Joint Legislative Education Oversight Committee, March 1, 2012
[4] Section 8.5 of S.L. 2012-142

Exhibit 1: Community College Performance Measures (G.S. 115D-31.3)
Basic Skills Student Progress
GED Diploma Attainment
Developmental Student Success in College-Level English Courses
Developmental Student Success in College-Level Math Courses
First Year Progression
Curriculum Completion
Licensure and Certification Attainment
College Transfer Performance

Phase 2 – Development of Revised Performance-Based Funding Model: As the revised performance measures were being finalized, the System began to turn its attention to the second phase of this initiative: developing recommendations for incorporating performance into colleges' regular formula budget allocations. During the State Board's annual planning meeting in October 2011, Dr. Kevin Dougherty, a nationally renowned expert from Columbia University, presented research on performance-based funding in higher education. This presentation served as a springboard for initial conversations about a new approach to performance-based funding. The outcome of the State Board's planning meeting was a list of ideas that should guide the development of such a system.

In May 2012, President Scott Ralls appointed a team of college presidents to develop recommendations for incorporating performance measures into colleges' regular formula budget allocations (see Exhibit 2). This team, referred to as the Performance Funding Committee, included the following members:

- Chairman Mr. K. Ray Bailey, State Board
- Chairman Dr. Garret Hinshaw, Catawba Valley Community College
- Dr. Kay Albertson, President, Wayne Community College
- Mrs. Lynn Austin, Chair, Johnston Community College Board of Trustees
- Dr. Gordon Burns, President, Wilkes Community College
- Dr. Ervin Griffin, President, Halifax Community College
- Dr. Thomas Houlihan, State Board
- Dr. Dennis Massey, President, Pitt Community College
- Dr. Dale McInnis, President, Richmond Community College
- Dr. Randy Parker, President, Guilford Technical Community College
- Dr. Molly Parkhill, President, Blue Ridge Community College
- Dr. Lawrence Rouse, President, James Sprunt Community College
- Dr. Robert Shackleford, President, Randolph Community College
- Dr. Patricia Skinner, President, Gaston College

Staff to the committee included the following System Office staff:

- Kennon Briggs, Executive Vice President

- Jennifer Haygood, Chief Financial Officer
- Bill Schneider, Associate Vice President of Research and Performance Management

The Performance Funding Committee met five times between May and November 2012. The Committee began by reviewing the ideas identified at the 2011 State Board Planning Meeting and recent research on performance-based funding. During the course of its work, the Committee shared its progress with both the NC Association of Community College Presidents and the State Board for review and comment.

Guiding Principles

To ensure the conceptual integrity of the performance-based funding system under development, the committee initially focused on developing a set of principles that would guide the committee's work. The committee felt that the performance-based funding system should accomplish the following goals:

- **Reward both student progress and completion.** Research suggests that rewarding progress, in addition to completion, creates incentives for identifying what kinds of supports, interventions, and new strategies can help students persist, move faster, and increase their odds of completing.[5] This principle is reflected in the eight performance measures already adopted into law.
- **Provide opportunities for all colleges to benefit and not be exclusive**. Since the objective is to embed performance into colleges' regular formula budget allocations, the system needs to be inclusive of all colleges. The Committee felt like a "winner take all" type of system would undermine college buy-in and, ultimately, the effectiveness of the system.
- **Value progress and improvement in college performance.** The System's existing performance funding system rewards colleges on an "all or nothing" basis. If colleges meet the established standard, the college is eligible to be rewarded. That reward is the same regardless of whether the college simply met the standard or greatly exceeded it. The committee desired a more graduated approach that rewards continuous improvement.
- **Accommodate the fact that colleges are different.** While all colleges share a common workforce mission, college program offerings reflect the particular needs and demands of their local communities. The performance-based funding system should account for such variation.
- **Reward both quality and impact.** The rate of students succeeding on multiple performance measures has historically been used to evaluate college quality. However, increasing this percentage by focusing on a small proportion of mostly college-ready students, or "creaming" students, is contrary to the System's educational mission, our

[5] *Tying Funding to Community College Outcomes: Models, Tools, and Recommendations for States*, "Design Principles for an Effective Performance-Based Funding System", Richard Kazis, Jobs for the Future Foundation, April 2012.

commitment to access, and the State's workforce needs. To mitigate such unintended consequences, the committee pursued an approach that considers both program quality, the rate at which students succeed on performance measures, and program impact, the number of students that succeed.

- **Be implemented predictably, gradually, transparently, and as simplistically as possible.** Research suggests that getting broad buy-in among institutions and other stakeholders is important to the successful implementation of any performance-based funding system.[6] The Committee felt that to foster support the system needed to be easy to explain and understand. It is also important to clearly define the performance goals for which colleges they are striving.
- **Be supported with new, recurring funds.** The System's existing performance funding model relies on carryforward funds. Such funds may not be available and/or authorized in any given year. This instability undermines the effectiveness of the existing system to incentivize change. Furthermore, General Fund expenditures per full-time-equivalent (FTE) student at community colleges have decreased by 20% since 2007-08 in constant dollars. Also, FY 2011-12 State expenditures per student at UNC institutions were over three times higher than at community colleges; public schools expended approximately 30% more in State funds per student.[7] The cuts colleges have sustained have undermined their ability to implement the supports and student success strategies necessary to improve performance. Providing new, recurring funds equal to approximately 2-3% would provide colleges needed support, while incentivizing improvement and ensuring accountability by allocating additional funds based on performance.

The committee was extremely committed to these principles and continually reviewed whether elements of the performance-based funding model being developed stayed true to these maxims.

Recommended Performance-Based Funding Model

We recommend that over the next four years the General Assembly restore $30 million in recurring funds, which would be allocated among community colleges based on institutional performance.[8] The performance-based allocation model would have two components: 1) quality component and 2) impact component. Between the two components, an equal amount of funding would be allocated through the model for each performance measure, with a goal of allocating $5 million per measure.

1. **Rewarding Quality:** The quality component of the performance-based funding model would allocate funds based on the **percentage** of students who succeed on each measure as compared to an established baseline and goal. To better understand how this component would work, it is helpful to break the calculation down into three steps:

[6] Ibid.
[7] "State-Funded Education Expenditures in North Carolina", Fiscal Research Division, November 2012.
[8] A portion of the funding currently available for Basic Skills instruction is already allocated on a performance basis, specifically the number of GEDs and adult high school diplomas awarded each year. Up to $10 million of these funds would be repurposed to support this recommended performance-based funding model in future years once Basic Skills data has been validated.

a) Establish system-wide baseline and goal for each measure. Based on three years of data (if available) for each measure, the baseline would initially be set two standard deviations below the system mean, and the goal would initially be set one standard deviation above the system mean. The same baseline and goal would apply to all colleges. Consistent with its guiding principles, the committee recommended using consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. The baselines and goals would be revisited every three years.

b) Determine a college's potential performance-based funding for quality. For each measure, a college would be eligible to receive a certain amount of performance-based funding if it meets the established goal. This amount is referred to as the college's "potential performance-based funding". An individual college's potential performance-based funding amount would be based on its pro-rata share of the total number of students included in the performance measure.

For example, one of the performance measures focuses on licensure and certification exams. If $5 million in performance-based funding was available for this measure and 10,000 students were first time test-takers, then a college would be eligible to receive $500 per student ($5 million divided by 10,000 students) if it met the established performance goal. In other words, if College X had 200 students take the exam, it would be eligible to receive $100,000 if it met the performance goal.[9] (See Exhibit B.)

Exhibit B: Potential Performance-Based Funding Calculation Example

$5 million	Total amount of performance-based funding available
÷10,000 students	Total # of students taking licensure & certification exams
= $500 per student	**Potential quality performance-based funding per student**
$500 per student	Potential quality performance-based funding per student
x 200 students	# of students taking licensure & certification exams at College X
= $100,000	**College X's potential quality performance-based funding for this measure**

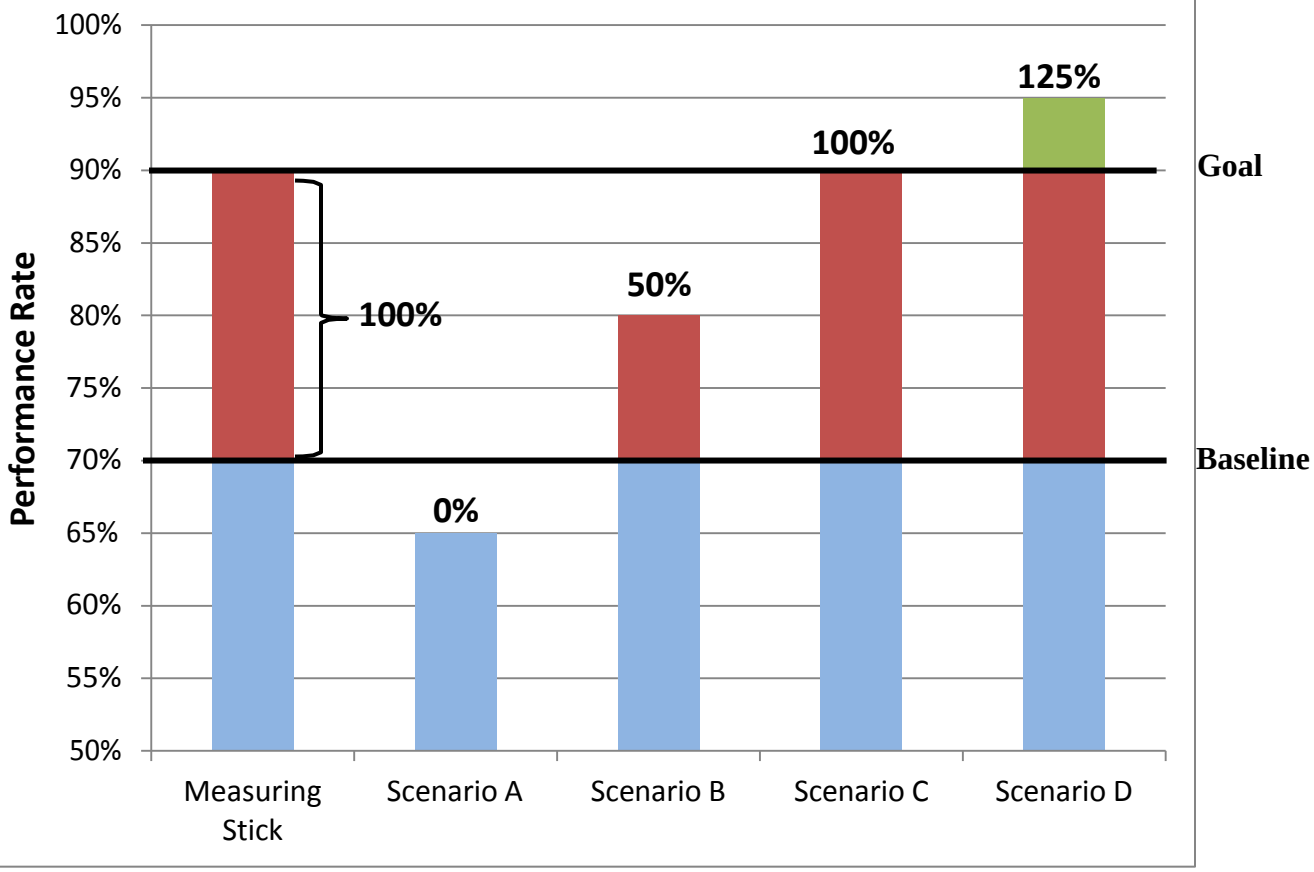
There are two key reasons for basing a college's potential performance-based funding on the number of students included in the measure. First, it helps recognize that colleges may have different programmatic emphases, one of the committee's guiding principles. For example, a college that focuses on preparing students for careers that require them to be licensed would be eligible to receive more funding than a college that focused less on this area. Secondly, it lessens the incentive to artificially increase the performance rate by restricting access. If a college limits the number of students taking licensure exams, it would also limit the amount of funding for which it would be eligible.

[9] Numbers used in the examples have been simplified and are for illustration purposes only.

c) **Determine a college's actual performance-based funding for quality.** The amount of funding that a college would actually receive through the quality component for each measure would depend on its performance as compared to an established baseline and goal. A college's actual performance-based funding amount for quality would be determined based on the following rules (see Exhibit C):

- If a college does not meet the baseline, it receives no performance-based funding through the quality component for that measure;
- If a college exceeds the baseline, but does not meet the goal, it receives a portion of the performance-based funding for which it would be eligible;
- If a college meets the goal, it receives 100% of the performance-based funding for which it would be eligible; and,
- If a college exceeds the goal, it would receive more than 100% of the performance-based funding for which it would be eligible.

Exhibit C: Determining Actual Performance-Based Funding



To continue the example above, assume that the performance baseline for the licensure and certification passing rate measure is 70% and the goal is 90%. If the percentage of students at College X passing the licensure exam is less than 70%, the college would not receive any performance-based funding for quality on this measure. If 90% of students at College X passed their licensure tests, the college would receive 100% of its potential performance-

based funding amount, or $100,000 in this example. If the college's performance was 80%, then the college would get $50,000, or 50% of its potential performance-based funding amount, because the percentage of students passing their licensure exams was 50% between the baseline and the goal. If 95% of the college's students passed their licensure exams, then the college would exceed the goal and receive $125,000, or 125% of its potential performance-based funding amount.

This graduated approach is consistent with many of the committee's guiding principles. While not every college is guaranteed to receive performance-based funding for quality, this model is not exclusive, as most colleges will benefit from earning some level of funding. Since funding increases as performance increases, there is incentive to continually improve and progress.

2. **Rewarding Impact:** Funds that are not allocated through the quality component would be distributed through the impact component. This component focuses on the ***number*** of students succeeding on each measure. Each college would receive a portion of the remaining funds based on its pro-rata share of students succeeding on each measure.

   For example, assume $2 million is available for allocation through the impact component for the licensure and certification passing rate performance measure and 8,000 students system-wide pass their exam on the first try. Colleges would be allocated $250 ($2 million divided by 8,000) for each student that passes his/her licensure exam. Therefore, in our example, if College X has 160 students pass their licensure exams, they would receive an additional $40,000 (160 * $250) through the impact component. (See Exhibit D.)

Exhibit D: Impact Performance-Based Funding Calculation Example

$5 million	Total amount of performance-based funding (PBF) available
-$3 million	Amount of PBF allocated through quality component
= $2 million	**PBF available for allocation through the impact component**
$2 million	PBF available for allocation through the impact component
x 8,000 students	# of students passing licensure & certification exams system-wide
= $250	**Amount of impact performance-based funding per student**
$250	Amount of impact performance-based funding per student
160 students	# of students passing licensure & certification exams at College X
$40,000	**College X's impact performance-based funding on this measure**

Model in Summary: The sum of the quality and impact components would determine the amount of performance-based funding a college would receive for a given measure. Exhibit D provides a simplified summary of the combination of the component for one sample measure: licensure and certification exam passing rates. This same methodology would be applied to each performance measure to determine a college's total performance-based allocation. An analysis of

2010-2011 college performance across the measures indicates that initially approximately two-thirds of available funds will likely be earned through quality component, leaving about one-third of available funds to be allocated through this second impact component. As formula funds, colleges would be authorized to use these funds flexibly consistent with the purposes for which formula funds are already approved.

Exhibit C: Putting the Components Together	System-wide	College X
Rewarding Quality		
# of Students Taking Licensure Exams	10,000	200
Potential PB Funding per Student	$500	$500
Potential Performance-Based Funding	$5,000,000	$100,000
% of Potential PBF Earned	60%	50%
Quality Allocation	**$3,000,000**	**$50,000**
Rewarding Impact		
# of students passing exam	8,000	160
$ per Passing Student	$250	$250
Impact Allocation	**$2,000,000**	**$40,000**
Quality + Impact Components	**$5,000,000**	**$90,000**

Implementing this recommendation would marry two key goals: it would provide additional recurring funds that are badly needed to increase student success at community colleges, while also ensuring accountability by allocating the funds based on performance. This performance-based funding model reflects key guiding principles, by recognizing student progress and completion, valuing progress and continuous improvement, and rewarding programs for quality and impact on the State's workforce. While all colleges have the opportunity to benefit, the graduated approach recognizes differences in performance and programmatic emphases. Finally, this model has significant buy-in within the community college family. This is in large part because the model is relatively easy to understand and transparent. Based on these considerations, the State Board recommends that the General Assembly appropriate recurring funds and enact the proposed legislation found in Appendix B to enable this model.

Appendix A: Performance Measures

Measure	Description
Developmental Student Success Rate in College-Level English Courses	Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a "C" or better upon the first attempt (within one year of developmental completion). The denominator will include all grades earned except transfer or credit for prior learning.
Developmental Student Success Rate in College-Level Math Courses	Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt (within one year of developmental completion). The denominator will include all grades earned except transfer or credit for prior learning.
First Year Progression	Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("C" or better) at least twelve of those hours
Licensure and Certification Passing Rate	Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams for which candidates must pass before becoming active practitioners. Passing rates for individual exams will be provided for informational purposes only.
College Transfer Performance	Percentage of community college associate degree completers and those who have completed 30 or more credit hours with a GPA of 2.00 or better at a North Carolina four-year college or university after two consecutive semesters within the academic year.
Curriculum Completion	Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years
Basic Skills Student Progress	Revision of description pending State Board approval
GED Diploma Passing Rate	Revision of description pending State Board approval

Appendix B: Draft Legislation

SECTION 1. G.S. 115D-31.3 reads as rewritten:

§ 115D-31.3. Institutional performance accountability.

(a) Creation of Accountability Measures and Performance Standards. – The State Board of Community Colleges shall ~~create new~~ implement a system of accountability measures and performance standards for the Community College System. The State Board of Community Colleges shall review and adopt ~~annually~~ the accountability measures and performance standards at least once every three years to ensure that they are appropriate for use in recognition of successful institutional performance.

(b) through (d) Repealed by Session Laws 2000-67, s. 9.7, effective July 1, 2000.

(e) Mandatory Performance Measures. – The State Board of Community Colleges shall evaluate each college on the following eight performance measures:

(1) Progress of basic skills students.

(2) ~~Passing rate for~~ General Educational Development (GED) diploma ~~examinations~~ attainment.

(3) Performance of students who transfer to a four-year institution.

(4) Success ~~rates~~ of developmental students in subsequent college-level English courses.

(5) Success ~~rates~~ of developmental students in subsequent college-level math courses.

(5a) Progress of first-year curriculum students.

(6) Repealed by Session Laws 2012-142, s. 8.5, effective July 1, 2012.

(7) Curriculum student retention and graduation.

(8) Repealed by Session Laws 2012-142, s. 8.5, effective July 1, 2012.

(9) ~~Passing rate for licensure~~ Licensure and certification ~~examinations~~ attainment.

The State Board may also evaluate each college on additional performance measures.

(f) Publication of Performance Ratings. – Each college shall publish its performance on the eight measures set out in subsection (e) of this section (i) annually in its electronic catalog or on the Internet and (ii) in its printed catalog each time the catalog is reprinted.

The Community Colleges System Office shall publish the performance of all colleges on all eight measures.

(g) Recognition ~~for~~ of Successful Institutional Performance. – For the purpose of recognition ~~for~~ of successful institutional performance, the State Board of Community Colleges shall evaluate each college on the eight performance measures. This evaluation shall include two components: 1) program quality shall be evaluated based on a college's rate of student success on each measure as compared to a systemwide performance baseline and goal; and 2) program impact shall be evaluated based on the number of students succeeding on each measure. Subject to funds availability, the State Board shall allocate funds among colleges based on this evaluation. Furthermore, a college may retain and carry forward into the next fiscal year an amount up to its performance-based funding allocation. ~~For each of these eight performance measures on which a college performs successfully, the college may retain and carry forward into the next fiscal year one-fourth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations.~~

~~(h) Recognition for Exceptional Institutional Performance. – Funds not allocated to colleges in accordance with subsection (g) of this section shall be used to reward exceptional institutional performance. A college is deemed to have achieved exceptional institutional performance if it succeeds on all eight performance measures. After all State aid budget obligations have been met,~~

~~the State Board of Community Colleges shall distribute the remainder of these funds to colleges that achieve exceptional institutional performance status based on the pro rata share of total full time equivalent (FTE) students served at each college. The State Board may withhold the portion of funds for which a college may qualify as an exceptional institution while the college is under investigation by a State or federal agency or if its performance does not meet the standards established by the Southern Association of Colleges and Schools, the State Auditor's Office, or the State Board of Community Colleges. The State Board may release the funds at such time as the investigations are complete and the issues are resolved.~~

~~(i) Permissible Uses of Funds. – Funds retained by colleges or distributed to colleges pursuant to this section shall be used for the purchase of equipment, initial program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.~~

~~(j) Use of funds in low-wealth counties. – Funds retained by colleges or distributed to colleges pursuant to this section may be used to supplement local funding for maintenance of plant if the college does not receive maintenance of plant funds pursuant to G.S. 115D-31.2, and if the county in which the main campus of the community college is located meets all of the following:~~

~~(1) Is designated as a Tier 1 county in accordance with G.S. 143B-437.08.~~

~~(2) Had an unemployment rate of at least two percent (2%) above the State average or greater than seven percent (7%), whichever is higher, in the prior calendar year.~~

~~(3) Is a county whose wealth, as calculated under the formula for distributing supplemental funding for schools in low-wealth counties, is eighty percent (80%) or less of the State average.~~

~~Funds may be used for this purpose only after all local funds appropriated for maintenance of plant have been expended.~~ (1999-237, s. 9.2(a); 2000-67, s. 9.7; 2001-186, s. 1; 2006-66, s. 8.9(a); 2007-230, s. 1; 2007-484, s. 29.5(a); 2007-527, s. 19; 2012-142, s. 8.5.)

SECTION 2. Section 9.2(b) of S.L. 1999-237 is repealed.

Data Initiative

Data Initiative

Data Initiative

- Goal is to establish a robust data system that provides accurate, holistic, and accessible information which fosters a culture of data-driven decision making, addresses research questions, and informs policies.
- Officially kicked off on May 4, 2012. This multi-year initiative will aim to be completed by the end of 2017.

Objectives

Data Initiative

- Expand the individual and collective inquisitiveness of stakeholders within the NC Community College System to ask research questions that inform decisions and policies. (Culture of Curiosity)
- Develop data definitions based on research needs and reporting requirements. (Data Dictionary)
- Ensure data accuracy and consistency through appropriate and uniform entering and collecting of information across the system so data extracted are valid and reliable. (Data Entry)
- Incorporate a data review process that ensures accountability through the validation of submitted data. (Validation)

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Objectives

Data Initiative

- Develop topic based data marts that will serve a wide variety of analytical research needs including, but not limited to, strategic initiatives, grants, and business and student centric needs. (State Reporting)
- Expand information accessibility by making all data users aware of the availability of predefined reports, web-based dashboards, statistical software, and training. (Communication)
- Utilize research findings and reports to educate policy makers on the extent to which factors impact outcomes, including student enrollment, student learning, student completion, faculty and staff development, budget allocation, etc. (Closing the Loop)

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Three Phases

Data Initiative

- **Phase I**: Identify and define the business needs and secure the tools to utilize in the NCCCS data system.
- **Phase II**: Implementation of processes, as well as technical solutions that will serve the business needs.
- **Phase III**: Maintain, review, and promulgate data-driven decision making utilizing the NCCCS data system. Implement the Data Governance structure and processes.

SAS Partnership

Data Initiative

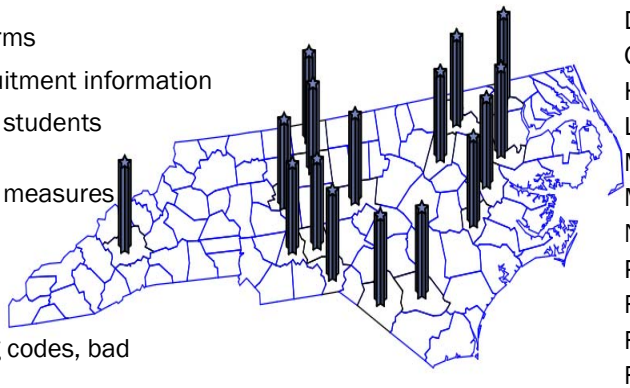
- System Office Tools: Data Flux (Data Dictionary), Visual Analytics (Dashboard/Reporting)
- Hosted software from SAS will be available for system wide reporting
  - Performance Measures Dashboards
  - Other metrics and reporting needs
- Local colleges receive SAS Education Suite
  - Business Intelligence team visits colleges to kick start the adoption of SAS
    - Installation and configuration
    - Roadmap and strategy sessions to assist colleges with individual usage plans
  - Sixteen colleges visited in the last 6 months

Business Intelligence Team College Visits

Data Initiative

BI team assists with

- Enrollment breakdown by ethnicity, gender, curriculum and service counties
- Enrollment by program by the terms
- County/location reports for recruitment information
- Retention reports, non-returning students to include phone number
- Demographic reports on various measures
- Awarded programs breakdown similar to the enrollment
- Grade distribution
- Data Quality reports, i.e. missing codes, bad addresses, incomplete data
- …. Other topics as needed



A-B Tech
Bladen
Central Carolina
Davidson
Gilford
Halifax
Lenoir
Martin
Montgomery
Nash
Pitt
Richmond
RoanokChowan
Robeson
Rockingham
Stanley

Phase I Discoveries

Data Initiative

- College file submissions are too large and cumbersome to guarantee data quality.
- Various data entry workflows need to be reviewed and recommended workflows should be documented.
- More validation checks need to be built into data entry and collection processes.
- There is a need for more frequent and timely data collection.
- An automated data extraction process needs to be explored.

Scope of Work and Budget

Data Initiative

- To date there have been no modifications to the original scope of work or budget.
  - The eight original Data Initiative goals have remained unchanged.
  - Budget remains $0 and being done using “spare time” from staff across the Community College system.

Where We Are Today

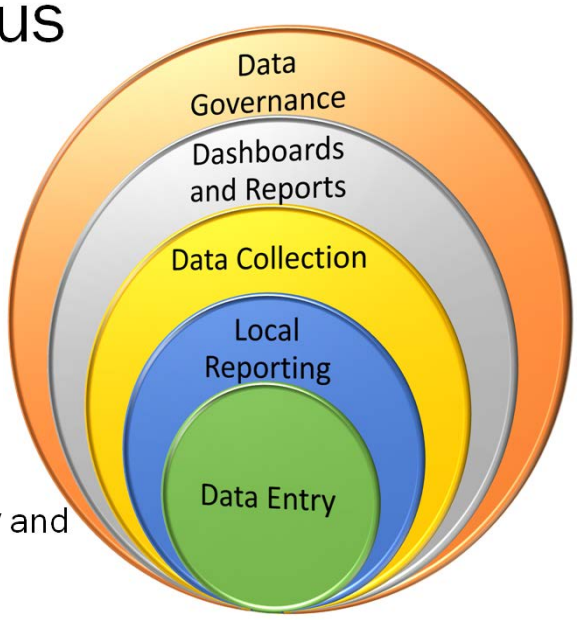
Data Initiative

- Start of Phase II.
- Focus area teams that were mostly comprised of college representatives documented research questions, defined associated elements, and identified reporting needs.
- A partnership with SAS has provided a "no-cost" contract for NCCCS and the colleges to utilize SAS tools to provide analytic capabilities.
- Phase I discoveries will be addressed in Phase II.

Phase II Focus

Data Initiative

- Data Entry
- Local Reporting Tools
- Data collection
  - Data Extraction
  - Data Validation
- Dashboards and Reports
- Data Governance
  - Data Dictionary
  - Ongoing Assessment of technology and reporting needs.



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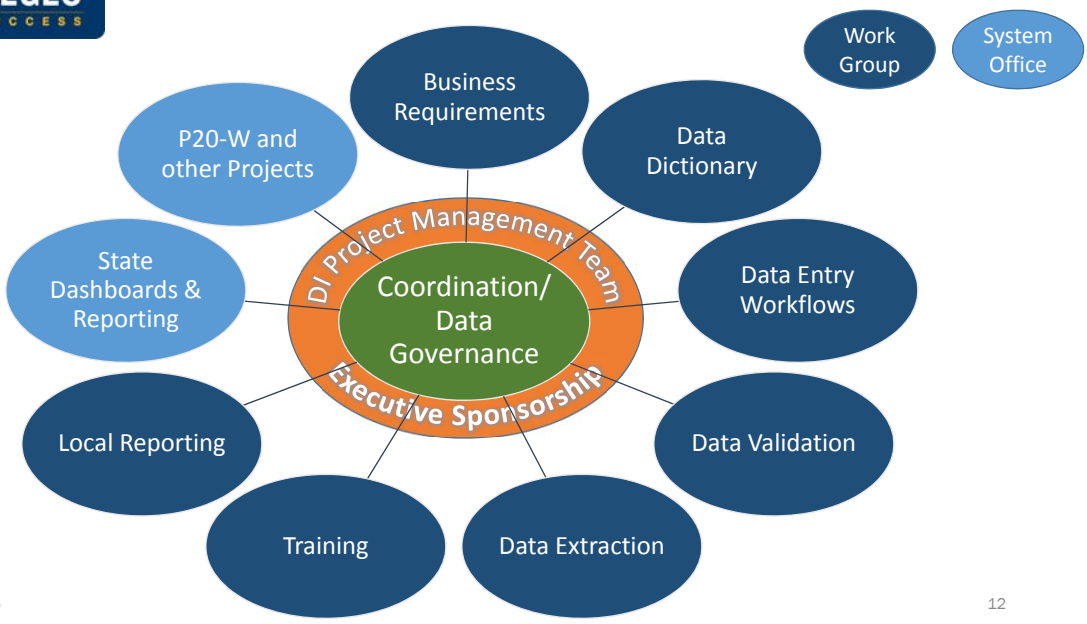
Phase II Team Structure

Data Initiative



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Data Governance Committee

Data Initiative

- The Data Governance Committee (DGC) is anticipated to be launched Summer 2016.
- Seeking support from the President's Association this fall and State Board this winter
- The DGC will continue monitoring data quality once the Data Initiative has concluded.
- The DGC will be composed of colleges and System Office staff.

DGC - Why Do We Need It?

Data Initiative

- To facilitate ongoing systematic improvements to data entry, collection, and reporting that are efficient, secure, valid, and useful.
- To implement and enforce processes and policies established through the Data Initiative.
- To adapt to changing technologies and business needs over time.
- To champion the effort to have the most robust post-secondary data system in the country.

DGC - Purpose

Data Initiative

- Established to maintain and sustain effective data systems to ensure data quality, efficient processes, and effective reporting capabilities within NCCCS.
- Will help set the strategic direction to ensure systems are effective and maximize economies of scale.
- Will have the responsibility for ensuring that colleges have access to resources and tools that facilitate data integrity and accuracy of reports throughout the system.
- Will have the authority to approve changes, additions, and deletions that impact system reporting requirements.

Schedule for the October Strategic Planning Meeting
October 28-30, 2015
Koury Convention Center and Guilford Technical Community College (GTCC), Greensboro, NC

DRAFT

Because of our strong partnership with the NCWorks Commission and the collaborative connections with their strategic plan and ours, Align4NCWorks, the State Board decided last year to move its October Strategic Planning meeting to the end of the month to coincide with the NCWorks Partnership Conference. This conference, formerly known as the NC Workforce Development Conference and attended by hundreds of workforce development professionals from across the state, provides the perfect opportunity for our two state-level boards to come together to discuss progress in our respective plans, identify other opportunities for collaboration and to continue our joint work on having a collective impact on North Carolina's workforce.

Lodging: Sheraton Four Seasons, connected to the Koury Convention Center.

Wednesday, October 28

10:30 a.m. – Noon The NCWorks Commission and the State Board of Community Colleges will meet jointly. This meeting may also include other state-level workforce, education and economic development boards such as the UNC Board of Governors, the State Board of Education, the Board of Directors of the Economic Development Partnership of NC and the Board of the NC Independent Colleges and Universities. The Governor has this meeting on his calendar, and we will receive confirmation over the next few weeks as to which other boards may be attending and the Governor's purpose for the gathering.

Noon – 1:30 p.m. Joint luncheon with attending boards

1:30 – 3:00 p.m.: Opening speaker at the NCWorks Partnership meeting – Greg Hills, a national expert on collective impact from FSG, Inc. His presentation is entitled: "Collective Impact: Common Goals with Uncommon Results."

3:00 – 3:30 p.m. Break and move to concurrent sessions

3:30 – 5:00 p.m. Board members will have the opportunity to attend any of a number of **sessions on workforce development topics**, several presented by our own community college staff in conjunction with other workforce partners. Board members will be given a list of sessions, room numbers, etc. for their use in selecting a potential session.

6:00 – 8:30 p.m. **State Board Dinner** at Joseph's, located in the Sheraton/Koury Center.

Thursday, October 29

7:45 – 8:15 a.m. **Continental Breakfast (Koury Center)**

8:15 – 9:00 a.m. **Align4NCWorks in Action:** Team of local workforce partners, including representatives from community colleges, workforce boards and economic development, demonstrate the power of collaboration and how our strategic plan, Align4NCWorks, is helping to strengthen their collective impact in four Eastern North Carolina counties on career pathways and work-based learning. (Panelists to be determined).

9:00 – 9:10 a.m. **Break**

9:10 – 11:00 a.m. **A Conversation with NC Legislators:** A panel of four current or former NC legislators will discuss:

- **Developing relationships with legislators**
- **Communicating with legislators at home, during the legislative session and during critical periods, such a budget negotiations**
- **Staying connected and thanking legislators to keep the conversation going, to fully appreciate their efforts and to move from advocacy to true champions**

We will invite the legislative panelists to join us for lunch at GTCC.

11:00 – 11:30 a.m. **Travel to GTCC's Cameron Conference Center**, 7908 Leabourne Road, Colfax, NC (15 minutes)

11:30 a.m. – 1:15 p.m. **GTCC hosts luncheon at Cameron Conference Center**

1:30 – 4:30 p.m. Committee meetings at Cameron Conference Center.

6:30 – 8: 00 p.m. Governor's Award Banquet, NCWorks Partnership Conference, Koury Convention Center

Friday, October 30

8:00 – 9:00 a.m. **Breakfast with GTCC Leadership,** Cameron Conference Center, GTCC

9:00 a.m. State Board meeting

DRAFT

AGENDA

State Board of Community Colleges
Programs Committee
Caswell Building, J. Gregory Poole Conference Room
September 17, 2015 - 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – August 20, 2015

For Information

- Specialized Training Course List for Waivers Authorized Under G.S. 115D-5(b)(2) (Attachment FC 6)

- Curriculum Program Terminations as Approved by the System President (Attachment PROG 1)
  - Blue Ridge Community College
    - Carpentry (Diploma) (D35180)
    - Electrical Systems Technology (A35130)
    - Manicuring Instructor (Certificate) (C55380)
    - Masonry (Diploma) (D35280)
  - Piedmont Community College
    - Air Conditioning, Heating and Refrigeration Technology (A35100)
    - Biotechnology (A20100)
    - Esthetics Technology (Certificate) (C55230)
    - Gunsmithing (A30200)
    - Manicuring/Nail Technology (Certificate) (C55400)
- SBCC Code Report – September 2015 (Attachment PROG 2)
- Ad hoc committee report on The Future of Community College Nursing Education (Attachment PROG 3)

For Future Action

- The Future of Community College Nursing Education - Feasibility Study Request (Attachment PROG 4)
- Career and College Promise Operating Procedure Update, Curriculum Procedures Reference Manual – Section 14 (Attachment PROG 5)

For Action

- Associate in Engineering (A10500) Program Applications (Attachment PROG 6) [CA]
  - Central Carolina Community College
  - Nash Community College

***NOTE*: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu**

- *New and Archived Curriculum Standards (Attachment PROG 7) [CA]
  - Information Technology Alignment Project (ITAP) for 2014-2015
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
  - Central Carolina Community College
    - Health Information Technology (A45360)
  - McDowell Technical Community College
    - Emergency Management (A55460)
  - Roanoke-Chowan Community College
    - Emergency Medical Science (A45340)
- Combined Course Library – Continuing Education (Attachment PROG 9) [CA]
  - New Course Approvals, Modification, and Tier Designations

New Business

Adjourn

**Reviewed in previous month.*

***NOTE*: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu**

DRAFT

Minutes
Programs Committee
North Carolina Community College System
Thursday, August 20, 2015
Raleigh, North Carolina

MEMBERS PRESENT: Dr. Sam Powell, chair; Mr. Wesley Fricks, vice chair; Ms. Priya Balakrishnan; Dr. Breeden Blackwell; Dr. Candler Willis; Mr. Scott Shook, SBCC chair

OTHER ATTENDEES: Staff: Dr. Lisa Chapman, Mr. Wesley Beddard, Dr. Kim Sepich, Ms. Jennifer Frazelle, Dr. Lisa Eads, Mr. Frank Scuiletti, Ms. Renee Batts, Dr. Hilmi Lahoud, Ms. Wanda White, Dr. Monty Hickman, Mr. Kenny Weatherington, Ms. Shante Martin, Ms. Leslie Leak. Guests: Ms. Julie Woodson, NCACCT

The Programs Committee of the State Board of Community Colleges was called to order by Dr. Powell, chair, at 1:40 p.m., Thursday, August 20, 2015. The meeting was held in the Gregory Poole Conference Room, Caswell Building, Raleigh, North Carolina. Roll call established that a quorum was present. Dr. Powell extended a warm welcome to new members Ms. Priya Balakrishnan and Dr. Breeden Blackwell.

A. Ethics Awareness and Conflict of Interest Statement

Dr. Powell read the ***Ethics Awareness and Conflict of Interest Statement***. All of the members present answered 'no' to the question, *"Does any member of the committee have any known conflict of interest or appearance of conflict with respect to any matters coming before us today?"*

B. Approval of Agenda and Minutes

A motion to approve today's meeting agenda was made by Dr. Blackwell, seconded by Dr. Willis. A motion to approve the minutes of the July 16, 2015 meeting was made by Dr. Willis, seconded by Dr. Blackwell.

C. For Information:

- Programs Committee Agenda Items: A Review **(Discussion Only)**

Dr. Chapman asked the staff to introduce themselves and summarized the items staff review and prepare as a way to familiarize the committee with the agenda items they will be asked to approve. Dr. Powell explained the policies and actions of the committee are for the good of the System and all of the colleges. Dr. Powell thanked Dr. Chapman and the staff for the hard work and thorough jobs they do to prepare for the meetings.

- Allocation for Minority Male Mentoring FY 2015-2016 **(Attachment FC 8) [CA]**
- Allocation for The Golden LEAF Scholars Program – Two-Year Colleges **(Attachment FC 9) [CA]**
- Allocation for CTE Leadership Grants – Career Pathways **(Attachment FC 10) [CA]**

This is a request for 2nd year funding and is an Action item on the Finance Committee agenda. The Programs Committee is in general support of this item and will request additional information.

- Curriculum Program Applications as Approved by the System President **(Attachment PROG 1)**
  - Bladen Community College - Medical Office Administration (A25310)
  - Central Piedmont Community College - Cosmetology Instructor (Certificate)(C55160)
  - Durham Technical Community College - Associate in Fine Arts (A10200)
  - Mitchell Community College - Welding Technology (A50420)
  - Southeastern Community College - Cosmetology Instructor (Certificate) (C55160)
  - Tri-County Community College - Industrial Systems Technology (A50240)
  - Wake Technical Community College - Human Services Technology/Mental Health (A4538C)

- Curriculum Program Terminations as Approved by the System President **(Attachment PROG 2)**
  - Beaufort County Community College
    - Esthetics Technology (Certificate) (C55230)
    - Manicuring Instructor (Certificate) (C55380)
    - Web Technologies (A25290)
  - Bladen Community College
    - Esthetics Instructor (Certificate) (C55270)
    - Esthetics Technology (Certificate) (C55230)
    - Manicuring/Nail Technology (Certificate) (C55400)

- Brunswick Community College
  - Esthetics Instructor (Certificate) (C55270)
  - Esthetics Technology (Certificate) (C55230)
  - Manicuring Instructor (Certificate) (C55380)
  - Manicuring/Nail Technology (Certificate) (C55400)
  - School-Age Education (A55440)
- Cape Fear Community College
  - Esthetics Instructor (Certificate) (C55270)
  - Licensed Practical Nurse Refresher (Certificate) (C45390)
  - Marine Propulsions Systems (Diploma) (D60220)
  - Networking Technology (A25340)
  - Real Estate Appraisal (A25420)
- Haywood Community College
  - Associate in Fine Arts (A10200)
  - Healthcare Business Informatics (A25510)
  - Manicuring Instructor (Certificate) (C55380)
- Isothermal Community College
  - Automotive Systems Technology (A60160)
  - Healthcare Business Informatics (A25510)
  - Information Systems Security (A25270)
  - Sustainability Technologies (A40370)
- James Sprunt Community College
  - Manicuring Instructor (Certificate) (C55380)
  - Manicuring/Nail Technology (Certificate) (C55400)
- Pitt Community College
  - Carpentry (Diploma) (D35180)
  - Esthetics Technology (Certificate) (C55230)
- Southeastern Community College
  - Esthetics Instructor (Certificate) (C55270)
  - Esthetics Technology (Certificate) (C55230)
  - General Occupational Technology (A55280)
  - Networking Technology (A25340)

- SBCC Code Report – August 2015 **(Attachment PROG 3)**

D. THE COMMITTEE RECEIVED NO ITEMS FOR CONSIDERATION OF FUTURE ACTION

E. THE COMMITTEE RECEIVED THE FOLLOWING ITEMS FOR CONSIDERATION OF ACTION:

- Curriculum Program Application (New to the System) **(Attachment PROG 4) [CA]**
  - Pitt Community College
    - Breast Sonography (Certificate (C45xxx)
    - Tiered Funding Formula Recommendation – Breast Sonography

- *New and Archived Curriculum Standards **(Attachment PROG 5) [CA]**
  - Information Technology Alignment Project (ITAP) for 2014-2015

On a motion for further clarification made by Dr. Blackwell, seconded by Mr. Fricks, this item was removed from the consent agenda. Staff will provide additional information and be available for further discussion. This item will be considered at a future meeting.

- Curriculum Standard Revision **(Attachment PROG 6) [CA]**
  - Wake Technical Community College
    - Business Analytics (A25350)

Minutes
Programs Committee
North Carolina Community College System
Thursday, August 20, 2015
Raleigh, North Carolina

- Curriculum Program Applications (Fast Track for Action) **(Attachment PROG 7) [CA]**
  - Pitt Community College
    - Nurse Aide (Certificate) (C45480)
    - Phlebotomy (Certificate) (C45600)

- Combined Course Library – Continuing Education **(Attachment PROG 8) [CA]**
  - New Course Approvals, Modifications, and Tier Designations

- Courses of Instruction to Captive/Co-opted Groups **(Attachment PROG 9) [CA]**
  - Wake Technical Community College
    - NCCIW/Raleigh Correctional Center for Women
      - Motivation and Retention (Employment Motivation and Retention)
    - NC Correctional Institution for Women
      - Commercial Driver License (Commercial Driver License Permit)

Agenda items 4-9 were discussed individually. On a motion made by Dr. Blackwell, seconded by Dr. Saunders, items 4, 6, 7, 8, and 9 were approved for placement on the full board "Consent Agenda" for action at their August 21, 2015 meeting.

F. NEW BUSINESS

G. ADJOURNMENT

On a motion made by Mr. Fricks, seconded by Dr. Willis, the meeting was adjourned at 3:27 p.m.

Respectfully submitted,
Carol Bowers
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Terminations
As Approved by the System President

1D SBCCC 400.95(b) states the following:

The college shall terminate a curriculum program when there has been no enrollment for two years; a college may request an one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.

On April 17, 2015, the System Office sent a letter to fifty-five colleges to notify them of programs that had not demonstrated enrollment in over two years. The letter requested that they either send in a program termination request or provide justification and a request for an extension. The majority of the terminations below resulted from this request.

The System President has approved the terminations as listed below:

Blue Ridge Community College

Carpentry (Diploma) (D35180)
Rationale: No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.
Termination Semester: **Fall 2015**

Electrical Systems Technology (A35130)
Rationale: No enrollment. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.
Termination Semester: **Fall 2015**

Manicuring Instructor (Certificate) (C55380)
Rationale: No enrollment for two or more years. Due to changes in the industry, employers tend to hire those with a full cosmetology license, which encompasses all areas of the industry.
Termination Semester: **Fall 2015**

Masonry (Diploma) (D35280)
Rationale: No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.
Termination Semester: **Fall 2015**

Piedmont Community College

Air Conditioning, Heating and Refrigeration Technology (A35100)
Rationale: No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn.
Termination Semester: **Fall 2015**

Biotechnology (A20100)
Rationale: Low Enrollment: There were insufficient employment opportunities for graduates of the program within the college's service area.
Termination Semester: **Fall 2015**

Piedmont Community College (continued)

Esthetics Technology (Certificate) (C55230)
Rationale: No enrollment for two or more years. There was a decline in enrollment due limited job opportunities in the college's service area.
Termination Semester: **Fall 2015**

Gunsmithing (A30200)
Rationale: No enrollment for two or more years: Employment within the service area does not require the associate degree. The college will utilize their Gunsmithing (Diploma) (D30210) program to meet local employment needs.
Termination Semester: **Fall 2015**

Manicuring/Nail Technology (Certificate) (C55400)
Rationale: No enrollment for two or more years. The program had limited student interest due to lack of employment opportunities in the college's service area.
Termination Semester: **Fall 2015**

Contact Person:
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frazellej@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND "Title 1, Chapter H – Fiscal Management"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

AMEND "1E SBCCC 700.7 - Excess Fee Receipts"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
REPEAL "1D SBCCC 700.99 – Live Projects"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	
AMEND "2A SBCCC 400.2 – Admission Requirements"	Initiation of Rulemaking Process	October 30, 2015	**PENDING**
	Publication on NCCCS Website	November 3, 2015	
	Written Comment Period Ends	December 3, 2015	
	Review Comments with SBCC Committee	January 14, 2016	
	2nd Written Comment Period Ends (if substantive changes)	January 26, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 19, 2016	
	Prospective Effective Date of Rule	March 1, 2016	

STATE BOARD OF COMMUNITY COLLEGES
Ad Hoc Committee Report on The Future of Community College Nursing Education

In Fall 2014, Dr. Scott Ralls, former President of the North Carolina Community College System, appointed an ad hoc committee to examine the role of the North Carolina Community College System in relationship to the recommendations from the *Institute of Medicine's 2010, The Future of Nursing Leadership, Change, Advancing Health* Report to increase the proportion of baccalaureate prepared nurses to eighty percent by 2020.

The committee was co-chaired by Dr. Mary Rittling, President of Davidson County Community College and Dr. Sam Powell, Programs Committee Chair of the State Board of Committee Colleges.

The committee was composed of multiple stakeholders which included community college presidents, chairs/deans of health science programs, and board members. External stake holders represented the North Carolina Board of Nursing, North Carolina Hospital Association, North Carolina Health Care Facilities, North Carolina Assisted Living Association, North Carolina Foundation for Nursing Excellence, North Carolina Nurses Association, Watts School of Nursing, and the Cecil G. Sheps Center at UNC.

The Ad Hoc Committee Report on The Future of Community College Nursing Education is attached. The referenced appendices in the report are available upon request.

Contact Person:
Lisa Chapman, Ed.D.
Senior Vice President/CAO
Programs and Student Services
919.807.7196

Attachment PROG 3

REPORT:

The Future of Community College Nursing Education

SBCC
09/18/2015

Chapter 1

Charge and Process

In the Fall of 2014, Dr. Scott Ralls, President of the North Carolina Community College System, appointed the Future of Community College Nursing Education ad hoc committee to examine the structure and role of the North Carolina Community College System (NCCCS) nursing programs in relationship to the Institution of Medicine (IOM) recommendation to increase the proportion of baccalaureate prepared nurses to eighty percent by 2020. *(IOM 2010, The Future of Nursing Leadership Change, Advancing Health)* (Appendix A)

The committee's charge was to examine the impact of hospital and statewide goals and make recommendations as to whether additional efforts should be made to encourage and facilitate NC community college nursing students to achieve a Bachelor of Science in Nursing (BSN) degree, and to identify the most effective and efficient ways to achieve those goals including:

- Expansion of the Regionally Increasing Bachelors in Nursing (RIBN) collaborations between NC community colleges and universities and new proposals for 3+1 BSN articulation;
- Developing statewide on-line programs, or utilizing statewide partnerships such as Western Governors University, to facilitate BSN completion;
- Developing programs leading to BSN or Master of Science in Nursing (MSN) for a significant number of nursing students entering community college programs with bachelors degrees; and/or
- Converting some existing community college ADN programs to BSN granting status.

The ad hoc committee was co-chaired by Dr. Sam Powell, Program Committee Chair of the State Board of Community Colleges, and Dr. Mary Rittling, President of Davidson County Community College. The committee was composed of multiple stakeholders which included: community college presidents, chairs/deans of health science programs, board members, and representatives from the North Carolina Board of Nursing, North Carolina Hospital Association, North Carolina Health Care Facilities Association, North Carolina Assisted Living Association, North Carolina Foundation for Nursing Excellence, North Carolina Nurses Association, Watts School of Nursing, and the Cecil G. Sheps Center for Health Services Research at UNC. (Appendix B)

The ad hoc committee convened its first meeting in October 2014 and held subsequent meetings in November, January, February, and March 2015. At the meetings, presentations were given to provide information to the membership concerning national, state and local perspectives. Presenters provided a national perspective on profession trends, processes and accreditation of nursing programs. These perspectives set the stage for discussion and also answered a number of questions regarding the facts related to the accreditation of nursing programs.

The full context of each presenter's presentation may be found in the attached appendices. The following is a synopsis of each presentation:

- Dr. Marcy Stoll's (Southern Association of Colleges & Schools Commission on Colleges) (SACSCOC) presentation focused on addressing the committee's charge i.e. RIBN, articulation, on-line programs, and RN to BSN programs at the community college. Currently, all 58 community colleges within NCCCS are approved at a Level 1.

Level 1 gives authority to offer only associate degrees. Currently 55 of the 58 North Carolina community colleges offer associate degrees in nursing. If community colleges within the NCCCS sought to award baccalaureate degrees (RN to BSN), this would be a substantive change. In order to award a baccalaureate degree, the community college(s) would complete the *Application for a Member Institution Seeking Accreditation at a Higher or Lower Degree Level*. The Level 2 classification approves the institution to offer the baccalaureate degree as the highest degree. The SACSCOC reclassification process requires that standards are met and a site visit occur. This process takes 18-24 months to complete. (Appendix C)

- Ms. Roxane Fulcher's (American Association of Community Colleges) (AACC) presentation addressed the nursing profession and nursing workforce. She stated "AACC encourages all community college students and graduates to pursue additional education and training." She also noted that AACC's position is, "the associate degree in nursing is an appropriate credential for RN practice. An RN is an RN as defined by shared NCLEX passage, NCLEX pass-rates, and scope of practice (licensure)." National trending information related to magnet status, employers, and state practices to facilitate academic progression were reviewed. (Roxane Fulcher, October 4, 2014 slide presentation) (Appendix D)

- Dr. Sharon Tanner (Accreditation Commission for Education in Nursing) (ACEN) discussed the importance of national nursing accreditation. She reported on the number of accredited associate degree nursing programs within each of the southeast regional states, the definition of a substantive change, the application process for ACEN and ACEN standards/criteria. Currently, 17 of the 55 NCCCS programs are ACEN accredited. Based on Dr. Tanner's presentation, NC ranks six out of seven for the number of accredited associate programs in the Southeast Region. (Appendix E)

- Ms. Joyce Roth (North Carolina Board of Nursing) (NCBON) provided a copy of the *NC Trends in Nursing Education Report* to committee members. (Appendix F) Ms. Roth shared the three educational pathways (diploma, associate and baccalaureate) an individual can pursue in preparation for NCLEX-RN and entry into practice as a Registered Nurse. Both the diploma and associate degree provide a solid foundation for nurses in the continuation of their formal education

- Ms. Polly Johnson (Regionally Increasing Bachelors in Nursing) (RIBN) provided an update on the RIBN program. A RIBN student is dually admitted into both a community college program and a university program, and most students in the RIBN program attend college year round. During the first three years of study, the student completes general education and nursing courses at the community college and takes one course per semester at the university. After successfully completing these courses, the student will receive an ADN from the community college and will be eligible to sit for the NCLEX-RN examination. The student then completes a fourth year of study on the university campus, where he or she will take nursing courses in gerontology, community health nursing, and nursing leadership. On completion of the fourth year, the student will be awarded a bachelor of science in nursing (BSN) degree.

  In 2010, students in the first cohort of the RIBN program were dually admitted to Asheville-Buncombe Technical Community College and Western Carolina University. In 2014, the first class of RIBN BSN students graduated from Western Carolina.

Statewide, 32 of the 55 community colleges that are approved to offer an ADN are partnering with neighboring universities to participate in the RIBN initiative. Currently, 32 community colleges, one private ADN program, eight state and one private university compose the nine regional RIBN partnerships. In 2014, 323 RIBN students were enrolled in the program. It is projected there will be 617 students enrolled in RIBN in 2016, 797 students enrolled in 2018, and 938 students enrolled in 2020. (Appendix G)

- Dr. Lisa Chapman and Renee Batts provided information on the RN to BSN Articulation Agreement between the UNC system and the NCCCS. In addition, survey data from the 55 associate nursing programs was shared. (Appendix H) The State Board of Community Colleges and The UNC Board of Governors approved the *Uniform Articulation Agreement between the University of North Carolina RN to BSN Programs and the NC Community College System Associate Degree Nursing Programs* in February 2015. This approval includes a Five Block Degree Plan with Transfer Course List. The Five Block Degree Plan contains the following elements: Block One consists of 23 semester hours of credit (SHC) that will be taken as part of all ADN programs at the community colleges. Block Two consists of 18-19 SHC that are additional general education courses that are required for the BSN, but are not part of ADN requirement (taken at community college). Block Three consists of 17-18 SHC that are additional requirements for the BSN that are not part of ADN (taken at community college). Block Four consists of 30-34 SHC (depending on the allocation in block five) awarded for NUR courses taken as part of the ADN curriculum (these are awarded after an RN student has successfully completed one or two initial BSN nursing courses). The ADN curriculum standard requires a minimum of 43 SHC of nursing courses (34 semester hours of credit are awarded by the university for the 43 semester hours). Effective Fall 2015, individual ADN programs may choose as many as 10 hours beyond the designated 43 SHC of nursing courses in Block Four and 23 SHC in Block One to meet college specific degree requirements. Block Five contains 30-34 SHC (depending on credit allocation in block Four) of university–based nursing courses (these university classes are taken either on-line or in the classroom).

  While individual university programs may require a maximum of two courses or six credits to meet university-specific degree requirements that are not part of the unified RN to BSN, these additional requirements cannot necessitate the student to complete more than 128 credits to earn a BSN.

  Effective Fall 2015, all Associate Degree Nursing (A45110) programs of study must include the general education courses listed in Block One of the Five Block Degree Plan.

  The Uniform Articulation Agreement between Associate Degree Nursing Programs and the RN to BSN Programs promotes a more seamless, concise pathway for students moving from community colleges to public universities.

- Dr. Julie Alexander (Vice Chancellor of Academic & Student Affairs at Florida College System) provided an overview of the Florida College System (FCS) Baccalaureate Degree from 1999 to 2014. Per Section 1007.33 (2) of the Florida Statues, the FCS institution that offers one or more baccalaureate degree must maintain as its primary mission: (1) response to community needs, (2) provide associate degrees programs, (3) open door admission policy, and (4) outreach to underserved populations. During the 2012-13 year, the top 5 baccalaureate degrees by enrollment were:

supervision/management, nursing, public safety administration, business administration and health service administration. At the time of Dr. Alexander's presentation, she stated a moratorium was placed on Florida's "State Board of Education that they may not approve Florida College System institution baccalaureate degree program proposals from March 31, 2014, through May 31, 2015." Twenty of the twenty-eight FCS colleges offer a Bachelor of Science in Nursing degree on their campuses. Each of the colleges has a 2+2 program where a student must complete the associate in science (RN) and then articulate into the RN to BSN program. (Appendix I)

- Dr. Erin Fraher (Director of the Program on Health Workforce Research & Policy at the Sheps Center and UNC) focused on the vital role played by nurses in assuring the delivery of high quality care to the people of the state, and the way the nursing workforce needs to adapt to the rapid changes underway in the health care system in North Carolina and across the country. Some of the key points in her presentation included: "(1) The nursing workforce is critical to transforming our health care system. (2) The practice and geographic characteristics of ADN nurses differ significantly from nurses with an initial baccalaureate degree or higher in terms of both the settings where they practice and the likelihood of practicing close to where they are educated. ADN graduates who go on to complete a BSN demonstrate mobility in terms of the types of places they practice, but are more likely to remain in small towns and rural areas of the state than those who did a BSN as an initial degree. We need to be aware of these differences as we plan for the future. (3) Health system transformation is going to have a profound effect on the nursing workforce. (4) We need to retool: the existing workforce and our education, regulatory and payment systems in order to be fully responsive to the changing workforce needs of a reformed health system." (Dr. Fraher, January 8, 2015) (Appendix J)

  Dr. Fraher noted the state has an adequate supply of Registered Nurses. According to NCBON licensure data, NC in 2012 had 97,222 in active practice. Health Resources and Services Administration (HRSA) on a national level projected NC would have 95,800 nurses which was 1,422 fewer nurses than our actual supply. Based on licensure data over the past ten years the state's average growth rate annually has ranged between 1.8-3.5%. She noted nurses are retiring later in their careers which increases the workforce supply. (Dr. Fraher, January 8, 2015) (Appendix J)

- Dr. Lori Gonzalez, (Special Advisor to the Senior Vice President for Academic Affairs at UNC-General Administration) presented on The University of North Carolina's RN to BSN programs. She reported that RN to BSN programs within the UNC system have available "slots" for admission. Dr. Gonzalez indicated the institutions are planning to increase their capacity in 2015-2016 by an additional 825 seats (35%). She noted that, "The UNC Institutions are poised to become a collaborating partner to address pipeline and access issues for ADN graduates." (Gonzalez, March 13, 2015) (Appendix K)

Upon review of all information gained from the presenters, data and associated readings, the committee engaged in a robust discussion. Clearly, the future of nursing education is a complex issue. Professional standards, licensure, accreditation and curricular requirements add to the complexity. The 21st century health care system will define the educational skill base required by the profession, and the needs of the various levels of nursing education needed to meet North Carolina's nursing workforce.

Chapter 2

Findings

North Carolina has over 97,000 nurses in active practice. Nursing is the largest licensed health profession within our state. In 2012, our state's RN workforce by highest degrees were: 40% with an associate degree in nursing, 34% (approximately 33,000) with a baccalaureate in nursing, 5% with a baccalaureate in another field, 10% with a master's in nursing, 3% with a master's in another field and 1% with a doctorate. Of the 33,000 baccalaureate nurses, slightly less than half (14,300) had an ADN as their entry degree but had obtained a baccalaureate degree or higher in their career. (Fraher, January 8, 2015)

Between 2009 and 2014, North Carolina had 23,585 first time test takers sitting for the NCLEX-RN Boards. Of this total, 14,645 (or 62%) were associate degree in nursing graduates as shown in the following table. Although the number and percentage of baccalaureate prepared nurses have increased steadily during this period, the ADN degree remains the predominant degree among new RNs entering the profession in North Carolina, and will continue for the foreseeable future. The NCCCS continues to play a vital role in preparing the state's nursing workforce.

First time test takers sitting for the NCLEX-RN Boards

	2009	2010	2011	2012	2013	2014
NCCCS Associate Degree Nursing Graduates	2,212 56%	2,152 54%	2,022 52%	2,004 52%	2,091 52%	2,140 53%
***"Other" Associate Degree Nursing Graduates**	377 10%	343 9%	343 9%	339 9%	330 8%	292 7%
BSN Graduates	1245 31%	1307 33%	1349 35%	1348 35%	1432 36%	1434 36%
****Diploma (Hospital Programs) Graduates**	126 3%	148 4%	135 4%	145 4%	136 3%	135 3%
Total number of Nursing Graduates to sit for the NCLEX-RN	3960	3950	3849	3836	3989	4001

***Other Associate Degree Nursing graduates were from one of the following: Cabarrus College of Health Sciences, Carolina College of Health Science, Gardner Webb University, ITT Technical Institute, Queens University of Charlotte and South College**

****Diploma Programs include Mercy School of Nursing and Watts School of Nursing.**

One of the core values of community colleges is providing affordable educational opportunities for persons living in a given geographic area, allowing students to remain close to home while pursuing a degree, and offering rewarding career opportunities for graduates once they complete

their education. The fifty-five community colleges in North Carolina that offer the associate degree in nursing have demonstrated this value over the years with a high percentage of their graduates remaining in the area and taking jobs in local hospitals, health departments, long-term care facilities, and other health care agencies. In her presentation to the task force, Dr. Fraher noted that ADN nurses are twice as likely as BSN nurses to work in rural counties and are significantly more likely to work in our most economically distressed counties (Tier 1). (Dr. Fraher, January 8, 2015)

In addition, in comparing the practice patterns of nurses with an ADN to those with an initial BSN, Dr. Fraher's analysis looked at a third category of nurse, which she called the "mobility nurse." She defined the mobility nurse as a nurse with an ADN entry degree who pursues additional education at the baccalaureate or higher level. The "mobility nurse" employment setting more closely mirrors that of the baccalaureate or higher nurse. Mobility nurses are less likely to work in long-term care and home health than ADNs, and are more likely to work in acute care or public health. In terms of geographic location, though, "mobility nurses" more closely resemble ADNs, and are more likely to work in rural and other underserved settings. Thus the mobility nurse embodies the best of both worlds in that the BSN offers additional types of employment opportunities while still assuring that a high percentage remain in the geographic areas of the state where they are most needed.

Finally as part of her presentation to the task force, Dr. Fraher emphasized that in response to the rapid changes underway in the health care system, all nurses, regardless of educational preparation, need to have the right skill mix to match the needs of a reformed health system. These skills include an understanding of population health, a greater focus on preventive care, and an ability to work in inter-professional teams. This need to remain current means that all nurses must be committed to lifelong learning to assure that their skills match the needs of a reformed health system.

One of the recurring themes heard by the task force at several of its meetings was how the increasing complexity of the way health care is delivered, particularly in hospitals, is requiring higher levels of education for nurses and other types of health professionals. This represents a national trend that is also reflected in hospitals in North Carolina, and has gained further momentum with the release of the 2010 report on the Future of Nursing *(IOM 2010, The Future of Nursing Leadership Change, Advancing Health).* This trend is also reflected in specific hospital recognition programs such as the Magnet Hospital program, a program credentialed by the American Nurses Credentialing Center. There are a number of requirements of Magnet hospitals, but a critical one involves the nursing staff, where the facility must demonstrate transformational leadership, structural empowerment, exemplary professional practice, new knowledge, innovation and improvements, and empirical quality results.
(http://nursecredentialing.org/Magnet/MagnetNews/2008-MagnetNews/NewMagnetModel.html)

Currently there are twenty-three Magnet hospitals in North Carolina, and all require that an identified percentage of the nurses working in the hospital either hold a baccalaureate degree or are working to complete such a degree. (Appendix L)

According to the Future of Nursing North Carolina Action Coalition, "In July 2013, the NC Foundation for Nursing Excellence (FFNE) collaborated with the NC Hospital Association to conduct a survey of Chief Nursing Officers (CNOs) in NC hospitals. The survey requested information related to educational preparation of employed nurses. The response rate was 42% with 50 of 120 hospital CNOs answering the survey." Results of the survey showed:

- One third of respondents indicated that 16-30% of RNs were prepared with BSN or higher degrees.
- Eighty-eight percent of respondents indicated that their institution had a plan in place to increase the percent of BSN prepared nurses.
- Fifty percent of respondents had a goal to achieve an 80% BSN workforce by 2020.
- Fifty-one percent of the respondents indicated their facility currently had or was pursuing Magnet status.

- Strategies identified by the CNO to reach their established goals included:
  - Require the BSN for initial hire (40%)
  - Require the BSN of currently employed nurses within an established period of time (approximately 28%)
  - Offer tuition reimbursement for nurses seeking baccalaureate in nursing (97%)
  - Limit promotions to RNs with a BSN and higher degrees (60%)
  - Other (includes partnerships with academic institutions) (40%)

  Future of Nursing North Carolina Action Coalition ***http://www.futureofnursingnc.org***

When the fifty-five Associate Degree Nursing Directors were asked in the survey completed by the NC Community College System Office:

Are employers in your services area requiring new hires to sign a contract indicating they will obtain their Baccalaureate in Nursing?

- Thirty-five of the fifty-five respondents (63.6%) indicated at least one hospital/health care facility in their area requires new hires to obtain their Baccalaureate in Nursing. (2 to 4 years to enroll in a program and to complete the program within 5 to7 years.)

Please indicate the number of these ADN graduates (2014) who are now employed as an RN.

- Forty-two of the fifty-five respondents (76.4%) indicated all their graduates found employment.
- Nine of the fifty-five respondents (16.4%) indicated unknown i.e. "we do not track employment until one year after graduation."
- Four of the fifty-five respondents (7.3%) indicated all of their graduates had not been hired. (Appendix H)

In order to meet the needs of many hospitals and other employers for baccalaureate prepared nurses, a number of programs have been put in place to provide opportunities for nurses with an ADN degree to obtain a BSN. These programs, such as RN to BSN programs, offered both via classroom teaching and online, dual degree programs like RIBN, and several other options have been developed in North Carolina and are described in other sections of this report. In addition to these programs, there is a national trend among community colleges to offer bachelor's degrees to support workforce needs and educational goals. Currently twenty-three states allow community colleges to award bachelor's degrees. In most states however, only a few institutions offer the programs. The bachelor degree programs are designed to meet local workforce needs and expand

access to four year degrees to a broad range of students. "States typically place limits on the type and number of bachelor's degrees that community colleges can offer to avoid program duplication and competition with nearby four-year institutions." (Fulton, 2015)

The expanded role of community colleges into the bachelor's degree arena is not without thoughtful analysis concerning "… the mission of community colleges, program duplication, quality of degrees conferred by community colleges, among other." (Fulton, 2015)

As a result of the information gained, the findings suggest:

- The existing BSN college/university programs provide 36% of the registered nurses in the NC health care workforce.
- The Associate Degree in Nursing (ADN), offered through the NCCCS, provides over 50% of the registered nurses in the NC health care workforce.
- The ADN and the BSN qualifies a graduate to take the NCLEX-RN exam.
- The designation of registered nurse (RN) defines the licensure level of practice.
- The ADN is a core foundation for career mobility.
- The profession of nursing requires lifelong nursing education and ongoing nursing professional opportunities to assure that nurses remain on the forefront of change that is occurring in the health care field.
- The changing health care delivery system has a direct effect on the nursing skill mix, nursing education and diversified nursing workforce needs of the State.
- The nursing practice required by an increasing number of health care facilities is a BSN.
- The redesign of nursing education is imperative in the changing health care environment incorporating alternative delivery models.
- The community colleges in some states are expanding their degree level classification to address their states' workforce needs.

Chapter 3

Recommendations

The recommendations that follow address the four areas the task force was charged to review.

All members had an opportunity to voice their opinions. The task force was in agreement concerning the recommendations.

It is the opinion of the task force that the ADN programs in the NCCCS system are vital to the health care delivery system. They serve a significant number of students who may not be in a position to initially attend a BSN program. NCCCS ADN programs are a major provider of registered nurses to the health care system. The ADN program provides a first step in the career path for registered professional nurses. It is important that the NCCCS ADN programs do not lose their strategic role in the workforce pipeline.

The task force recognizes the expectations of the IOM 2010 report "… to increase the proportion of baccalaureate prepared nurses to eighty percent by 2020." It is our intent that collectively these recommendations will address this need as well as expanded access to nursing education.

1. Expand the Regionally Increasing Bachelors in Nursing (RIBN) collaborations between NC community colleges and universities

The RIBN program has merit. It was the first program that introduced a strategic educational plan to partner ADN programs and BSN programs in a collaborative manner. Currently thirty-two of the fifty-five community colleges participate in a RIBN collaborative.

Concerns for the financial viability of the program after 2016 were expressed. The current funding is grant based. In addition, the program is a collaborative between two systems, both the NCCCS and the UNC System, and NCCCS and the North Carolina Independent Colleges and Universities. Maintaining these partnerships is tenuous due to cost and commitment.

The RIBN program is commended for the efforts and support given in making the ADN/BSN opportunity available to students.

Recommendations:

- Recruit and design a pipeline for potential students from the Career and College Promise health care track. The curricular expectations of RIBN could be accelerated through the Career and College Promise courses. The "traditional student" interested in nursing could benefit through this early start.
- Provide support for a student success advocate. The advocate advises the RIBN students through the educational process.
- Develop a public relations and marketing statewide campaign that provides nursing career and educational options.
- Redesign the course load to accommodate for both the community college and university curriculum requirements.

- Expand nursing and general education on-line courses at both the community college and university level.

2. Develop statewide on-line programs, or utilize statewide partnerships such as Western Governors University, to facilitate BSN completion

Competency-based curricular programs provide another opportunity for completion of the BSN. The success of such programs is cited by the outcomes of Western Governors University.

The task force discussed this option, noting that currently a competency based program in North Carolina does not exist. Information suggests that this program would be a viable option for students who hold a non-nursing baccalaureate degree to obtain a BSN or MSN.

Recommendations:

- Consideration should be given to the development of a competency-based BSN completion program at one of the UNC system nursing schools in collaboration with the NC Community College System.
- The competency-based program should be a collaborative effort between educational organizations and the health care industry in both the development of the curriculum and program delivery.
- Expand nursing and general education on-line courses at both the community college and university level.

3. Expand the 3+1 BSN Articulation with the State University Partners

The RN to BSN Articulation Agreement "presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for registered nurses moving between North Carolina community colleges and the constituent institutions of The University of North Carolina in order to complete BSN degrees. It describes a progression degree plan that includes required general education and nursing prerequisite courses that are acceptable to all state-funded RN to BSN programs. Students who follow the progression degree plan will meet the entrance requirements at all of the North Carolina public RN to BSN programs. Nurses may then apply to any of these programs without taking additional and sometimes duplicative courses." (*Uniform Articulation Agreement Between The University of North Carolina RN to BSN Programs and North Carolina Community College System Associate Degree Nursing Programs)* The articulation intent is to address concerns, reduce barriers, and create a seamless transition for the RN to obtain their BSN. The articulation is an agreement to recognize and transfer credits. There is no guarantee that students will be admitted to the university.

Recommendations:

- Collect and monitor data utilized in the evaluation of the agreement. The data analysis should include:
  1) The number of eligible students completing applications.
  2) The number of students that are admitted.
  3) The number of students that complete the program and the length of time for completion.

- Expand nursing and general education on-line courses at both the community college and university level.

- Annually assess the university admission capacity to enroll students in the RN to BSN program.

- Develop curriculum, coding, tracking, and financial aid processes that differentiate and facilitate potential and actual nursing students in their completion of nursing program courses and RN to BSN articulation agreement pre-requisite coursework for seamless transition to BSN completion.

4. Convert some existing community college ADN programs to RN to BSN granting status

The changing health care delivery system has a direct effect on the skill base of nursing. Advanced nursing practice requires additional education beyond an associate's degree. The question facing the NCCCS is: Should the NCCCS expand its degree offerings to include community college baccalaureate degree in nursing?

The task force recognizes the challenges of this change. Fundamentally, core elements of state policies will require revision and approval, and changes to the operation of the community college system and individual campuses will be required. A thorough and deliberate process is required in order to shape policy decisions when considering the merits of community college bachelor's programs to meet educational and economic priorities.

To meet the 2020 IOM recommendation to increase the proportion of baccalaureate prepared nurses to 80% by 2020 consideration of this option is warranted.

Recommendations:

- The State Board should conduct a state-wide feasibility study to identify need and criteria for the implementation of RN to BSN programs in NCCCS. Core elements to be reviewed are:
    - The value of the ADN program should be recognized in the feasibility study for the inclusion of the RN to BSN in the NC Community College System.
    - The location of the institutions offering the RN to BSN programs should be strategically planned to avoid duplication.
    - The number of participating institutions and the degree level authority should be determined by the feasibility study.
    - The determination of program demand by employers, students and enrollment projection should be evaluated.
    - The approval process by the regional institution accreditation (SACSCOC) and national nursing accreditation ACEN/CNEA should be considered in the discovery phase.
    - The cost effectiveness of an RN to BSN program needs to be assessed.
    - The funding model needs to maximize the efficient use of available resources and should not negatively impact existing resources.
    - Consistent data collecting, reporting and review processes should be developed.

This option requires state leaders to consider a comprehensive feasibility study to be conducted by a consulting firm. Through the process, additional questions may arise. The feasibility study is essential since the educational scope of NC community colleges would change significantly if this option was pursued. This study should also take into account the state's context with respect to educational goals, workforce demands, demographics, geography and politics.

At this time, all fifty-eight community colleges within the NCCCS are approved at a Level 1. The highest degree any of the institutions may offer at a Level 1 is an associate degree. Once a community college receives accreditation approval at a Level 2 they would then have the opportunity to pursue offering bachelor degree programs in multiple areas.

STATE BOARD OF COMMUNITY COLLEGES
The Future of Community College Nursing Education - Feasibility Study Request

Request:
The Future of Community College Nursing Education Ad Hoc Committee requests the State Board to approve a state-wide feasibility study to identify the need and criteria for the implementation of RN to BSN programs in the North Carolina Community College System.

Rationale:
In Fall 2014, Dr. Scott Ralls, former President of the North Carolina Community College System, appointed an ad hoc committee to examine the role of the North Carolina Community College System in relationship to the recommendations from the *Institute of Medicine's 2010, The Future of Nursing Leadership, Change, Advancing Health* Report to increase the proportion of baccalaureate prepared nurses to eighty percent by 2020.

The committee was co-chaired by Dr. Mary Rittling, President of Davidson County Community College and Dr. Sam Powell, Programs Committee Chair of the State Board of Committee Colleges.

The committee was composed of multiple stakeholders which included community college presidents, chairs/deans of health science programs, and board members. External stake holders represented the North Carolina Board of Nursing, North Carolina Hospital Association, North Carolina Health Care Facilities, North Carolina Assisted Living Association, North Carolina Foundation for Nursing Excellence, North Carolina Nurses Association, Watts School of Nursing, and the Cecil G. Sheps Center at UNC.

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STATE BOARD OF COMMUNITY COLLEGES
Career and College Promise Operating Procedures Update

Request: At the request of staff, the State Board of Community Colleges is asked to approve the update for the Career and College Promise (CCP) Operating Procedures. The list of CCP Operating Procedures updates are indicated in the chart on the next page.

Background: Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. The three pathways include:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.

2. Career and Technical Education Pathways (CTE) lead to a certificate or diploma aligned with a high school career cluster.

3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Rationale: The Career and College Promise Operating Procedures define the eligibility requirements for students, the process for filing programs of study, student coding procedures, and program coding procedures. An update is needed to provide additional clarification and technical updates so that colleges can effectively provide services to students.

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Career and College Promise Operating Procedures Updates

Update	Page Number
Update provided to clarify eligibility and emphasizes the need for the student to receive information covering all pathway requirements	**14-4, 14-7, 14-8, 14-9, 14-10**
Update provided to allow colleges to utilize traditional certificate program requirements	**14-5, 14-6, 14-7, 14-8, 14-11, 14-13**
Update provided to clarify graduation requirements and specification for when credential can be awarded	**14-6, 14-8, 14-10, 14-11, 14-13, 14-14**
Update provided to clarify provisional status eligibility	**14-7**
Added tuition and fee information for CCP students	**14-11, 14-12**
Added information specific to instructional service agreements	**14-12**
Added student coding information for students exiting CCP program	**14-13, 14-14**
Added additional numbered memo references	**14-14**
Update provided to clarify math course options in the transfer pathways which will permit students to enroll in additional math courses	**14-17, 14-19**
Added numbered memo reference for MAT 271 Calculus I direct placement guidelines	**14-19**

CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

Operating Procedures approved by State Board of Community Colleges on 10/12/11; SBCC revised 03/16/12; SBCC revised 07/19/13; SBCC revised 11/15/13; SBCC revised 03/21/14; SBCC revised 07/18/14; SBCC revised XX/XX/15

Career and College Promise
Outline

I. Overview

II. Operating Procedures

III. Program of Study Filing Process

IV. Student Coding

V. Program Coding

Attachment A - College Readiness Benchmarks

Attachment B - College Transfer Pathway Standards

Section 14

Career and College Promise

I. Overview

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills.

Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. The three pathways include:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE) lead to a certificate or diploma aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Career and College Promise - Pathways			
	College Transfer Pathways	**Career Technical Education Pathways**	**Cooperative ~~Innovation~~ Innovative High School Programs**
Definition	Tuition free course credits toward the Associate in Arts or Associate in Science and a four year degree.	Tuition free course credits toward an entry level job credential, certificate or diploma for eligible high school students.	Leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years.
Eligibility	1. Be a high school junior or senior; 2. Have a weighted GPA of 3.0 on high school courses; and 3. Demonstrate college readiness in English, reading and mathematics on an assessment or placement test or meet provisional status. (~~see p. 26-5; item 3~~ See p. 14-~~12~~15 Attachment A)	**Be a high school Junior or Senior *and:*** 1. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee (PLAN scores should be considered); *and* ~~2. Meet the prerequisites for the career pathway.~~ ~~3.~~2. Have received career pathway information outlining program requirements for completion of the certificate or diploma. **Be a high school Freshman *and*:** 1. Passed Math I with a grade of C or better; 2. Scored a 3~~, or~~, 4, or 5 on the EOC for Math I; 3. Meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-15 for students without Explore and/or Math I scores) ~~4. Meet prerequisities for the career pathway;~~ 4. Have received career pathway information outlining program requirements for completion of the certificate or diploma. 5. Have the recommendation of the high school principal or designee; *and*	High School students in grades 9 to 12 with access to an approved CIHS. Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50. Special emphasis and preference given to first-generation college students.

Career and College Promise - Pathways			
	College Transfer Pathways	**Career Technical Education Pathways**	**Cooperative ~~Innovation~~ Innovative High School Programs**
		6. Enroll in Engineering or Industrial Technologies programs. **Be a high school Sophomore *and*:** 1. All criteria for freshmen as listed above, *and* 2. Have a weighted GPA of 3.0 on high school courses.	
Hours	~~32 – 35~~ 32 - 41 SHC AA Pathway 35 - 43 SHC AS Pathway	12 – 18 SHC Certificate 36 – 48 SHC Diploma	64 – 76 SHC AAS degrees ~~64 – 65~~ 60 - 61 SHC AA/AS
Program of Study Requirements*	Must be in compliance with pathway curriculum standards (see Attachment B). Must have approval for the Associate in Arts to offer the CCP CTP leading to the Associate in Arts. Must have approval for the Associate in Science to offer the CCP CTP leading to the Associate in Science. Must have System Office approval prior to implementation.	Must be in compliance with current curriculum standard; Must contain a either a minimum of 12 SHC derived from core of curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog.~~;~~ Must be approved to offer the traditional program. No course picklists in any CTE program of study (including local certificates submitted as CTE programs of study). Must have System Office approval prior to implementation. Local certificates submitted as CTE programs of study must include a statement that verifies the courses are listed in the college's catalog for a traditional certificate~~.~~ (See p. 14-12).	CIHSP requirements are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
Maintaining Eligibility	1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework	1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be	Eligibility for remaining in CIHSP is established jointly by local boards of education and local boards of trustees in

Career and College Promise - Pathways			
	College Transfer Pathways	**Career Technical Education Pathways**	**Cooperative ~~Innovation~~ Innovative High School Programs**
	after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.	subject to the college's policy for satisfactory academic progress.	accordance with G.S. 115C-238.50.
Graduation**	1. A student may complete the AA/AS pathway and then continue towards completion of the AA/AS. 2. The AA/AS may not be awarded prior to high school graduation verification.	1. A student may be awarded a certificate or diploma prior to high school graduation. 3. A student may complete the CTE certificate or diploma and then continue towards completion of the AAS. 2. The AAS may not be awarded prior to high school graduation verification.	1. A student may be awarded a certificate or diploma prior to high school graduation. 2. The AA/AS/AAS may not be awarded prior to high school graduation verification.
*Colleges must adhere to the program of study requirements listed in Section III beginning on page 14-12. ** High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP program.			

II. Operating Procedures

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the General Statutes.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics and ACA 122 College Transfer Success
2. To be eligible for enrollment, a high school student must meet the following criteria:
    a. Be a high school junior or senior;
    b. Have a weighted GPA of 3.0 on high school courses; and
    c. Demonstrate college readiness on an assessment or placement test (see attachment A). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.
3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
    a. Have a cumulative weighted GPA of 3.5;
    b. Have completed two years of high school English with a grade of 'C' or higher;
    c. Have completed high school ~~Algebra II~~ Math III (or a higher level math class) with a grade of 'C' of higher;
    d. Obtain the written approval of the high school principal or his/her designee; and,
    e. Obtain the written approval of the community college president or his/her designee.

    Students who meet all the requirements listed above may:
    a. enroll in English and/or mathematics courses in a college transfer pathway as provisional students without placement or other testing.
    b. ~~p~~provisional students who successfully complete ENG 111 with a 'C' or higher can enroll in ENG 112.
    c. provisional students in the Associate in Science pathway who successfully complete MAT 171 with a "C" or higher can enroll in MAT 172.
    d. register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway.
    e. Provisional students cannot enroll in any additional courses in the pathway until they are no longer considered provisional.
    ~~a.~~f. In order to no longer be considered provisional, ~~To be eligible to register for other courses in the Pathway,~~ the student must ~~first~~ successfully complete the first mathematics and English course~~s~~ in the pathway with a grade of 'C' or higher.

4. To maintain eligibility for continued enrollment, a student must
    a. Continue to make progress toward high school graduation, and
    b. Maintain a 2.0 GPA in college coursework after completing two courses.

c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

5. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science. The AA/AS may not be awarded prior to high school graduation verification.
8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway (Juniors and Seniors)

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
   c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.
   ~~b. Meet the prerequisites for the career pathway.~~
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
   a. Continue to make progress toward high school graduation, and Maintain a 2.0 in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
8. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee. With approval of the high

school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

~~7.~~9. A CTE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for the program. However, some required courses within the program may have developmental course pre-requites requirements which must be met when this is the case through the demonstration of college readiness on an approved assessment or placement test (see p.14-15 Attachment A). Students are encouraged to complete college readiness assessments prior to entry to the program. CCP students may not enroll in developmental courses.

Career Technical Education Pathway (Freshmen and Sophomores)

The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow "academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies."

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in Industrial Technologies (Program Code 50xxx) and Engineering Technologies (Program Code 40xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria:
    a. Be a high school freshman or sophomore;
    b. A qualified freshmen must:
        i. have passed Math I with a grade of "C" or better;
        ii. scored a 3 or 4 on the EOC for Math I;
        iii. meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-15 for students without Explore and/or Math I scores)
        iv. ~~meet prerequisites for the career pathway.~~
        ~~iv.~~v. have received career pathway information outlining program requirements for completion of the certificate or diploma.; and
        ~~v.~~vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

    c. A qualified sophomore must:
        i. have passed Math I with a grade of "C" or better;
        ii. scored a 3, ~~or~~ 4, or 5 on the EOC for Math I;
        iii. meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-15 for students without Explore and/or Math I scores)
        iv. have a weighted GPA of 3.0 on high school courses:
        ~~v. meet prerequisites for the career pathway~~; and
        v. have received career pathway information outlining program requirements for completion of the certificate or diploma.

vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

For students who do not have an Explore score or Math I score (example: homeschool students, students from a private school, or students who moved to NC from another state) - The college shall establish a local policy that details which alternative assessment score will be used in place of Explore or Math I. Page 14-15 lists the approved assessments/scores that the ~~the~~ college can select from for alternative scores for reading, English and math for students who do not have an Explore score and/or Math I. The assessment that is chosen locally should be documented and used consistently for only those students without the Explore and/or Math I.

Students who do have Explore and Math I (those who are attending public school in NC) must meet the eligibility guidelines described above.

4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
    a. Continue to make progress toward high school graduation, and
    b. Maintain a 2.0 in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college's chief student development administrator. A student may concurrently enroll in two engineering or industrial CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.
~~7.~~8. A student who completes the CTE certificate or diploma may continue in the same AAS as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the AAS. The student type will remain CCPP and their student code will remain CTE.
~~8.~~9. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50. The AA/AS /AAS may not be awarded prior to high school graduation verification. A student may be awarded a certificate or diploma prior to high school graduation.
3. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, ~~using templates and program codes provided by the North Carolina Community College System Office.~~which are in compliance with the curriculum standard and CCP policy.
2. Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses or consist of courses in a local traditional certificate as listed in the college's current catalog. General education courses for career and technical education programs of study must be directly related to student success in the selected major.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

~~4.~~5. See Section III for CCP program of study filing procedures.

Tuition and Fees

1. All curriculum courses taken by Career and College Promise students at community colleges in accordance with in G.S. 115D-20(4).are tuition-waived except courses offered on a self-supporting basis.
2. Textbooks are a student's responsibility, however there may be local provisions for them. A student's high school, the school district, or another local organization may cover these costs. Students should check with their principal or counselor to verify how these costs are paid.
3. Student fees (e.g., technology fees and insurance fees) are not waived for Career and College Promise students. However, local school districts and community colleges should work together to determine whether and how student fees will be paid for CCP participants.
4. Transportation funding is not available for Career and College Promise students who are enrolled in

transfer pathway and/or a Career and Technical Education pathway. Cooperative Innovative High Schools (including early college high schools, middle college high schools, and other CIHS models) receive transportation funds as part of a larger funding allotment at each district.

Instructional Service Agreements

1. Colleges who serve groups of CCP students outside of their assigned service area should have a Level-One Instructional Service Agreement with the college assigned to that service area.
2. Level-One agreements should be utilized when a college is requesting permission to deliver curriculum course(s), a curriculum program or continuing education courses into another college's service area. These agreements do not involve the sharing of resources or FTE. This level of agreement does not have to be approved or kept on file by the System Office, however, it must be kept on file at participating colleges for audit purposes.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
    a. The impact of dual enrollment on high school completion.
    b. The academic achievement and performance of dually enrolled high school students.
    c. The number of students who successfully complete college pathways or certificates while dually enrolled.
    d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

III. Program of Study (POS) Filing Process

College Program of Study Approval Procedures

1. A college must submit an electronic program of study through Colleague for each Career and College Promise program it plans to offer.
2. Programs of study must be approved before students can be enrolled.
3. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Information Specific to Career Technical Education (CTE) Pathway Programs of Study

- The college must already have received State Board approval to offer the traditional program in order to file a POS for a Career Technical Education pathway (i.e. the college must be approved for Welding in order to file a POS to offer a Welding CTE pathway.)
- The college must utilize the current curriculum standard as the guideline for CTE Pathways. The curriculum standards are located at: http://www.nccommunitycolleges.edu/Programs/index.html
- The program of study must consist of specific course requirements and may not include elective options (pick lists) for students.

- The CTE certificate program of study must include either a minimum of 12 semester hours credit derived from the core of the curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog. Local certificates may not include course pick lists.
- Local certificates or diplomas submitted as CTE certificate pathways must include the following college comment: Courses included in this CTE program of study are offered in the college's ~~traditional~~, local certificate as listed in the college catalog.
- The college may submit more than one CTE certificate/diploma for a specific program in order to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s).

Information Specific to College Transfer Pathway Programs of Study

- Colleges must utilize the College Transfer Pathways for college transfer pathway program(s) of study.
- The college must already have approval to offer the Associate in Arts (A10100) in order to file a POS to offer P1012C.
- The college must already have approval to offer the Associate in Science (A10400) in order to file a POS to offer P1042C.

IV. Student Coding

Session Law 2011-145 (section 7.1A.(d) requires the establishment and implementation of a program accountability plan to evaluate the short-term and long-term outcomes for CCP. Therefore, it is crucial that students be correctly coded.

Colleges are required to enter the Student Type (CCPP).

Student Codes are available on the XNC2 screen in Colleague:

CTP College Transfer Pathway
CTE Career and Technical Education
CIH Other Cooperative Innovative High School Programs
CIE Early College High Schools
CIM Middle College High Schools are available on the XNC2 screen in Colleague

~~Previous programs codes ('T' codes) are no longer valid.~~ Cooperative Innovative High School students should be placed in the Program of Study designated for the school. ~~Colleges are required to enter the Student Type (CCPP).~~

Recoding CCP Students After High School Graduation
Students should be properly recoded when they a) complete a pathway or b) graduate from high school. When Career and College Promise students graduate from traditional high school and continue into college programs of study, it is important to end their Student Type, Pathway Type, and Program of Study in Colleague. These modifications are essential to ensure that ineligible students do not receive tuition waivers and that students are correctly coded for evaluation purposes.

Colleges should follow the steps below to re-code CCP students who graduate from high school and continue in a program of study after high school graduation:

1. Add a Student Type such as “NONE”, “NORM”, “TRAD”, or “NULL” in order to prevent consequential tuition waivers.
2. Enter end year for the high school graduation date.
3. ~~1.~~ End Career and College Promise Pathway Type.

Students who stop participating in CCP prior to high school graduation should also be recoded using the steps listed above.

V. Program Coding

College Transfer Pathway Program Codes
Career and College Promise College Transfer Pathway Leading to an Associate in Arts - P1012C
Career and College Promise College Transfer Pathway Leading to an Associate in Science - P1042C

CTE Program Codes
CTE program codes are designated based on the curriculum standard. However, colleges ~~may~~ must add two characters to the CTE program code to indicate that the program is intended for CTE students. (i.e. C55220HS – Early Childhood Education – CTE Certificate)

VI. References

Senate Bill - http://www.ncleg.net/sessions/2011/bills/house/pdf/h200v9.pdf

CC13-010 – Career and College Promise Coding

CC13-016 – Dual Enrollment of 9th and 10th Graders

CC14-011 - Career and College Promise Operating Procedures Revisions *(SBCC 03/21/14)*
Revised College Transfer Pathways – Associate in Arts and Science

CC14-023 – Career and College Promise Operating Procedures Revisions *(SBCC 07/18/14)*
Revised College Transfer Pathways – Associate in Arts and Science

CC15-016 – Career and College Promise Provisional Status Policy
CC15-017 – Curriculum Review Committee Course Approvals (Math 271 Direct Placement Criteria)

Numbered memos are located at: www.nccommunitycolleges.edu/numbered-memos.

Attachment A

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	41 Writing	70 Writing	86 Sentence Skills	Composite score of 151 or higher ***
Reading	18	47	41 Reading	81 Reading	80 Reading	
Mathematics	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT			ACT	
English	500		English	18
Critical Reading	500		Reading	22
Mathematics	500		Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

***The Reading and ~~&~~ English part of the NC DAP is an integrated assessment of reading and English skills; meeting the composite cut score score for placement into ENG 111 is one way to demonstrate college readiness in order to participate in the College Transfer Pathway.

Attachment B
Effective Term
Spring 2015
[2015*01]

Career & College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

GENERAL EDUCATION (31-32 SHC)
The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition (**6 SHC**)
The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select three courses from the following from at least two different disciplines (**9 SHC**)

Communication

COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (9 SHC)
Select three courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111 Descriptive Astronomy (3 SHC) *and* AST 111A Descriptive Astronomy Lab (1SHC)
AST 151 General Astronomy I (3 SHC) *and* AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC)
CHM 151 General Chemistry I (4 SHC)
GEL 111 Introductory Geology (4 SHC)
PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 32 - 41*

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree. with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

Effective Term
Spring 2015
[2015*01]

Career & College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (34 SHC)
The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)
The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines (**6 SHC**)

Communications

COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (**6 SHC**)
Select two courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)

Select two courses from the following:

MAT 171Precalculus Algebra	(4 SHC)
MAT 172 Pre-calculus Trigonometry	(4 SHC)
MAT 263 Brief Calculus	(4 SHC)
MAT 271 Calculus I	(4 SHC)

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

AST 151 General Astronomy I (3 SHC) *and* AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)
CHM 151 General Chemistry I (4 SHC) *and* CHM 152 General Chemistry II (4 SHC)
GEL 111 Introductory Geology (4 SHC)
PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151 College Physics I (4 SHC) *and* PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC) *and* PHY 252 General Physics II (4 SHC)

Total General Education Hours Required: 34

Academic Transition (1 SHC)

The following course is required:

ACA 122 College Transfer Success (1 SHC)

***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Pathway: 35-43*

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree with the exception of mathematics courses beyond MAT 271.~~.~~

Please see CC15-017 at www.nccommunitycolleges.edu/numbered-memos for direct placement criteria for MAT 271 Calculus I.

STATE BOARD OF COMMUNITY COLLEGES
Associate in Engineering (A10500) Program Applications

Associate in Engineering program applications must include the following items in order to be placed on the Associate in Engineering program approval request presented to the State Board of Community Colleges as part of the consent agenda:

1. Letter of request from the President of the College indicating the proposed effective term.
2. Copy of the proposed program of study which is compliance with the AE curriculum standard.
3. Copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved.
4. Certification of the following which is signed by the college President and Board of Trustees chair:

    a. *The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.*

    b. *The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.*

    c. *The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Engineering degree*.

The State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges, which have met the criteria above, with an effective term of Fall 2016:

Associate in Engineering (A10500)
Central Carolina Community College
Nash Community College

Contact Person:
Jennifer Frazelle, Director
Academic Programs
919.807.7120
frazellej@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES

NEW AND ARCHIVED CURRICULUM STANDARDS

Information Technology Alignment Project (ITAP) for 2014-2015

The State Board is asked to approve the following new curriculum standard:

Information Technology (A25xxx)

The State Board is asked to archive the following curriculum standards and allow colleges that currently have approval for the archived curriculum programs to receive approval for the new Information Technology (A25xxx) program:

Computer Information Technology (A25260)
Computer Programming (A25130)
Computer Technology Integration (A25500)
Database Management (A25150)
High Performance Computing (A25230)
Information Systems Security (A25270)
Information Systems Security/ Security Hardware (A2527B)
Networking Technology (A25340)
Web Technologies (A25290)

Contact Person:
Jennifer Frazelle, Director
Academic Programs
919.807.7120
frazellej@nccommunitycolleges.edu

NEW, REVISED AND ARCHIVED CURRICULUM STANDARDS
Information Technology Alignment Project (ITAP) for 2014-2015

As a result of the recommendations of the Information Technology Alignment Project (ITAP) participants, the State Board is requested to approve the following:

1. Archive the following curriculum standards and consolidate the content into one new career cluster model curriculum standard titled Information Technology (A25xxx) which contains specialty subject areas:

   Computer Information Technology (A25260)
   Computer Programming (A25130)
   Computer Technology Integration (A25500)
   Database Management (A25150)
   Information Systems Security (A25270)
   Information Systems Security/ Security Hardware (A2527B)
   Networking Technology (A25340)
   Web Technologies (A25290)

2. Allow colleges that currently have approval for any of the above proposed archived programs to receive approval for the new Information Technology (A25xxx) program.

3. Archive the following curriculum standard which none of the 58 colleges are currently approved to offer:

   High Performance Computing (A25230)

Rationale
The participants of the Information Technology Alignment Project (ITAP) performed a comprehensive review of the Information Technology related programs and felt that the new and archived curriculum standard requests were needed in order to:

- Align the information technology programs with current industry and employer needs;
- Integrate current programs, representing different areas of Information Technology into one program with a common core;
- Incorporate program subject areas that can lead to potential industry certifications and stackable credentials;
- Strengthen pathways between high schools and colleges and between colleges and four-year institutions for students pursuing an Information Technology program;
- Align the proposed curriculum standard with the Information Technology Career Cluster® model;

Please note the proposed curriculum standard reflects the ITAP course requests which were approved by the Curriculum Review Committee (CRC) on May 27, 2015.

Information Technology Alignment Project - Voting Summary

Over seventy-five faculty participants, along with the NC Department of Public Instruction, senior institution and industry representatives collaborated to provide recommendations for the Information Technology program and courses. All fifty-eight colleges were invited to provide feedback and a formal vote on the ITAP participant recommendations. The following are the vote results for the proposed curriculum standard requests:

Colleges approved to offer IT related Programs:	58
Colleges in favor of recommendations:	51
Colleges not in favor of recommendations:	1*
Colleges not responding to vote:	6

**The opposing college has a concern that the proposed curriculum standard provides too much flexibility and does not provide enough required courses for each specialty area.*

Coordinator: Dr. Hilmi Lahoud

PROPOSED Curriculum Standard for Information Technology

Career Cluster: Web and Digital Communications, Information Support and Services, Programming and Software Development, and Network Systems.

Cluster Description: Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multi-media, and systems integration services.

Pathway: Information Technology	**Effective Term:** Fall 2016 (2016*03)

Program Majors Under Pathway

Program Major / Classification of Instruction Programs (CIP) Code		Credential Level(s) Offered	Program Major Code
Information Technology	CIP Code: 11.0103	AAS/Diploma/Certificate	A25XXX

Pathway Description:

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and\or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

I. General Education Academic Core

Curriculum Requirements for associate degree, diploma, and certificate programs in accordance with 1 D SBCC 400.97 (3): *Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.*

Information Technology

Recommended General Education Academic Core	AAS	Diploma	Certificate
Minimum General Education Hours Required:	**15 SHC**	**6 SHC**	**0 SHC**
Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs.	**6 SHC**	**3-6 SHC**	**Optional**
Communication:			
COM 110 Introduction to Communication 3 SHC			
COM 120 Intro Interpersonal Com 3 SHC			
COM 231 Public Speaking **U** 3 SHC			
ENG 111 Writing and Inquiry **U** 3 SHC			
ENG 112 Writing/Research in the Disc **U** 3 SHC			
ENG 114 Prof Research & Reporting 3 SHC			
ENG 116 Technical Report Writing 3 SHC			

Humanities/Fine Arts:		**3 SHC**	**0-3 SHC**	**Optional**
ART 111	Art Appreciation **U**	3 SHC		
HUM 110	Technology and Society	3 SHC		
HUM 115	Critical Thinking	3 SHC		
HUM 230	Leadership Development	3 SHC		
MUS 110	Music Appreciation **U**	3 SHC		
PHI 240	Introduction to Ethics **U**	3 SHC		
Social /Behavioral Sciences:				
ECO 151	Survey of Economics	3 SHC	**3 SHC**	**0-3 SHC**	**Optional**
ECO 251	Prin of Microeconomics **U**	3 SHC		
ECO 252	Prin of Macroeconomics **U**	3 SHC		
POL 120	American Government **U**	3 SHC		
PSY 118	Interpersonal Psychology	3 SHC		
PSY 150	General Psychology **U**	3 SHC		
SOC 210	Introduction to Sociology **U**	3 SHC		
Natural Sciences/Mathematics:				
MAT 110	Math Measurement and Literacy	3 SHC	**3-4 SHC**	**0-3 SHC**	**Optional**
MAT 121	Algebra/Trigonometry I	3 SHC		
MAT 143	Quantitative Literacy **U**	3 SHC		
MAT 152	Statistical Methods I **U**	4 SHC		
MAT 171	Precalculus Algebra **U**	4 SHC		

U indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.

II. Major Hours. AAS, diploma, and certificate programs must include courses that offer specific job knowledge and skills. Work Based Learning (WBL) may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. Below is a description of each section under Major Hours.

A. Technical Core. The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. A diploma program offered under an approved AAS program standard or a certificate, which is the highest credential level awarded under an approved AAS program standard, must include a minimum of 12 semester hours of credit derived from the curriculum core courses or core subject area of the AAS program.

B. Program Major(s). The Program Major must include a minimum of 12 semester hours of credit from required subjects and/or courses. The Program Major hours are in addition to the technical core hours.

C. Other Major Hours. Other Major Hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from each prefix listed, with the exception of prefixes listed in the core.

Information Technology	AAS	Diploma	Certificate
Minimum Major Hours Required:	**49 SHC**	**30 SHC**	**12 SHC**

A. Technical Core:

A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree

18-27 SHC | **12 SHC**

CTS	115	Info Sys Business Concepts	3 SHC
CTI	110	Web, Pgm, & DB Foundation	3 SHC
CTI	120	Network & Sec Foundation	3 SHC

Select one:

CET	111	Computer Upgrade/Repair I	3 SHC
CIS	110	Introduction to Computers	3 SHC
CIS	115	Intro to Prog and Logic	3 SHC
CSC	120	Computing Fundamentals I	4 SHC
CTI	115	Computer Systems Foundation	3 SHC
CTI	130	Os and Device Foundation	6 SHC
CTS	120	Hardware/Software Support	3 SHC
NOS	110	Operating Systems Concepts	3 SHC
OST	137	Office Software Applicat.	3 SHC

B. Program Major: Information Technology
Required Subject Areas (Select one subject area):

Information Systems

12 SHC to be selected from:

CIS, CTI, CTS and/or NOS prefixes

Computer Programming and Development

Select one:

CSC	134	C++ Programming	3 SHC
CSC	139	Visual BASIC Programming	3 SHC
CSC	151	JAVA Programming	3 SHC
CSC	153	C# Programming	3 SHC

Select one:

CSC	234	Advanced C++ Programing	3 SHC
CSC	239	Advanced Visual BASIC Prog	3 SHC
CSC	249	Data Structure & Algorithms	3 SHC
CSC	251	Advanced JAVA Programing	3 SHC
CSC	253	Advanced C# Programing	3 SHC

Database Administration and Data Center Technologies

Select two:

DBA	120	Database Programming I	3 SHC
DBA	210	Database Administration	3 SHC
CTI	140	Virtualization Concepts	3 SHC
CTI	141	Cloud & Storage Concepts	3 SHC
NOS	120	Linux/UNIX Single User	3 SHC

Data Management

Select two:

BUS	228	Business Statistics	3 SHC
CTS	130	Spreadsheet	3 SHC
DBA	110	Database Concepts	3 SHC
DBA	115	Database Applications	3 SHC
DBA	120	Database Programming I	3 SHC

Data Support Services

Select two:					
DBA 110	Database Concepts	3 SHC			
DBA 115	Database Applications	3 SHC			
DBA 120	Database Programming I	3 SHC			
DBA 220	Oracle DB Programing II	3 SHC			
DBA 221	SQL Server DB Prog II	3 SHC			
DBA 240	Database Analysis/ Design	3 SHC			
Digital Media Production					
Select two:					
DME 110	Intro to Digital Media	3 SHC			
DME 115	Graphic Design Tools	3 SHC			
DME 120	Intro to Multimedia Appl	3 SHC			
DME 130	Digital Animation I	3 SHC			
WEB 210	Web Design	3 SHC			
Game and Simulation Programming					
Select one:					
CSC 134	C++ Programming	3 SHC			
CSC 151	JAVA Programming	3 SHC			
CSC 153	C# Programming	3 SHC			
SGD 113	SGD Programing	3 SHC			
Select one:					
SGD 111	Introduction to SGD	3 SHC			
SGD 112	SGD Design	3 SHC			
Healthcare Informatics					
HBI 110	Issues and Trends in HBI	3 SHC			
Select one:					
DBA 110	Database Concepts	3 SHC			
DBA 120	Database Programming I	3 SHC			
DBA 210	Database Administration	3 SHC			
HBI 113	Survey of Med Insurance	3 SHC			
IT Business Support					
Select two:					
CTS 130	Spreadsheet	3 SHC			
CTS 240	Project Management	3 SHC			
DBA 110	Database Concepts	3 SHC			
DBA 240	Database Analysis/Design	3 SHC			
WEB 151	Mobile Applications Dev I	3 SHC			
Mobile Applications Developer					
Select two:					
CTI 150	Mobile Computing Devices	3 SHC			
WEB 125	WEB Mobile Design	3 SHC			
WEB 141	Mobile Interface Design	3 SHC			
WEB 151	Mobile Applications Dev I	3 SHC			
WEB 251	Mobile Applications Dev II	3 SHC			
Network Management					
Select one:					
NET 110	Networking Concepts	3 SHC			
NET 125	Networking Basics	3 SHC			
Select one:					
CTI 140	Virtualization Concepts	3 SHC			
CTI 141	Cloud & Storage Concepts	3 SHC			
NET 126	Routing Basics	3 SHC			
NOS 120	Linux/UNIX Single User	3 SHC			
NOS 230	Windows Administration I	3 SHC			

Network Telecommunications

Select two:

NET 125	Networking Basics	3 SHC
NET 130	Convergence Concepts	3 SHC
NET 241	Introduction to VOIP	3 SHC
TNE 111	Campus Networks I	3 SHC
TNE 250	Intro to Telecom Networks	3 SHC

Software and Web Development

Select two:

CSC 139	Visual BASIC Programming	3 SHC
CSC 143	Object-Oriented Prog	3 SHC
CSC 151	JAVA Programming	3 SHC
CSC 153	C# Programming	3 SHC
DBA 120	Database Programming I	3 SHC
WEB 115	Web Markup and Scripting	3 SHC

Support and Services

CTS 155	Tech Support Functions	3 SHC

Select one:

CET 211	Computer Upgrade/Repair I	3 SHC
CTS 135	Integrated Software Intro	4 SHC
CTS 220	Adv Hard/Software Support	3 SHC
CTS 250	User Support & Software Eval	3 SHC
CTS 255	Adv Tech Support Functions	3 SHC
CTS 272	Desktop Support: Apps	3 SHC

Systems Security

SEC 110	Security Concepts	3 SHC

Select one:

CCT 110	Intro to Cyber Crime	3 SHC
NET 110	Networking Concepts	3 SHC
NET 125	Networking Basics	3 SHC
SEC 150	Secure Communications	3 SHC
SEC 160	Secure Administration I	3 SHC

Web Administration and Design

Select two:

DBA 120	Database Programming I	3 SHC
NOS 120	Linux/UNIX Single User	3 SHC
NOS 230	Windows Administration I	3 SHC
WEB 115	Web Markup and Scripting	3 SHC
WEB 210	Web Design	3 SHC
WEB 250	Database Driven Websites	3 SHC

C. Other Major Hours.

To be selected from the following prefixes:
ACC, ART, BAS, BUS, CCT, CET, CIS, CJC, CSC, CTI, CTS, DBA, DEA, DES, DFT, DME, ECM, ECO, EGR, ELC, ELN, ETR, GIS, GRA, GRD, HBI, HIT, HMT, ISC, ITN, MAT, MIT, MKT, NET, NOS,OMT, OST, PCI, PHO, PMT, SEC, SGD, SGR, TNE, WBL, and WEB.

Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.

III. Other Required Hours

A college may include courses to meet graduation or local employer requirements in a certificate (0-1 SHC), diploma (0-4 SHC), or an associate in applied science (0-7 SHC) program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as Other Required Hours.

IV. Employability Competencies

Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

A. Interpersonal Skills and Teamwork – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks

B. Communication – The ability to effectively exchange ideas and information with others through oral, written, or visual means

C. Integrity and Professionalism – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor

D. Problem-solving – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions

E. Initiative and Dependability – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability

F. Information processing – The ability to acquire, evaluate, organize, manage, and interpret information

G. Adaptability and Lifelong Learning – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices

H. Entrepreneurship – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner

***The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at:* http://www.nc-net.info/NC_career_clusters_guide.php *or* http://www.careertech.org/

Summary of Required Semester Hour Credits (SHC) for each credential:

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	**64-76**	**36-48**	**12-18**

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM PROGRAM APPLICATIONS
Fast Track for Action [FTFA*]

***Fast Track For Action:** Program applications must meet the following criteria in order to be placed on the FTFA program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

The State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of these program without any special allocation of funds.

Central Carolina Community College
Health Information Technology (A45360)

McDowell Technical Community College
Emergency Management (A55460)

Roanoke-Chowan Community College
Emergency Medical Science (A45340)

Contact Person:
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Academic Programs
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PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Central Carolina Community College
Health Information Technology (A45360)

I. Program Planning

Central Carolina Community College is seeking approval for the Health Information Technology (A45360) program to begin Fall, 2016. The planning area is defined as the college's service area of Lee, Harnett and Chatham counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on February 11, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale

Central Carolina Community College (CCCC) indicates the following:

- In Fall 2014, CCCC conducted a health sciences program planning survey with all hospital CEOs, Chief Nursing Officers, and hiring managers in their service area. Approximately 81% of the respondents indicated that the Registered Health Information Technician (RHIT) was in high demand in their agencies.
- According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an 11.1% and 12.5% increase respectively for Health Information Technicians (HIT) and Health Technologists until 2020.
- In April 2015, 337 HIT job openings were advertised on NCworks.gov. O-Net Online lists HIT's as a bright outlook occupation that is expected to grow rapidly between 2012-2022.
- The Employment Security Commission of NC/NC Labor & Economic Analysis Commerce estimates a 22% increase with a projection of 260 annual job openings. National data indicates that the annual employment demand for HIT's will increase 22% or 9,040 job openings.

- North Carolina employment data indicated that 87% of HIT graduates from 2011-2012 were employed within one year of graduation. (NCtower.com)

- CCCC, through a Curriculum Student Satisfaction Survey and a survey on current and prior Continuing Education students in Medical Coding, Electronic Health Records, Medical Terminology and Anatomy and Physiology, identified 214 students potentially interested in the program.

- The Harnett Health Sciences Building recently opened on the CCCC campus in Lillington. In November 2014, a twenty-three million dollar bond referendum passed which will enable the college to build a nine million dollar Health Sciences building. Dedicated classroom and office space is planned for the HIT program.

- Womack Army Medical Center's Medical Coding Auditor/Trainer *is supportive of the implementation of HIT at CCCC. She has agreed to serve as a HIT Advisory board member and to provide placements for practicum experiences.*

III. Impact of the Proposed Program on Other Programs

Eleven community colleges are approved to offer the Health Information Technology program. An impact assessment was sent to each college. Initially, Edgecombe Community College (ECC) expressed objections to the statement "There should be no impact on HIT enrollment at Edgecombe Community College." CCCC responded to ECC's concern by acknowledging that there may be minimal impact (possibly 2.7%) based on current on-line enrollment from the three counties in their service area. **This issue has been resolved and the objection has been removed.**

IV. Implementation of Collaborative Plan

Not Applicable

V. Curriculum Design

The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard

The Health Information Technology curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report health information. Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and non-governmental standards; facilitate research; and design system controls to monitor patient information security. Graduates of this program may be eligible to write the national certification examination to become a Registered Health Information Technician (RHIT). Employment opportunities include hospitals, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians' offices, hospice, and mental health facilities.

Contact Person: Ms. Renee Batts

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
McDowell Technical Community College
Emergency Management (A55460)

I. Program Planning

McDowell Technical Community College Community College is seeking approval for the Emergency Management (A55460) program to begin Spring, 2016. The planning area is defined as the college's service area of McDowell County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at McDowell Technical Community College on May 14, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of McDowell Technical Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale

McDowell Technical Community College (MTCC) indicates the following:

- The effect of the September 11 attacks still reverberate through both public and private sector organizations. As a result, spending directed at emergency management and disaster mitigation has increased. This increased spending has increased the employment opportunities in the emergency management field. The Bureau of Labor Statistics expects employment to grow by twenty-two percent, by 2018. (US News & World Report, 2011)
- Marion's Chief of Police and the Sheriff of McDowell County expressed difficulty in finding qualified individuals to fill employment vacancies and difficulty in finding courses or programs that would be beneficial to their staff within the area.
- The Director of Staff Development and Training with the NC Department of Public Safety (DPS) indicated *they are the single-largest agency in NC, with over 26,000 full-time employees in both sworn/certified and civilian positions. I believe the creation of this Associate Degree program will benefit emergency management and criminal justice agencies by providing a better educated applicant pool, a more efficient work force, and a safer North Carolina.*
- The County Manager for McDowell County noted *the program would help improve emergency services and improve the work force. McDowell County fully endorses the initiative and offers its resources to assist.*

- McDowell County EMS is responsible for providing paramedic level emergency care to citizens and visitors of McDowell County. They respond to nearly 10,000 calls for service annually. In 2013, McDowell EMS was the first agency in western NC to develop and implement a Community Care Paramedic program. This program is designed to assist high risk patients improve health and wellness and also devote extensive time and resources to elderly patients.

- The Director of Emergency Services for McDowell County noted *Western NC is in need of an emergency management program as this will complement existing agency programs within McDowell County. McDowell Emergency Services routinely hires and promotes employees for the EMS division along with the 911 center. The ability to obtain an associate's degree in EM will be a substantial improvement in the level of education currently available for public safety employees across all disciplines within Western NC.*

- McDowell County Office of Emergency Management works to protect the citizens of McDowell County through an integrated Emergency Management framework. The four principle functions of their office are: preparedness, response, recovery, and mitigation in planning for natural and man-made disasters.

- *"Nationally, the employment of Emergency Management Directors is projected to grow eight percent from 2012 to 2022, about as fast as the average for all occupations. Employment of Emergency Management Directors is expected to grow the fastest in hospitals, schools, and private companies. For example, Emergency Management Directors is projected to grow by eighteen percent in health care and social assistance and twenty-two percent in the professional, scientific, and technical services industries from 2012 to 2022."*
  (Bureau of Labor Statistics, U.S. Department of Labor)

- MTCC plans to offer courses to local high school students through Career and College Promise. They anticipate 220 students from the high schools participating in EMT, Fire, and Law and Justice programs. The Emergency Management curriculum would provide these students with a foundation of technical and professional knowledge needed for emergency services delivery.

III. Impact of the Proposed Program on Other Programs

Eleven community colleges are approved to offer the Emergency Management program. **None of the approved colleges are located in a contiguous county, therefore an impact assessment was not required.**

IV. Implementation of Collaborative Plan

Not Applicable

V. Curriculum Design

The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard

The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection,

emergency medical services, and emergency planning. Course work includes classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection, and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance. Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions.

Contact Person: Ms. Renee Batts

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Roanoke-Chowan Community College
Emergency Medical Science (A45340)

I. Program Planning

Roanoke-Chowan Community College is seeking approval for the Emergency Medical Science (A45340) program to begin Spring, 2016. The planning area is defined as the college's service area of Bertie, Hertford, and Northampton counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Roanoke-Chowan Community College on March 24, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Roanoke-Chowan Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale

Roanoke-Chowan Community College (RCCC) indicates the following:

- RCCC offers EMT and paramedic courses through continuing education. Between 2013 and 2014 RCCC experienced an increase in their EMS course enrollment from 29.43 FTE's to 63.82 FTE's.
- The Bureau of Labor and Statistics (BLS) indicates the national demand for Emergency Medical Technicians and Paramedics is expected to increase by 23% between 2012 and 2022 or annually 12,060 job openings. BLS projects NC is expected to have a similar increase of 22% or 480 job openings on an annual basis.
- The college provides training for fifty-two fire, rescue and law enforcement departments within their service area.
- Hertford County is one of only five counties in the state that does not require first responders to be certified Paramedics. Many first responders in the area are trained at the Emergency Medical Technician Basic Level. It is the goal of the Hertford County EMS Director to increase the skills and training level of personnel to the Paramedic level.

- The high schools in Hertford and Northampton counties are interested in the Emergency Medical Science program being available as a Career and College Promise pathway for their students.

- Letters of support for the program were submitted to RCCC by Hertford County Public Schools, Northampton County Schools, Hertford County Department of Emergency Medical Services, Bertie County Emergency Services, and Vidant Roanoke-Chowan Hospital

- The President of Vidant Roanoke-Chowan Hospital noted *first responders trained as paramedics will be able to provide higher quality care in the field resulting in better patient outcomes. The increased training program and additional clinical hours will enhance the quality of life of our area residents.*

III. Impact of the Proposed Program on Other Programs

Thirty community colleges are approved to offer the Emergency Medical Science program. An impact assessment was sent to each college. **No negative impact responses were received.**

IV. Implementation of Collaborative Plan

Not Applicable

V. Curriculum Design

The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.
Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.
Graduates of this program may be eligible to take state and/or national certification examinations.
Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

Contact Person: Ms. Renee Batts

State Board of Community Colleges
Combined Course Library - Continuing Education

New Course Approvals, Modifications, and Tier Designations

The State Board is asked to approve the following courses for placement in the Combined Course Library (CCL).

Request #1 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HSE-3220	Income Maintenance Caseworker - NCFAST	50	T75 – Service Occupations	3

Rationale:

- This course is designed to cover a variety of skills associated with the Income Maintenance Caseworker role to determine service eligibility. Specific focus will include proficiency in the utilization of the NCFAST application. Other topics will include skills in communication, interviewing, time management, data gathering/compiling, and data analysis.

- NCFAST is the technological tool implemented by NC DHHS to improve the functionality of the state's 100 county departments of social services. It is critical that staff have the demonstrated skills to successfully utilize the technology to support the functions of the DSS offices.

- This course request is driven by employer request through the NC DSS county offices as well as the NC DHHS NCFAST office. The course design is a collaborative effort between local community colleges, DSS county offices and the NC DHHS NCFAST office.

Request #2 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
BAS-3120	Business Analytics	120	F30 – Computer Training	2

Rationale:

- This course provides an overview of the general tools to access and analyze data. Topics may include data mining, management, forecasting and utilizing data analytics for decision making. Upon completion, students will have a knowledge base to sit for a national exam for a certified business analytics professional.

- Credentialing agencies include, but are not limited to the following: SAS Business Analytics, Certified Analytics Professional, and Certified Business Intelligence Professional (CBIP).

Request #3 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
CCT-3110	Cybersecurity	120	F30 – Computer Training	2

Rationale:

- This course provides an overview of the evolving field of cybersecurity, with an introduction to cybersecurity standards and law. Topics may include common cyber-attacks, identifying threats, the response to these problems and basic principles of security in defending against cyber threats.
- Credentialing agencies include, but are not limited to the following: Cisco, CompTIA, McAfee Institute, American Board for Certification in Homeland Security.

Request #4 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HEA-3120	Community Health Coach	100	L30 - Health	3

Rationale:

- The Brody School of Medicine in partnership with North Carolina Community Care and Edgecombe Community College conducted a survey with area employers and community leaders to assess the impact of Community Health Coaches in regard to helping improve patient care and outcomes. Their key responsibilities of this layperson include, but not limited to the following: convey the purposes and services of a program to the user, follow-up with health management/care plans with both patients and providers, assist patient in understanding care plans and instructions, document activities, service plans, and results in an effective manner help clients in utilizing resources, including scheduling appointments, and assisting with completion of applications for programs for which they may be eligible. Community Health Coaches would work under the supervision of medical providers, primary care teams, and other health and human services agencies

Request #5 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HEA-3115	Community Health Coach Trainer	**52**	L30 - Health	3

Rationale:

- This course is a train-the-trainer for the Community Health Coach program. The Instructional content of this course should be based on the outline developed through the Brody School of Medicine. To enroll in this course, individuals must have a minimum of an associate degree in nursing or baccalaureate degree in public health or health education.

Request #6 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-6900	Rescue Officer	24	R30 - Fire & Rescue Services	3

Rationale:

- This certification-related course presents the rescue service member with an avenue for gaining knowledge and skills needed to become an effective officer within his or her respective organization. Topics covered include human resources management; communication skills; operating as a manager, leader, mentor and coach to subordinates; improving customer service; interfacing with the service community; and the importance of health and safety in rescue services. Topics align with related National Fire Protection Association (NFPA) Standard 1021, Standards for Fire Officer Professional Qualifications, objectives. This is a NC Fire and Rescue Commission certification course.

Request #7 of 7 (New Request)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-7000	Traffic Incident Management	4	R30 - Fire & Rescue Services	3

Rationale:

- This course is designed to establish the foundation for and promote consistent training of all responders to achieve the three objectives of the Traffic Incident Management (TIM) National Unified Goal: responder safety; safe, quick clearance from incidents; and prompt, reliable, interoperable communications. This course will familiarize fire and rescue personnel with the purpose of the Strategic Highway Research Program 2 (SHRP 2) and National TIM Responder Training Program and how it relates specifically to North Carolina. Participants will learn to recognize and identify the dangers encountered by emergency responders working in or near traffic.

Contact Person:
Barbara Boyce
Associate Vice President
Continuing Education

AGENDA

State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building
Conference Room 201A
September 17, 2015 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes

- August 20, 2014

For Information

- SBCC Code Report – September 2015 (Attachment FC 1)
- Multi-Campus Center Approval Process (Attachment FC 2)

For Future Action

- Mitchell Community College Request for Mooresville Multi-Campus Center Approval (Attachment FC 3)
- Wake Technical Community College Request for RTP Multi-Campus Center Approval (Attachment FC 4)

For Action

- FY 2015-16 Baseline State Aid Allocations and Budget Policies (Attachment FC 5)
- Specialized Training Course List for Waivers Authorized Under G.S. 115D-5(b)(2) (Attachment FC 6)
- Contract Amendment with Ellucian for Financial Aid Self Service (Attachment FC 7)
- Allocations for Customized Training – Local Capacity Building (Attachment FC 8) [CA]
- Allocations for NCWorks Customized Training - Regional Trainers (Attachment FC 9) [CA]
- Allocation for Virtual Learning Community Course Development (Attachment FC 10) [CA]
- BioNetwork Allocation Request for Host Colleges (Attachment FC 11) [CA]
- North Carolina Space Grant Allocation (Attachment FC 12) [CA]
- Construction and Property (Attachment FC 13) [CA]

New Business

Adjourn

MINUTES

FINANCE COMMITTEE
August 20, 2015 – 1:30 p.m.

Members Present:

Clyde Higgs
Janet Lowder
Todd Johnson
Jim Rose (Telephone)
Lisa Estep
E. Lynn Raye

System Office Staff and Others:

Jennifer Haygood
Brandy Andrews
Daniel Alvarado
Karen Brown
Brian Bridgers
Jason Forlines
Arthur Hohnsbehn
Donny Hunter
Cheryl Kaminski
Rondra McMillan
Cindy Mixter
Sharon Rosado
Alice Smith
Bob Witchger
Karen Yerby
Bryan Conrad (OSBM)

CALL TO ORDER

Mr. Clyde Higgs called the meeting to order at 1:41pm.

Mr. Higgs read the required ethics statement. There were no conflicts of interest.

ROLL CALL

Carmen Cargill took the roll of the Finance Committee members. At the request of new committee members, Mr. Higgs requested each person in the gallery introduce themselves and briefly state their position and reason for attending the committee meeting.

AGENDA

Mr. Higgs asked for a motion to approve the agenda for the meeting as presented. Mr. Lynn Raye moved, seconded by Ms. Estep.

MINUTES

Mr. Higg asked for a motion to approve the minutes of the July 16, 2015 meeting as presented. Mrs. Lowder moved, seconded by Ms. Estep.

For Information

Finance Committee Agenda Items: A Review (Attachment FC 1)

Ms. Haygood gave an overview of the various types of items that are presented to the Finance Committee. She stated that typically the Finance Committee approves the colleges' annual State budget allocations in July or August. However, since we are currently operating under Continuing Resolution, budget allocations will not be presented this month. If no budget is in place before the September committee meeting, Ms. Haygood will prepare baseline budget allocations and present to the Committee in September for approval.

Ms. Haygood followed with overviews of Tuition and Fees, Fiscal Policy and Management, Construction and Property and Reports. An extended discussion followed.

Budget and Legislative Update – July 2015 (*Discussion Only*)
Ms. Haygood stated that no budget has been enacted and we continute to operate under the continuing resolution thru August 31, 2015. She also stated that we have been actively speaking with Legislators to reemphasize the priorities of the community colleges. In addition, Ms. Mary Shuping will be providng more detail during the the Legislative Committee meeting scheduled for later in the day.

SBCC Code Report – August 2015 (Attachment FC 2)
Ms. Haygood explained the State Board Code is the official State Board policy and thas the effect and force of law. The SBCC Code Report summarizes the different steps in the process of updating the rules and where these updates are in the process. Ms. Haygood discussed the history of the rule-making process and where we are today. A brief discussion followed.

FY 2014-15 Year-End State Board Reserve Report (Attachment FC 3)
Ms. Haygood stated the report provides the Board with a status how State Board Reserve Funds were spent during 2014-2015. She reviewed the details of the report and responded to questions from the committee members. Ms. Haygood indicated that approximately $30,000 in the State Board Reserve Fund was not expended and has reverted to the State General Fund.

For Future Action
*Initiation of Rulemaking Process to Repeal "1D SBCCC 700.99 – Live Projects" (Attachment FC 4)
Ms. Haygood directed the committee's attention to FC 5, Initiation of Rulemaking Process to Amend "Title 1, Chapter H – Fiscal Management" and FC6 Initiation of Rulemaking Process to Amend "1E SBCCC 700.7 – Excess Fee Receipts" which were submitted for future action last month. Ms. Haygood stated that these items all relate to Live Projects and the rules are in the process of being recodified. Ms. Haygood noted that this item had not been brought before the committee previously, and is being brought forth on today's agenda as a for future action item. Ms. Haygood recommeneded the Committee suspend the rules and move this item to For Action to allow all related motions to move forward at the same time.

Mr. Raye motioned and was seconded by Ms. Lowder.

For Action
Initiation of Rulemaking Process to Amend "Title 1, Chapter H – Fiscal Management" (Attachment FC 5)
Ms. Haygood stated that attachments FC 5 and FC 6 were brought before the Committee For Future Action at the July 2015 meeting and were reviewed in detail. She followed with a brief review of the item for the new committee members. The committee members posed several questions which Ms. Haygood addressed.

Following the discussion, Mr. Johnson moved, and Mrs. Lowder seconded. The motion was passed.

Initiation of Rulemaking Process to Amend "1E SBCCC 700.7 – Excess Fee Receipts" (Attachment FC 6)

Ms. Haygood began by stating FC 6 is a conforming change to address the issue of fund balances that may remain after a college no longer has a Live Client Project. The proposed rule changes address how colleges handle any excess fee receipts. The committee had no additional questions.

Mrs. Lowder moved, seconded by Mr. Raye and the motion was passed.

State Board Reserve Funds for Presidential Search (Attachment FC 7)

Ms. Haygood requested the Finance Committee approve an allocation of up to $75,000 for the presidential search. Mr. Raye moved, seconded by Ms. Estep. The motion passed.

Allocation for Minority Male Mentoring FY 2015-16 (Attachment FC 8)

Ms. Haygood requested approval of $809,968 allocation to 46 colleges for the Minority Male Mentoring program. Daniel Alvarado provided the committee members with some background on the program. He reviewed the allocation process and stated the program team is working to add additional performance metrics and develop a three tiered funding method for next year. Mr. Alvarado also reviewed how colleges use these funds.

Mr. Raye moved and Ms. Estep seconded. The motion to allocate $809,968 to 46 colleges for the Minority Male Mentoring program was approved.

Allocation for The Golden LEAF Scholars Program – Two-Year Colleges (Attachment FC 9)

Ms. Haygood requested approval for the expenditure of $750,000 in grant funds for allocations to colleges for the Golden LEAF Scholars Program – Two-Year Colleges. Ms. Karen Yerby was in attendance and described the program for the Committee. Ms. Yerby stated that the funds are provided by the Golden LEAF Foundation and are used exclusively for student scholarships. The scholarships are limited to students who demonstrate financial need and reside in a rural county that is tobacco dependent and/or economically distressed (*Tier 1 or Tier 2 under the 3-Tier designation).

Mr. Raye moved and Ms. Estep seconded. The motion to allocate $750,000 for the Golden LEAF Scholars Program – Two-Year Colleges was approved.

Allocation for CTE Leadership Grants – Career Pathways (Attachment FC 10)

Ms. Haygood asked the Committee to approve an amount not to exceed $700,000 for the second year in allocations to 20 community colleges to continue their work in developing NCWorks Career Pathway Program. Dr. Bob Witchger provided the committee members with a brief overview of the program and answered several questions.

Ms. Estep moved and Mr. Johnson seconded. The motion to allocate up to $700,000 for the Golden LEAF Scholars Program – Two-Year Colleges was approved.

Construction and Property (Attachment FC 11)

Ms. Haygood called upon Sharon Rosado to describe the responsibilities of her department and review the agenda items submitted for approval.

Mr. Johnson moved, and Mrs. Lowder seconded. The Committee approved the allocation for new projects.

1. **Project Approval – New**

   A. Craven Community College–Project No. 2084–Student Success Center– Barker Hall –
   Estimated cost is $1,000,000, composed of all local funds.

Ms. Rosado reviewed the items listed for Acquisition and Disposal.

Mrs. Lowder moved, and Mr. Raye seconded. The Committee approved the allocation for Acquisition and Disposal of Real Property.

2. **Acquisition and Disposal of Real Property**

   A. The Board of Trustees of Beaufort Community College requests permission as per G.S. 115D-20 to acquire approximately 13.6 acres of property located at 5337 US Highway 264 East, Washington, North Carolina. **(Note: President Ralls, under the authority granted to him by the State Board, approved this project on August 6, 2015.)**

   B. The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-15 to dispose of by demolition a building approximately 1,641 square feet, located at 1409 East Fifth Street, Charlotte, North Carolina. **(Note: President Ralls, under the authority granted to him by the State Board, approved this project on June 2, 2015.)**

   C. The Board of Trustees of Mayland Community College requests permission as per G.S. 115D-20 to acquire approximately 9 acres of property with two buildings totaling approximately 89,818 square feet located at 207 Pinebridge Avenue, Spruce Pine, North Carolina.

Adjournment
The meeting was adjourned at 2:56pm.
Recording Secretary
Carmen Cargill

STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND "Title 1, Chapter H – Fiscal Management"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

AMEND "1E SBCCC 700.7 - Excess Fee Receipts"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
REPEAL "1D SBCCC 700.99 – Live Projects"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	
AMEND "2A SBCCC 400.2 – Admission Requirements"	Initiation of Rulemaking Process	October 30, 2015	**PENDING**
	Publication on NCCCS Website	November 3, 2015	
	Written Comment Period Ends	December 3, 2015	
	Review Comments with SBCC Committee	January 14, 2016	
	2nd Written Comment Period Ends (if substantive changes)	January 26, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 19, 2016	
	Prospective Effective Date of Rule	March 1, 2016	

STATE BOARD OF COMMUNITY COLLEGES
Multicampus Center Approval Process
Section 10.7, S.L. 2013-360
(Approved by the State Board on 1/17/2014)

Background: Multi-campus centers (MCCs) are State Board-approved convenience locations geographically apart from a community college's main campus, where students may complete certificates, diplomas, and associate degrees as well as access literacy and continuing education courses.

Consistent with Southern Association of Colleges and Schools (SACS) accreditation and State Board requirements, MCCs must provide comprehensive instructional support functions such as libraries and student development services. Currently, students are being served at 33 MCCs. Attachment A provides a list of those MCCs and associated full-time equivalent (FTE) students served at those locations.

Prior to 2010, the State Board would review college requests for multi-campus center designations. If approved, the State Board would then request funds from the General Assembly to help support the operations of that MCC. During the most recent recession, the General Assembly did not appropriate funds for all newly established MCCs. As a result, five colleges did not receive funding to help support the operations of six new MCCs in FY 2008-09, 2009-10, and 2010-11.

In 2010, the General Assembly amended G.S. 115D-5(o) to state, "The State Board of Community Colleges shall not approve any additional multicampus centers without identified recurring sources of funding."[1] In 2011, the General Assembly further amended G.S. 115D-5(o) to require "(a)ll multicampus centers approved by the State Board of Community Colleges shall receive funding under the same formula." Since no additional funds were appropriated, this mandate ensured that all 33 MCCs received funding, but effectively reduced the amount of funding provided to each MCC.

The combination of the requirement to not approve new MCCs without identifying recurring funds, the requirement to fund all approved MCCs under the same formula, and the desire to not further dilute the amount of funding provided to support these centers has resulted in confusion about which entity – the General Assembly or the State Board of Community Colleges – should take action first on future MCC requests.

Recommended Process: To address this confusion, Section 10.7 of S.L. 2013-360 directs, "The State Board of Community Colleges shall develop a process for approval of community college multicampus centers." **The State Board recommends a three-step process:**

[1] Section 8.11 of S.L 2010-31.

Step 1: Initial State Board Review and Recommendation

To help ensure that appropriate geographic access is provided to community college programs and services, while minimizing the unnecessary duplication and proliferation of facilities, the State Board has adopted a policy that governs MCC designation. The State Board requires college sites to meet the following criteria to receive MCC designation:[2]

1. An adequate population base must exist to support the multi-campus operation.

2. Programs and services provided are based on appropriate student demand and needs.

3. Programs and services provided through multi-campus centers comply with the *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools.

4. Adequate county government maintenance and operation of physical plant support is available.

5. An instructional program and services plan has been developed which includes appropriate details concerning program mix, staffing, and instructional support functions.

6. The multicampus center does not have a negative impact on institutions in contiguous areas.

7. Students enrolled at a multicampus location must be able to complete at least one associate degree at the campus that requests the multi-campus designation.

8. The duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality perspectives.

9. The multi-campus operation must enroll a minimum of 300 budget FTE. The method to be used in deriving the FTE shall be the same as the method used for calculating Budgeted FTE (the higher of the current year or a two-year rolling average).[3]

The State Board should require colleges seeking MCC designations to submit their applications no later than October 15th of each year. This deadline would ensure that the State Board could review requests according to its policy in a timeframe that would allow incorporation of its recommendation into the information provided for the State budget process. The State Board's recommendation should also clearly outline any conditions the college must meet to receive final State Board approval, contingent on the General Assembly funding.

[2] 2006 State Board Policy on the Designation of Off-Campus Centers & Multi-Campus Colleges: Policies and Funding Methods

[3] Note that approved multi-campus centers serving fewer than 300 BFTE at the time this policy was adopted were grandfathered for inclusion by the State Board of Community Colleges.

Step 2: Appropriation of Funds by the General Assembly

If recommended for approval, the System Office will include the State Board's recommendation in the information provided to the Office of State Budget and Management and the General Assembly for budget deliberations. The college seeking the MCC designation would be primarily responsible for advocating for expansion funding for the MCC with support from the System Office. The expansion budget request shall be for an amount necessary to fund an additional MCC under the existing funding formula. Currently, that amount is $500,919 for an MCC serving 1500 or less FTE and $839,311 for an MCC serving greater than 1500 FTE. If the General Assembly decides to appropriate funds for the recommended MCC, the request moves to Step 3. If the General Assembly decides not to appropriate funds, the college's request will be resubmitted in future years unless the college withdraws its request.

Step 3: State Board Approval

If the General Assembly appropriates adequate funds to support the MCC consistent with the existing funding formula, the State Board would then consider granting approval for the MCC designation. In addition to adequate recurring funding, the State Board would only grant approval if the college has satisfied any conditions included in its original recommendation. If final approval is granted, the State Board shall allocate funds to the college for the newly approved MCC. If for any reason the State Board fails to grant approval of the MCC, then the funds appropriated by the General Assembly for the MCC shall remain unexpended and revert to the General Fund.

Recommended Legislation: In addition to recommending a plan for a multicampus approval process, Section 10.7 of S.L. 2013-360 also asked the State Board to identify any statutory changes necessary to implement that plan. While no statutory changes are required to enable the above plan, the State Board will need to amend its current policy to establish a deadline for MCC applications and clearly communicate this multi-step process.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Multi-Campus FTE and Allotment
FY 2013-14

Attachment FC 2 - A

Community College	Campus	2-Year Average FTE	Campus Allotment	Total Allotment
Blue Ridge CC	Transylvania Campus	306	500,919	$500,919
Caldwell CC	Watauga Cty. Campus	859	500,919	500,919
Cape Fear CC	North Campus	2,230	839,311	839,311
Central Carolina CC	Chatham Cty. Campus	399	500,919	
	Harnett Cty. Campus	837	500,919	1,001,838
Central Piedmont CC	North Campus	868	500,919	
	Levine Campus	2,128	839,311	
	Harper Campus	788	500,919	
	Harris Campus	436	500,919	
	Cato Campus	1,006	500,919	2,842,987
College of The Albemarle	Dare Cty. Campus	221	500,919	500,919
Craven CC	Havelock Campus	390	500,919	500,919
Davidson Co. CC	Davie Campus	386	500,919	500,919
Edgecombe CC	Rocky Mount Campus	854	500,919	500,919
Fayetteville Tech. CC	Spring Lake Campus	641	500,919	500,919
Gaston College	Lincoln Cty. Campus	644	500,919	
	Kimbrell Campus	203	500,919	1,001,838
Guilford TCC	Greensboro Campus	2,258	839,311	
	High Point Campus	1,042	500,919	1,340,230
Piedmont CC	Caswell Campus	341	500,919	500,919
Rowan-Cabarrus CC	Cabarrus Cty. Campus	1,810	839,311	
	Cloverleaf Plaza Campus	318	500,919	
	Hwy 29 Campus	267	500,919	1,841,149
South Piedmont CC	West Campus	1,211	500,919	500,919
Southwestern CC	Macon Cty. Campus	384	500,919	500,919
Stanly CC	Western Stanly Campus	668	500,919	500,919
Vance-Granville CC	Franklin Cty. Campus	473	500,919	
	Granville Cty. Campus	442	500,919	1,001,838
Wake TCC	Health Sciences Campus	1,356	500,919	
	Northeast Campus	3,510	839,311	
	West Campus	723	500,919	
	Public Safety Training Campus	450	500,919	2,342,068
Wilkes CC	Ashe Cty. Campus	282	500,919	500,919
TOTAL		**28,731**	**18,222,287**	**$18,222,287**

STATE BOARD OF COMMUNITY COLLEGES
Mitchell Community College Request for Mooresville Multi-Campus Center Approval

Request: Mitchell Community College requests the State Board provide preliminary approval to designate the Mooresville Campus as a multi-campus center (MCC). The site is located at 219 Academy Street in Mooresville, NC. By granting preliminary approval, the State Board agrees to include the MCC funding (approximately $513,000) for this location in its 2016 budget requests submitted to OSBM. Final State Board approval is contingent on the General Assembly appropriating additional MCC funds for the location.

Background: Mitchell Community College has sponsored a center in downtown Mooresville since 1983. To meet the needs of southern Iredell County, programming has steadily expanded since that time, resulting in three expansions (1996, 2003, and 2011) which provide 60,000 square feet of instructional and administrative space. The real property associated with this site is owned by the Mitchell Community College Board of Trustees.

Rationale: Mitchell Community College provided the following justification for MCC designation.

1. **An adequate population base must exist to support the multi-campus operation.**

   The population of Mooresville has grown significantly in the past ten years as evidenced by the 2010 US Census where Mooresville, NC grew by 73%. The current population of south Iredell residents in the area zip codes (28115 & 28117) is well over 70,000 citizens. In addition to the obvious population growth, the Mooresville/South Iredell Economic Development Corporation highlights that Mooresville has been recognized for eight years as the #1 Micropolitan area to open a business according to Site Selection Magazine. The Mooresville-South Iredell Chamber of Commerce reports that 103 new businesses were recognized in Mooresville in 2014 while the State average was in the low 30's. Additionally, both the Iredell-Statesville Schools and the Mooresville Graded School District continues to grow by double digits.

2. **Programs and services provided are based on appropriate student demand and needs.**

   In accordance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) regulations for an off-campus site, the following services are provided for student support:
   a. Admissions Counselor – Full-time
   b. Financial Aid Specialist – Full-time
   c. Registrar – Full-time
   d. Library Services – part-time – interlibrary loan available when needed
   e. Tutoring Service – part-time
   f. Administration - Dean, Administrative Assistant, Receptionist, and Evening/Weekend Coordinator
   g. Ten full-time faculty members representing various programs at the College

h. Security Services – full-time day and part-time in evenings
i. Bookstore – internet ordering only
j. Business Office – on-line payments
k. Human Resources – monthly or by request
l. Information Technology Support – full-time

3. Programs and services provided through multi-campus centers comply with the *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools.

The Mitchell Community College – Mooresville Campus received recognition from the Southern Association of Colleges and Schools (SACS). (A copy of the official letter from SACS has been provided to the North Carolina Community College System Office.)

4. Adequate county government maintenance and operation of physical plant support is available.

Currently, there are adequate County funds to support the operation of the Mitchell Community College – Mooresville Campus. The College currently staffs the following positions that are supported by County funds:

a. Two Maintenance Technicians - Full-time
b. Weekly Landscaping/Yard Maintenance - Full-time grounds crew
c. One Full-time (day) and one part-time security guard (evening/weekends)

5. An instructional program and services plan has been developed which includes appropriate details concerning program mix, staffing, and instructional support functions.

Mitchell Community College-Mooresville Campus has provided an appropriate mix of class offerings and the services to support those offerings since its inception. Class schedules are determined by the Academic Deans in each division consistent with commitment to support student completion. Faculty loads are managed by those same Deans to support the academic disciplines they represent. The Mooresville Campus also offers classes in Continuing Education which are planned to meet the short-term workforce development, certification, and personal enrichment needs of its constituency. Using evaluative data, the College works intentionally to ensure that class offerings and necessary support services are available for students. The program mix is constantly being evaluated, modified and improved to meet the needs of Mitchell Community College students.

6. The multi-campus center does not have a negative impact on institutions in contiguous areas.

The Mitchell Community College-Mooresville Campus operates within a 20 mile radius of several other community college multi-campus sites. The most easily accessible of these is the Central Piedmont Community College (CPCC)-Merancas Campus. A review

of the programmatic offerings at this CPCC campus designate it as the home to the Public Safety & Transportation System Technologies programs. Gaston College-Lincoln Campus concentrates on Cosmetology and transfer degrees, Rowan-Cabarrus Community College (RCCC)-Kannapolis Campus focus is Biotechnology, and the RCCC South Campus focus is Motorsports Management. No classes offered at the Mooresville Campus will adversely impact these programs. As indicated earlier, the growing population of the southern end of Iredell County is the driver for increased programmatic offerings at the Mooresville Campus.

7. **Students enrolled at a multi-campus location must be able to complete at least one associate degree at the campus that requests the multi-campus designation.**

   Associate of Science – College Transfer
   Associate of Arts – College Transfer
   Associate of Applied Science – Business Administration
   Associate of Applied Science – Early Childhood Education
   Associate of Applied Science – Medical Assisting

8. **The duplication of instructional support and other cost expenses are justifiable from <u>cost effectiveness</u> and <u>quality</u> perspectives.**

   The duplication of instructional support and other cost expenses are necessary to support the student population at the Mooresville Campus. Many of these students do not access the Statesville Campus and depend solely on the support services offered in Mooresville. While the college has allocated the necessary funding and resources or offers a wide array of services, additional funding would allow for the college to enhance and expand services. This most likely would impact student success and support the College's participation in our Completion by Design initiative.

9. **The multi-campus operation must enroll a minimum of 300 budget FTE.**

	2013-14	**2014-15**
Curriculum FTE (Summer, Fall, Spring)	376	311
Continuing Education FTE (Spring, Summer, Fall)	90	89
Total FTE	468	400

*Preliminary Summer and Fall 2015 FTE figures for curriculum suggest that 2015-16 curriculum FTE will likely surpass 400 FTE.

<u>Conditions of Approval</u>: None recommended.

<u>Contact</u>:
Jennifer Haygood
Executive Vice President, Chief Financial Officer

STATE BOARD OF COMMUNITY COLLEGES
Wake Technical Community College Request for RTP Multi-Campus Center Approval

Request: Wake Technical Community College (WTCC) requests the State Board provide preliminary approval to designate its Research Triangle Park (RTP) Campus, which is scheduled to open in August 2017, as a multi-campus center (MCC). The site is located at 10908 Chapel Hill Road, Morrisville, NC. By granting preliminary approval, the State Board agrees to include the MCC funding (approximately $513,000) for this location in its 2016 budget requests submitted to OSBM. Final State Board approval is contingent on the General Assembly appropriating additional MCC funds for the location.

Background: On January 18, 2008, the State Board approved WTCC's Western Wake Center located at 3434 Kildaire Farm Road in Cary, NC, as a multi-campus center site. On April 21, 2008, the State Board approved WTCC's request to acquire approximately 77 acres of land at the intersection of Watkins Road and Chapel Hill Road in Morrisville, NC. The State Board approved the acquisition of additional acreage related to this site on three occasions: June 20, 2008 (7 acres), May 15, 2009 (4.7 acres), and August 9, 2011 (7 acres). On September 19, 2008, the State Board approved the relocation of the Western Wake MCC from its Cary location to this location in Morrisville upon completion of the buildings on the new site. On January 8, 2015, WTCC sent a letter to President Ralls informing him of its desire to retain the Western Wake MCC at its current location and its intent to seek approval of the Morrisville location (RTP campus) as a separate MCC. The facility will have 28 classrooms and labs when it initially opens.

Rationale: Wake Technical Community College provided the following justification for MCC designation (where noted, additional support documentation was also submitted to the NC Community College System Office (System Office)):

1. **An adequate population base exists to support the off-campus centers or multi-campus operation.**

   As Wake County's (WTCC's service area) population continues to surge past the 1,000,000 milestone, along with enrollment and high school graduation rate increases in the Wake County Public School System, WTCC is constantly seeking new ways to expand its educational programs within the county[1] and increase the percentage of Wake County high school students initially enrolled at the college after graduation[1]. In addition, the location of the RTP Campus in western Wake County is designed to serve not only the projected population growth in this region of the county[1] (zip codes: Morrisville 27560 and Cary 27519) but also the businesses within the Wake County portion of the Research Triangle Park[1].

2. **Programs and services provided are based on appropriate student demand and needs.**

[1] Supporting documentation was provided by WTCC, but is not included here for brevity. This information can be provided upon request.

The establishment of the new RTP Campus in Morrisville is needed to not only increase the capacity of the college, but also to provide technical education programs to the western part of the county and especially the Wake County portion of the Research Triangle Park. Even though the college has consistently increased its enrollment to meet the growing population in the county[2], WTCC continues to experience classroom/lab space shortage issues as illustrated by the wait list maintained by the registrar's office[2] over the last four years. Also, data from the annual facilities inventory and utilization study produced by University of North Carolina General Administration (UNC-GA)[2] shows WTCC's high student usage rates of its current classroom and laboratory space compared with other North Carolina community colleges, which highlights the college's diminished capacity to enroll additional students on its campuses. It is clear from reviewing these research documents that WTCC has a need to expand its facilities in the county in order to eliminate its wait list issue and prepare for the increased demand for educational services in northwestern Wake County.

In addition, a needs assessment was conducted for the college by O'Brien/Atkins and Associates in the Morrisville area to identify the educational programs needed by companies in this part of the county[2]. The results from this 2011 survey indicate interest by the companies in this region of the county in the following fields of study: Simulation and Game Development; Computer Information and Cyber Security; Database and Software Training; Geographical Information Systems; 3-D Computer Visualization; HVAC; Welding; Plumbing; and Chinese. These survey responses in 2011 correspond with the additional research from the North Carolina Department of Commerce[1] and the Research Triangle Regional Partnership[2], which indicate future job growth in the region will occur in the fields of Pervasive Computing; Informatics; Interactive Gaming and E-Learning; Software Developer Applications; Computer Support Specialists; and Information Security Analysts. This survey feedback, market research, and increased enrollment figures in selected computer-based programs at the college[2] demonstrates that there is a need for expanded computer and technical instructional programs and WTCC's RTP Campus will increase the college's capacity to address this issue in Wake County.

3. Programs and services provided through multi campus centers comply with the *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools.

In January 2015, WTCC notified the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) about the establishment of a new off-campus site (RTP Campus) (not a branch campus as defined by SACSCOC) in Morrisville, North Carolina[2]. The college plans to submit a prospectus report in December 2016 in compliance with SACSCOC regulations that institutions notify SACSCOC three months prior to opening a site[2]. In addition, this site will be visited by a SACSCOC On-Site Special Visiting committee in 2020 as part of WTCC's Fifth Year Interim Report to the Commission on Colleges.

[2] Supporting documentation was provided by WTCC, but is not included here for brevity. This information can be provided upon request.

4. Adequate county government maintenance and operation of physical plant support is available.

Wake County Commissioners approved WTCC's 2007 Building Program Plans (February 18, 2008 which includes funds for the Morrisville site) and WTCC's 2012 Building Program Plan (November 2012 bond referendum) in January 2013, which included the first three buildings ($54,744,988 from the bond) on the RTP Campus[3].

Since WTCC owns the property[3] and the buildings are being built with bond funds approved by the Wake County citizens, the college is responsible for the building maintenance (utilities, telephone, internet services, and custodial services) as well as the purchase and maintenance of furniture, office equipment, instructional materials, and specialized equipment housed within this facility on the RTP campus. The maintenance of the building is covered in WTCC's annual county budget, while the purchase of furniture for this initial building on the RTP campus is included in the 2012 bond.

5. An instructional program and services plan has been developed which includes appropriate details concerning program mix, staffing, and instructional support functions.

The college has used initial research from O'Brien/Atkins and Associates; North Carolina Department of Commerce; and the Research Triangle Regional to identify specific computer and technical education fields (see section 2) that need to be expanded in Wake County. WTCC's administrators and academic deans have used this information to revise its master plan which includes details (program mix, staffing, and instructional support function space) pertaining to the RTP building[3].

6. The multi-campus center does not have a negative impact on institutions in contiguous areas.

The development of the RTP Campus is designed to serve the residents of western Wake County (WTCC's service area) and the Wake County portion of the Research Triangle Park[3]. Beginning in the 2007-2008 academic year WTCC obtained initial approval from the Wake County Commissioners (building plans) and the NC State Board of Community Colleges (property) for the establishment of a Western Wake Campus[3]. This campus will help the college address the growing educational needs of Wake County residents as the county's population continues to increase past the one million mark and especially in this part of the county (zip codes: Morrisville 27560 and Cary 27519). The college does not believe that the RTP Campus[3] (one mile from the Durham County line) will adversely affect the enrollment at Durham Technical Community College (DTCC) since data from the System Office illustrates that more Wake County residents attended DTCC than Durham and Orange County residents enrolled at WTCC over the last three years[3]. In addition, WTCC's new RTP Campus will help the college address its student capacity (classrooms and laboratories) space issues which is not a problem at DTCC[3]. Based on

[3] Supporting documentation was provided by WTCC, but is not included here for brevity. This information can be provided upon request.

these research documents and WTCC's focus on serving its constituents in Wake County, the RTP Campus should not have a negative impact on DTCC.

7. Students enrolled at a multi-campus location must be able to complete at least one associate degree at the campus that requests the multi campus designation.

Under the current instructional plan[4] for the RTP Campus, students will be able to complete all courses connected with ten associate degrees starting in the Fall 2017 semester.

- Associate in Arts (AA) (A10100)
- Associate in Sciences (AS) (A10400)
- Business Administration (AAS) (A25120)
- Business Analytics (AAS) (A25350)
- Computer Information Technology (AAS) (A25260)
- Computer Programming (AAS) (A25130)
- Database Management: Administrator (AAS) (A25150A)
- Computer Technology Integration (AAS) (A25500D)
- Information Systems Security (AAS) (A25270)
- Networking Technologies (AAS) (A25340)

8. The duplication of instructional support and other cost expenses are justifiable from <u>cost effectiveness</u> and <u>quality</u> perspectives.

In November 2012, Wake County voters passed a $200 million dollar bond referendum which included three buildings (Initial Phase: two classroom buildings and one energy plant building) for the RTP Campus[4].This campus located in Morrisville, NC, will provide technical education programs to the western part of Wake County, including the Wake County portion of the Research Triangle Park. With the growth of Wake County's population reaching one million people, Wake Tech needs to develop campuses strategically positioned throughout the county to adequately serve its constituents[4]. As a result of the establishment of the RTP Campus, the college has developed a first year (startup) funding projected estimate for the Wake County Commissioners (submitted in May 2015) which would begin in the 2017-2018 fiscal year[4]. Wake Tech has also developed a preliminary organizational chart illustrating the projected staffing needs of the RTP campus[4]. In addition, the institution may develop plans to use administrators, instructional support services, and student services personnel from existing campuses (Western Wake Campus is only 12.5 miles away) to support the RTP facility in the initial semester (Fall 2017) until student enrollment figures are confirmed in 2017.

Initially the college planned to construct three buildings (Bond 2012) on the Morrisville site but because of rising construction costs and the need to implement cost effectiveness measures, WTCC is consolidating these projects into one building[4] (120,000 square feet) which will house its own power plant along with twenty-eight classrooms/labs. In addition, this four-story classroom building will have a "green roof" to reduce the carbon

[4] Supporting documentation was provided by WTCC, but is not included here for brevity. This information can be provided upon request.

footprint of this facility and will meet LEED (Leadership in Energy and Environmental Design) certification standards[5].

With respect to quality, all WTCC classes taught at the RTP campus will use the same course syllabuses and instructional materials used on WTCC's other campuses. In addition, these RTP courses will follow the same planning, assessment, and evaluation processes[5] conducted on other WTCC campuses using the Weave System[5] and SLO database[5]. The same assessment and evaluation procedures outlined in the Weave System will be used by student services and campus administrators at this campus.

9. **The multi-campus operation must enroll a minimum of 300 budget FTE. The method to be used in deriving the FTE shall be the same as the method used for calculating Budgeted FTE (the higher of the current year or a two year rolling average).**

   Preliminary FTE estimates developed by WTCC in June 2015 indicate that the initial building (125,000 square feet) on the RTP Campus (28 classrooms/labs) could generate at least 1,035 FTE (based on a seventy percent occupancy rate) [5]. Figures provided by WTCC's Associate Vice President of Career Programs and Associate Vice President of Arts and Sciences projected that the College will earn 434 FTE at the RTP campus during the Fall 2017 semester. In the Spring 2018 semester, the number of FTE earned at this site will increase to 452. It is anticipated that during the 2017-2018 and 2018-2019 academic years, WTCC's curriculum (credit) education programs will generate an annual average of 999 budget FTE for an independent campus site (2017-2018: 887.34 FTE; 2018-2019 1,110.81 FTE)[5]. These lower FTE estimates from the Associate Vice President of Career Programs and the Associate Vice President of Arts and Sciences are based on calculations for a smaller square foot building. Currently, WTCC is focused on expanding its curriculum courses to western Wake County and especially the Wake County portion of the Research Triangle Park and addressing the educational needs of companies in this section of the county [5]. WTCC will offer limited continuing education (non-credit) courses at the RTP campus if space is available.

Conditions of Approval: Staff recommends that the State Board begin allocating MCC funds for this location during the first academic term in which an estimated 300+ FTE students are expected to enroll, contingent on legislative approval. Additionally, additional MCC funds are contingent on enrollment at the Western Wake Campus in Cary remaining above 300 FTE.

Contact:
Jennifer Haygood
Executive Vice President, Chief Financial Officer

[5] Supporting documentation was provided by WTCC, but is not included here for brevity. This information can be provided upon request.

Attachment FC 5

FY 2015-16 BASELINE
STATE AID ALLOCATIONS AND BUDGET POLICIES

STATE BOARD OF COMMUNITY COLLEGES
DIVISION OF FINANCE AND OPERATIONS
SEPTEMBER 18, 2015

SBCC
09/18/2015
Version 1.0

Document Revision History

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I. Purpose Statement

G.S. 115D-5(a) provides that "[t]he State Board of Community Colleges may adopt and execute such policies, regulations and standards concerning the establishment, administration, and operation of institutions as the State Board may deem necessary … to provide for the equitable distribution of State and federal funds to the several institutions." G.S. 115D-31(a) further describes the State Board's responsibility to provide, "from sources available to the State Board," financial support to the institutions.

As of September 10, 2015, the General Assembly had not enacted a 2015 Appropriations Act. In absence of a final budget for the FY 2015-17 biennium, the General Assembly has authorized continued expenditures for the operation of government at the level in effect on June 30, 2015 through S.L. 2015-133, as amended by S.L. 2015-214 and S.L. 2015-233 (see Appendix A). The purpose of this document is to approve "baseline" allocations to the colleges and adopt necessary policies consistent with this continuing budget authority and in compliance with G.S. 115D-5(a) and G.S. 115D-31. The "baseline" allocations in this document have been calculated using the same funding formulas and FTE funding rates as FY 2014-15; however, colleges' formula allocations have been updated to reflect FY 2015-16 Budget FTE enrollment. Adjustments to the State Aid allocations and budget policies included herein shall be presented to the State Board for its approval at a future meeting pending the enactment of a final budget. **If continuing budget authority lapses at any point in the future, the allocations included in this document shall be suspended until such time as budget authority is reinstated.**

It is the responsibility of the colleges to ensure that State and Federal funds are expended consistent with the policies herein.

II. Guidelines Related to State Salaries of Community College Employees

A. Salaries of Faculty, Professional Staff, and Other State-Supported Positions

1. **No State Salary Increases Except For Position Changes:** Section 2 of S.L. 2015-133 states that "salary schedules and specific salaries established for the 2014-2015 fiscal year by or under S.L. 2014-100 and in effect on June 30, 2015, for offices and positions shall remain in effect until the effective date of the Current Operations and Capital Improvements Appropriations Act of 2015." However, colleges are authorized to provide salary increases using State funds for promotions or other personnel actions related to an increase in job duties, consistent with their existing salary schedules.

2. **Locally-funded Compensation Adjustments:** Colleges may provide recurring or non-recurring salary adjustments using local funding sources, if such adjustments are an authorized use of those funds.

3. **State Board Minimum and Maximum State Salaries:** Per 1C SBCCC 400.94, the State Board shall adopt a minimum and maximum amount of State funds which may be paid to any full-time employee of the college paid with State funds. With the exception of the college president, the minimum amount (**$24,168)** and the maximum amount **($123,023)** shall remain unchanged for FY 2015-16 unless the final budget includes a recurring legislative salary increase.

B. Establishment of Minimum Salaries for Curriculum Faculty

No curriculum faculty member shall earn less than the minimum amount for his or her education level, as of the beginning of the contractual period, consistent with the following guidelines:

1. Definitions of Educational Levels: The minimum salaries for community college curriculum faculty shall be based upon the following educational levels as demonstrated through credentials earned from an accredited institution:

- Vocational Diploma, Certificate or Less – This education level includes faculty members who are high school graduates, have vocational diplomas, or have completed one year of college.
- Associate Degree or Equivalent – This education level includes faculty members who have an associate's degree or have completed two or more years of college, but have no degree.
- Bachelor's Degree.
- Master's Degree or Education Specialist.
- Doctoral Degree.

2. Full-Time Curriculum Faculty Minimum Salaries: No nine-month, full-time faculty member shall earn less than the minimum salary for his or her education level, regardless of whether their degree is applicable to what they are teaching. Consistent with Section 2 of S.L. 2015-133, the minimum salaries for full-time faculty described in #4 below have not been changed from FY 2014-15 levels.

3. Part-Time Curriculum Faculty Minimum Salaries: The pro-rata hourly rate of the minimum salary for each education level shall be used to determine the minimum salary for part-time faculty members. The pro-rata hourly rate of the minimum salary for adjunct faculty is calculated by dividing the full-time faculty minimum by 1560 hours (number of hours for $9/12^{th}$ of a work year). **The FY 2015-16 minimum salaries for part-time faculty are fifteen percent (15%) above these derived minimums based on the minimum salaries for full-time faculty.** This is consistent with the 2005 agreement between the System Office and the North Carolina Association of Community College Presidents to recognize work time required outside of direct classroom instruction. The State Board establishes the "contact hour" as the standard unit of measure for the purpose of determining compliance with this requirement.

4. **Minimum Faculty Salaries by Education Level:** Absent further legislative action for FY 2015-16, the minimum salaries for community college faculty shall be:

Education Level	Full-Time Faculty (9-month Contract)	Part-Time Faculty (Hourly Rate)
Vocational Diploma, Certificate or Less	$35,314	$26.03
Associates Degree or Equivalent	$35,819	$26.41
Bachelors Degree	$38,009	$28.02
Masters Degree or Education Specialist	$39,952	$29.45
Doctoral Degree	$42,753	$31.52

C. College Presidents' State Salaries

Per G.S. 115D-20(1), it is the power and duty of the college board of trustees "(t)o elect a president or chief administrative officer of the institution for such term and under such conditions as the trustees may fix, such election to be subject to the approval of the State Board of Community Colleges." Furthermore, per G.S. 115D-5(a), "(a)ny and all salary caps set by the State Board for community college presidents shall apply only to the State-paid portion of the salary." Therefore, the amount of local supplement, if any, and the presidents' total salary is a decision of the local college's board of trustees.

Per 1C SBCCC 400.94.(c), the State Board shall adopt a state salary schedule for presidents in the system. A president's placement on the schedule is based on the size of the institution.[1] The size of the institution is determined by the higher of the previous year's total FTE reported in the enrollment reports furnished to the System Office, including both budget and non-budget FTE, or the average of the prior two year's total FTE enrollment. Due to the delay in final budget legislation, any changes in college salary grades shall be effective beginning with the September 2015 payroll.

GRADE		
1	2	3

FTE RANGE		
0-2499	2500-6499	6500+

ANNUAL STATE SALARY		
$ 136,211	$ 145,477	$ 155,387

[1] Consistent with action taken by State Board in November 2012, if a sitting college president's State salary on June 30, 2013, exceeds the established salary for his/her salary grade, the college is allocated an amount equal to the State salary as of June 30, 2013 adjusted for any subsequent legislative salary increases.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
PRESIDENTS' STATE BUDGETED SALARIES
FY 2015-16

	BUDGET FTE			NON-BUDGET FTE				
COMMUNITY COLLEGES	**CURR.**	**CON. ED**	**BASIC SKILLS**	**CURR.**	**CON. ED**	**TOTAL FTE**	**INST SIZE**	**STATE SALARY 2015-16**
Alamance CC	3,465	350	321	264	49	4,449	2	145,477
Asheville-Buncombe TCC	5,778	622	385	537	140	7,462	3	155,387
Beaufort County CC	1,587	194	111	92	12	1,996	1	136,211
Bladen CC	1,125	197	65	64	10	1,461	1	136,211
Blue Ridge CC	1,715	390	119	129	80	2,433	1	137,755 *
Brunswick CC	1,346	315	242	83	37	2,023	1	136,211
Caldwell CC & TI	2,965	533	272	263	52	4,085	2	151,318
Cape Fear CC	7,688	728	458	700	64	9,638	3	155,387
Carteret CC	1,342	323	112	116	31	1,924	1	136,211
Catawba Valley CC	3,723	579	228	306	100	4,936	2	145,477
Central Carolina CC	4,021	762	709	245	68	5,805	2	145,477
Central Piedmont CC	14,505	555	1,280	1,500	449	18,289	3	171,465
Cleveland CC	2,512	465	125	89	36	3,227	2	150,298
Coastal Carolina CC	3,880	589	179	565	88	5,301	2	160,536
College of The Albemarle	1,990	268	149	105	27	2,539	2	145,477
Craven CC	2,453	394	140	235	19	3,241	2	145,477
Davidson County CC	3,171	397	363	226	41	4,198	2	145,477
Durham TCC	3,820	488	337	302	104	5,051	2	145,477
Edgecombe CC	2,165	297	188	223	14	2,887	2	145,477
Fayetteville TCC	9,071	1,921	939	1,046	178	13,155	3	155,387
Forsyth TCC	7,102	763	600	715	139	9,319	3	155,387
Gaston College	4,556	346	210	111	65	5,288	2	154,342
Guilford TCC	9,891	812	981	940	223	12,847	3	155,387
Halifax CC	1,133	229	96	50	13	1,521	1	136,211
Haywood CC	1,632	237	47	160	29	2,105	1	136,211
Isothermal CC	1,750	238	120	178	69	2,355	1	137,755 *
James Sprunt CC	1,044	177	53	45	30	1,349	1	136,211
Johnston CC	3,411	544	198	54	65	4,272	2	145,477
Lenoir CC	2,430	1,451	349	238	41	4,509	2	145,477
Martin CC	583	181	118	74	15	971	1	136,211
Mayland CC	883	401	312	30	12	1,638	1	136,211
McDowell TCC	962	235	105	96	118	1,516	1	136,211
Mitchell CC	2,276	310	188	237	43	3,054	2	145,477
Montgomery CC	735	220	70	47	16	1,088	1	136,211
Nash CC	2,722	411	149	285	34	3,601	2	145,477
Pamlico CC	433	166	67	14	9	689	1	136,211
Piedmont CC	1,226	553	136	62	21	1,998	1	136,211
Pitt CC	7,308	620	352	720	97	9,097	3	155,387
Randolph CC	2,407	293	254	171	40	3,165	2	145,477
Richmond CC	1,942	334	438	114	18	2,846	2	145,477
Roanoke-Chowan CC	662	191	69	29	7	958	1	136,211
Robeson CC	1,743	598	534	125	21	3,021	2	145,477
Rockingham CC	1,513	246	72	96	23	1,950	1	136,211
Rowan-Cabarrus CC	5,272	694	396	514	79	6,955	3	174,878
Sampson CC	1,149	345	334	53	16	1,897	1	136,211
Sandhills CC	3,289	361	340	302	42	4,334	2	160,536
South Piedmont CC	1,670	574	291	128	21	2,684	2	145,477
Southeastern CC	1,221	616	344	103	13	2,297	1	136,211
Southwestern CC	2,063	502	106	167	27	2,865	2	145,477
Stanly CC	2,233	444	148	187	11	3,023	2	145,477
Surry CC	2,628	434	212	153	47	3,474	2	145,477
Tri-County CC	1,076	141	42	48	26	1,333	1	136,211
Vance-Granville CC	2,690	493	280	161	111	3,735	2	145,477
Wake TCC	16,056	1,621	1,436	1,286	270	20,669	3	168,114
Wayne CC	3,058	419	271	255	34	4,037	2	145,477
Western Piedmont CC	1,877	320	365	165	30	2,757	2	145,477
Wilkes CC	2,382	431	246	130	23	3,212	2	145,477
Wilson CC	1,443	297	175	212	16	2,143	1	136,211
TOTAL	**184,773**	**27,615**	**17,226**	**15,545**	**3,513**	**248,672**		**$ 8,433,300**

*Salary grade change effective September 1, 2015

D. Employer Contribution Rates, UI, and Longevity – FOR INFORMATION ONLY

1. **Employer Contribution Retirement Rates:** Per Section 3 of S.L. 2015-133, employer contribution rates for retirement and related benefits for FY 2015-16 shall be as provided for in Section 35.15 of S.L. 2013-360 and Section 35.13 of S.L. 2014-100.

   - Teachers and State Employees Retirement System (TSERS): 15.21%*
   - NCCCS Presidents participating in Optional Retirement Program: 12.74%

   ***Regarding presidents participating in TSERS:** G.S. 115D-5(a) provides that "the employer contribution rate on the local-paid portion of the salary, to be paid from local funds, shall be set by the State Treasurer based on actuarial recommendations." Unless notified otherwise in the future, colleges should operate under the assumption that the employer contribution rate on the local-paid portion will be the same, 15.21%, as the State-paid portion.

2. **Health Insurance Rates:** Per Section 3 of S.L. 2015-133, employer contribution rates for retirement and related benefits for FY 2015-16 shall be as provided for in Section 35.15 of S.L. 2013-360 and Section 35.13 of S.L. 2014-100.The maximum annual employer contribution rate is $5,378 for non-Medicare-eligible employees and $4,179 for Medicare-eligible employees.

3. **Longevity:** Under S.L. 2015-133, as amended, the General Assembly did not make any changes to longevity pay. Colleges should continue to pay longevity to employees consistent with 1C SBCCC 400.98. Please note that consistent with this rule, longevity pay is calculated on an employee's annual base or contract salary rate. Longevity must be paid from the same funding source as an employee's salary. Funds will be allocated separately for longevity expenses associated with employees supported by formula funds. Note that these funds may not be used to support longevity expenses related to employees supported by categorical funds.

III. BUDGET ALLOCATIONS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SUMMARY OF BUDGET ALLOCATIONS
FY 2015-16 Baseline

System Total							
Curriculum				184,773			
Occupational Extension				27,615			
Basic Skills				17,226			
Total Budget FTE:				**229,614**			
Instruction:							
Curriculum:							
Base					$ 22,794,290		
Tier 1A	30,360.7	FTE @	$ 4,170.62		$ 126,623,090		
Tier 1B	44,722.5	FTE @	$ 3,691.47		$ 165,091,618		
Tier 2	109,689.8	FTE @	$ 3,208.16		$ 351,902,441		
Total						$ 666,411,439	
Occupational Extension:							
Base					$ 3,799,058		
Tier 1A	549.3	FTE @	$ 4,170.62		$ 2,291,008		
Tier 1B	2,007.1	FTE @	$ 3,691.47		$ 7,409,177		
Tier 2	10,758.2	FTE @	$ 3,208.16		$ 34,513,953		
Tier 3	14,300.4	FTE @	$ 2,724.95		$ 38,967,864		
Total						$ 86,981,060	
Basic Skills Block Grant	17,226.0	FTE @	$ 3,208.16		$ 55,263,763		
	5,794.0	GED®/AHS @	$ 823.66		$ 4,772,287		
	Basic Skills Performance-Based Funding				$ 6,000,000		
Total						$ 66,036,050	
Total Instruction							**$ 819,428,549**
Institutional and Academic Support:							
President's Allotment:							
President's Salary					$ 8,433,300		
FICA @	7.65%				$ 548,397		
Retirement @	15.21%				$ 1,282,708		
Hospitalization	$ 5,378				$ 311,924	$ 10,576,329	
Base Allotment - First 750 FTE					$ 127,717,218		
MCC Allotment	28	MCC(s) @	$ 512,706		$ 14,355,768		
	5	MCC(s) @	$ 858,341		$ 4,291,705		
Enrollment Allotment @	186,198	$ 1,699	per FTE above 750		$ 316,350,402	$ 462,715,093	
Total Institutional and Academic Support							**$ 473,291,422**
Performance-Based Funding (excluding Basic Skills PBF)							**$ 18,000,000**
Total Formula Allotment							**$ 1,310,719,971**
Categorical Allocations							
Career and Technical Education Allotment - Basic Grant (Federal)					$ 10,549,111		
Child Care					$ 1,838,215		
Small Business Centers					$ 6,172,773		
Customized Training - Business & Industry Support					$ 2,990,000		
Equipment					$ 48,962,762		
Instructional Resources					$ 2,500,000		
Specific Program Categorical Allocations							
Marine Technology (Cape Fear CC)					$ 704,204		
Manufacturing Solutions Center (Catawba Valley CC)					$ 864,678		
Botanical Lab (Fayetteville Tech CC)					$ 100,000		
NC Military Business Center (Fayetteville TCC)					$ 1,140,603		
Innovation Quarters (Forsyth TCC)					$ 300,000		
Center for Applied Textile Technology (Gaston College)					$ 661,719		
NC Research Campus (Rowan Cabarrus CC)					$ 3,401,260		
Total Categorical Allocations							**$ 80,185,325**
Management Flexibility Reduction							**$ (59,233,302)**
Net Allocations:							**$ 1,331,671,994**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STATEWIDE COLLEGE ALLOTMENT COMPARISON
2014-15 vs. 2015-16 (Baseline)

	FY2014-15	FY2015-16	Change +/(-) [1]	% Change
Budget FTE				
Curriculum	186,499	184,773	(1,726)	-0.9%
Occupational Extension	29,061	27,615	(1,446)	-5.0%
Basic Skills	19,603	17,226	(2,377)	-12.1%
Total Budget FTE	**235,163**	**229,614**	**(5,549)**	**-2.4%**
Formula Allocations				
Curriculum	667,655,538	666,411,439	(1,244,099)	-0.2%
Continuing Education	90,913,581	86,981,060	(3,932,521)	-4.3%
Basic Skills (including Basic Skills PBF)	73,661,846	66,036,050	(7,625,796)	-10.4%
Institutional Support	482,653,551	473,291,422	(9,362,129)	-1.9%
Performance-Based Funding (excluding Basic Skills PBF)	18,000,000	18,000,000	0	0.0%
Total Current Operating	**$1,332,884,516**	**$1,310,719,971**	**($22,164,545)**	-1.7%
Categorical Allocations				
Career and Technical Educ. Allotment - Basic Grant (federal)	11,086,977	10,549,111	(537,866)	-4.9%
Child Care	1,838,215	1,838,215	-	0.0%
Small Business Centers	6,172,773	6,172,773	-	0.0%
Customized Training - Business and Industry Support	3,002,500	2,990,000	(12,500)	-0.4%
Equipment	48,962,762	48,962,762	-	0.0%
Instructional Resources	2,500,000	2,500,000	-	0.0%
Specific Program Categorical Allocations				
Marine Technology (Cape Fear CC)	704,204	704,204	0	0.0%
Manufacturing Solutions Center (Catawba Valley CC)	864,678	864,678	0	0.0%
Botanical Lab (Fayetteville Tech CC)	100,000	100,000	0	0.0%
NC Military Business Center (Fayetteville TCC)	1,140,603	1,140,603	0	0.0%
Innovation Quarters (Forsyth TCC)	300,000	300,000	0	100.0%
Center for Applied Textile Technology (Gaston)	661,719	661,719	0	0.0%
NC Research Campus (Rowan Cabarrus CC)	3,401,260	3,401,260	0	0.0%
Total Categorical Allocations	**$80,735,691**	**$80,185,325**	**($550,366)**	**-0.7%**
Management Flexibility Reduction (Negative Reserve)	**(59,233,302)**	**(59,233,302)**	**0**	**0.0%**
TOTAL ALLOCATION:	**$1,354,386,905**	**$1,331,671,994**	**($22,714,911)**	**-1.7%**
Total Allocation per FTE	**$5,759.35**	**$5,799.61**	**$40**	**0.7%**

[1] Allocations reflecting an increase/(decrease) in the difference column indicate a change in FTE.

A. Formula Budget – Current Operating

The formula budget is the primary mechanism through which State funds are allocated to the colleges for current operations. For FY 2015-16 (Baseline), a total of $1,310,719,971 is allocated through the current operating formula budget. Funds are allocated using three methodologies: 1) base allocations, which provide a standard amount of support regardless of college size, 2) enrollment allocations, which vary based on a college's budgeted full-time equivalent (FTE) student enrollment, and 3) performance-based allocations, which are determined based on student outcomes. While each component of the formula budget uses a combination of these methodologies, enrollment is the key driver for colleges' formula budgets.

Budget FTE

Budget FTE is the number of full-time equivalent students for which a college is budgeted to serve. For FY 2015-16, system-wide budget FTE totals 229,614. Budget FTE is calculated based on the higher of the prior year's enrollment or the average of the prior two years.

Instructional FTE allocations are calculated on a tiered-funding basis. With the implementation of the Closing the Skills Gap proposal in FY 2014-15, there are four funding tiers.

- **Tier 1A:** Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages (see Appendix B). This tier also includes FTE in a limited number of continuing education (OE) courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.
- **Tier 1B**: Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.
- **Tier 2**: Includes a) all other curriculum budget FTE, b) all Basic Skills budget FTE, and c) budget FTE associated with other continuing education (OE) courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.
- **Tier 3:** Includes all other continuing education (OE) budget FTE.

This weighted allocation model is designed to provide a funding differential between each tier. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2. (See Appendix C for more detailed information on tier designations.)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
2015-16 BUDGET FTE

	Curriculum	Non-Curric	Basic Skills	Total	>750
Alamance CC	3,465	350	321	4,136	3,386
Asheville-Buncombe TCC	5,778	622	385	6,785	6,035
Beaufort County CC	1,587	194	111	1,892	1,142
Bladen CC	1,125	197	65	1,387	637
Blue Ridge CC	1,715	390	119	2,224	1,474
Brunswick CC	1,346	315	242	1,903	1,153
Caldwell CC and TI	2,965	533	272	3,770	3,020
Cape Fear CC	7,688	728	458	8,874	8,124
Carteret CC	1,342	323	112	1,777	1,027
Catawba Valley CC	3,723	579	228	4,530	3,780
Central Carolina CC	4,021	762	709	5,492	4,742
Central Piedmont CC	14,505	555	1,280	16,340	15,590
Cleveland CC	2,512	465	125	3,102	2,352
Coastal Carolina CC	3,880	589	179	4,648	3,898
College of the Albemarle	1,990	268	149	2,407	1,657
Craven CC	2,453	394	140	2,987	2,237
Davidson County CC	3,171	397	363	3,931	3,181
Durham TCC	3,820	488	337	4,645	3,895
Edgecombe CC	2,165	297	188	2,650	1,900
Fayetteville TCC	9,071	1,921	939	11,931	11,181
Forsyth TCC	7,102	763	600	8,465	7,715
Gaston College	4,556	346	210	5,112	4,362
Guilford TCC	9,891	812	981	11,684	10,934
Halifax CC	1,133	229	96	1,458	708
Haywood CC	1,632	237	47	1,916	1,166
Isothermal CC	1,750	238	120	2,108	1,358
James Sprunt CC	1,044	177	53	1,274	524
Johnston CC	3,411	544	198	4,153	3,403
Lenoir CC	2,430	1,451	349	4,230	3,480
Martin CC	583	181	118	882	132
Mayland CC	883	401	312	1,596	846
McDowell TCC	962	235	105	1,302	552
Mitchell CC	2,276	310	188	2,774	2,024
Montgomery CC	735	220	70	1,025	275
Nash CC	2,722	411	149	3,282	2,532
Pamlico CC	433	166	67	666	0
Piedmont CC	1,226	553	136	1,915	1,165
Pitt CC	7,308	620	352	8,280	7,530
Randolph CC	2,407	293	254	2,954	2,204
Richmond CC	1,942	334	438	2,714	1,964
Roanoke Chowan CC	662	191	69	922	172
Robeson CC	1,743	598	534	2,875	2,125
Rockingham CC	1,513	246	72	1,831	1,081
Rowan-Cabarrus CC	5,272	694	396	6,362	5,612
Sampson CC	1,149	345	334	1,828	1,078
Sandhills CC	3,289	361	340	3,990	3,240
South Piedmont CC	1,670	574	291	2,535	1,785
Southeastern CC	1,221	616	344	2,181	1,431
Southwestern CC	2,063	502	106	2,671	1,921
Stanly CC	2,233	444	148	2,825	2,075
Surry CC	2,628	434	212	3,274	2,524
Tri-County CC	1,076	141	42	1,259	509
Vance-Granville CC	2,690	493	280	3,463	2,713
Wake TCC	16,056	1,621	1,436	19,113	18,363
Wayne CC	3,058	419	271	3,748	2,998
Western Piedmont CC	1,877	320	365	2,562	1,812
Wilkes CC	2,382	431	246	3,059	2,309
Wilson CC	1,443	297	175	1,915	1,165
TOTAL	**184,773**	**27,615**	**17,226**	**229,614**	**186,198**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
2015-16 BUDGET FTE BY TIER

	Curriculum BFTE				Con Ed (OE) BFTE					Basic Skills BFTE	
College	**Tier 1A**	**Tier 1B**	**Tier 2**	**Subtotal**	**Tier 1A**	**Tier 1B**	**Tier 2**	**Tier 3**	**Subtotal**	**Tier 2**	**Total**
Alamance CC	452.2	906.2	2,106.6	3,465.0	0.0	3.3	126.1	220.6	350.0	321.0	4,136.0
Asheville-Buncombe TCC	1,076.4	1,720.1	2,981.5	5,778.0	0.7	39.0	200.2	382.1	622.0	385.0	6,785.0
Beaufort County CC	369.2	286.0	931.8	1,587.0	20.1	22.4	50.5	101.1	194.0	111.0	1,892.0
Bladen CC	208.7	229.7	686.6	1,125.0	0.0	7.7	131.8	57.5	197.0	65.0	1,387.0
Blue Ridge CC	347.2	391.6	976.2	1,715.0	0.0	8.0	174.7	207.3	390.0	119.0	2,224.0
Brunswick CC	148.6	425.1	772.3	1,346.0	0.0	36.3	138.9	139.8	315.0	242.0	1,903.0
Caldwell CC and TI	550.1	780.6	1,634.3	2,965.0	130.2	21.3	217.0	164.5	533.0	272.0	3,770.0
Cape Fear CC	1,463.3	1,618.0	4,606.7	7,688.0	0.0	91.2	226.4	410.3	728.0	458.0	8,874.0
Carteret CC	207.2	388.4	746.5	1,342.0	0.0	50.9	94.5	177.6	323.0	112.0	1,777.0
Catawba Valley CC	509.1	800.8	2,413.1	3,723.0	0.0	21.5	174.3	383.2	579.0	228.0	4,530.0
Central Carolina CC	712.7	909.6	2,398.7	4,021.0	0.0	39.6	409.3	313.1	762.0	709.0	5,492.0
Central Piedmont CC	1,615.6	3,931.5	8,957.9	14,505.0	0.0	23.0	176.2	355.8	555.0	1,280.0	16,340.0
Cleveland CC	412.6	773.5	1,325.9	2,512.0	0.0	147.3	105.9	211.9	465.0	125.0	3,102.0
Coastal Carolina CC	455.1	990.1	2,434.9	3,880.0	0.0	30.5	335.8	222.6	589.0	179.0	4,648.0
College of the Albemarle	336.0	434.4	1,219.6	1,990.0	5.1	7.1	83.0	172.8	268.0	149.0	2,407.0
Craven CC	448.2	653.1	1,351.7	2,453.0	13.8	44.6	101.7	233.9	394.0	140.0	2,987.0
Davidson County CC	413.6	968.6	1,788.8	3,171.0	2.4	24.9	140.7	229.0	397.0	363.0	3,931.0
Durham TCC	570.9	1,092.2	2,156.9	3,820.0	8.8	13.0	201.3	265.0	488.0	337.0	4,645.0
Edgecombe CC	412.9	512.0	1,240.1	2,165.0	0.0	9.5	134.3	153.3	297.0	188.0	2,650.0
Fayetteville TCC	1,342.2	1,994.9	5,733.9	9,071.0	9.9	93.2	1,195.1	622.8	1,921.0	939.0	11,931.0
Forsyth TCC	1,626.7	1,681.6	3,793.6	7,102.0	41.4	42.1	278.4	401.1	763.0	600.0	8,465.0
Gaston College	655.3	1,258.7	2,642.0	4,556.0	7.9	0.0	72.0	266.1	346.0	210.0	5,112.0
Guilford TCC	1,700.3	2,124.9	6,065.7	9,891.0	73.0	21.5	276.8	440.7	812.0	981.0	11,684.0
Halifax CC	331.1	181.7	620.1	1,133.0	0.0	4.3	51.6	173.1	229.0	96.0	1,458.0
Haywood CC	314.3	301.3	1,016.4	1,632.0	0.0	19.2	117.6	100.2	237.0	47.0	1,916.0
Isothermal CC	338.3	305.4	1,106.3	1,750.0	10.9	0.0	143.7	83.3	238.0	120.0	2,108.0
James Sprunt CC	166.6	196.6	680.8	1,044.0	0.0	0.0	76.0	101.0	177.0	53.0	1,274.0
Johnston CC	694.6	893.2	1,823.2	3,411.0	37.4	14.6	268.6	223.4	544.0	198.0	4,153.0
Lenoir CC	388.5	573.9	1,467.6	2,430.0	0.0	34.7	939.8	476.4	1,451.0	349.0	4,230.0
Martin CC	160.7	85.5	336.8	583.0	0.0	37.2	53.5	90.3	181.0	118.0	882.0
Mayland CC	196.8	192.8	493.3	883.0	0.0	55.9	144.5	200.7	401.0	312.0	1,596.0
McDowell TCC	252.0	238.1	471.9	962.0	0.0	4.2	55.9	175.0	235.0	105.0	1,302.0
Mitchell CC	195.1	604.5	1,476.4	2,276.0	3.6	32.5	112.6	161.3	310.0	188.0	2,774.0
Montgomery CC	126.8	225.1	383.1	735.0	0.0	15.5	46.1	158.4	220.0	70.0	1,025.0
Nash CC	579.8	587.7	1,554.5	2,722.0	20.0	36.5	139.2	215.3	411.0	149.0	3,282.0
Pamlico CC	92.9	124.9	215.2	433.0	0.0	39.0	31.7	95.3	166.0	67.0	666.0
Piedmont CC	221.2	380.3	624.4	1,226.0	3.4	151.1	135.5	263.0	553.0	136.0	1,915.0
Pitt CC	1,402.8	1,479.9	4,425.3	7,308.0	0.0	0.0	338.1	281.9	620.0	352.0	8,280.0
Randolph CC	524.6	352.4	1,530.1	2,407.0	0.0	49.1	58.1	185.8	293.0	254.0	2,954.0
Richmond CC	347.2	494.0	1,100.8	1,942.0	0.0	77.9	76.9	179.2	334.0	438.0	2,714.0
Roanoke Chowan CC	140.8	96.0	425.2	662.0	0.0	27.2	121.2	42.6	191.0	69.0	922.0
Robeson CC	296.7	432.4	1,013.8	1,743.0	0.0	102.8	183.2	312.0	598.0	534.0	2,875.0
Rockingham CC	355.4	296.5	861.2	1,513.0	0.0	4.2	105.6	136.2	246.0	72.0	1,831.0
Rowan-Cabarrus CC	661.0	1,092.6	3,518.4	5,272.0	0.0	79.0	250.6	364.4	694.0	396.0	6,362.0
Sampson CC	225.6	233.4	690.1	1,149.0	84.5	0.0	74.5	186.1	345.0	334.0	1,828.0
Sandhills CC	475.6	880.2	1,933.2	3,289.0	0.0	18.7	138.5	203.8	361.0	340.0	3,990.0
South Piedmont CC	222.8	443.8	1,003.4	1,670.0	0.0	67.6	233.5	272.8	574.0	291.0	2,535.0
Southeastern CC	277.8	254.6	688.5	1,221.0	0.0	29.6	140.8	445.6	616.0	344.0	2,181.0
Southwestern CC	396.4	624.8	1,041.8	2,063.0	0.0	44.4	145.4	312.2	502.0	106.0	2,671.0
Stanly CC	383.1	515.1	1,334.9	2,233.0	10.1	41.5	129.3	263.1	444.0	148.0	2,825.0
Surry CC	494.9	545.2	1,587.9	2,628.0	11.0	42.9	163.6	216.5	434.0	212.0	3,274.0
Tri-County CC	224.0	261.7	590.3	1,076.0	0.0	7.0	98.1	35.9	141.0	42.0	1,259.0
Vance-Granville CC	470.2	553.6	1,666.2	2,690.0	0.8	41.1	201.7	249.3	493.0	280.0	3,463.0
Wake TCC	1,619.8	4,401.8	10,034.4	16,056.0	43.8	80.7	362.7	1,133.9	1,621.0	1,436.0	19,113.0
Wayne CC	633.1	689.6	1,735.4	3,058.0	0.0	10.7	116.0	292.3	419.0	271.0	3,748.0
Western Piedmont CC	265.2	510.6	1,101.2	1,877.0	0.0	27.2	84.9	207.9	320.0	365.0	2,562.0
Wilkes CC	563.6	585.0	1,233.4	2,382.0	0.0	5.4	276.0	149.6	431.0	246.0	3,059.0
Wilson CC	287.4	216.6	939.0	1,443.0	10.5	7.7	98.6	180.3	297.0	175.0	1,915.0
Total FTE	**30,360.7**	**44,722.5**	**109,689.8**	**184,773.0**	**549.3**	**2,007.1**	**10,758.2**	**14,300.4**	**27,615.0**	**17,226.0**	**229,614.0**
	16%	**24%**	**59%**		**2%**	**7%**	**39%**	**52%**			

1. Curriculum Instruction

Purpose: A total of $666,411,439 is allocated for curriculum instruction, including instructional salaries, fringe benefits, and other costs, such as supplies, materials, and faculty travel.

Allocation Method: Curriculum budget FTE equals the average curriculum FTE enrollment of the past two years or the latest year, whichever is greater, excluding any self-supporting FTE. Effective Summer 2014, G.S. 115D-5(v) authorizes colleges to earn budget FTE for Tier 1A, Tier 1B, and developmental education courses during the summer term.[2] Therefore, FY 2015-16 curriculum budget FTE is the higher of 2014-15 FTE (authorized FTE in Summer 2014, Fall 2014, and Spring 2015) or the average of 2014-15 FTE and 2013-14 FTE (Fall 2013 and Spring 2014). A college's curriculum budget FTE is categorized into three funding tiers based on the proportion of the college's actual FTE in each tier. Tier 1A includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. Tier 1B includes FTE in other high-cost health care, technical education, lab-based science, and college-level math courses. Tier 2 includes FTE in all other curriculum courses. (See Appendix C for more information about tier designations.) System-wide 16% of curriculum FTE are in Tier 1A, 24% in Tier 1B, and 59% are in Tier 2. Each college receives a base curriculum allocation of $393,005 which represents funding for six instructional units (or the equivalent of six full-time faculty members). In addition to this base, a college is allocated $4,170.62 for each BFTE in Tier 1A, $3,691.47 in Tier 1B, and $3,208.16 for each BFTE in Tier 2. These baseline values are consistent with FY 2014-15.

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: 220
- Vocational code: 97, 20, consistent with the Accounting Procedures Manual

[2] Developmental education includes courses with the following prefixes: DMA, DMS, DRE, MAT <100, ENG <100, and RED <100.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM
FY 2015-16 Baseline

College	CU Base $393,005	Tier 1A $4,170.62	Tier 1B $3,691.47	Tier 2 $3,208.16	CU TOTAL
Alamance CC	$393,005	$1,885,868	$3,345,304	$6,758,294	$12,382,471
Asheville-Buncombe TCC	393,005	4,489,200	6,349,802	9,565,081	20,797,088
Beaufort County CC	393,005	1,539,742	1,055,734	2,989,426	5,977,907
Bladen CC	393,005	870,541	847,891	2,202,655	4,314,092
Blue Ridge CC	393,005	1,448,025	1,445,414	3,131,960	6,418,404
Brunswick CC	393,005	619,816	1,569,362	2,477,511	5,059,694
Caldwell CC and TI	393,005	2,294,287	2,881,625	5,243,019	10,811,936
Cape Fear CC	393,005	6,102,987	5,972,789	14,778,948	27,247,729
Carteret CC	393,005	864,037	1,433,669	2,394,744	5,085,455
Catawba Valley CC	393,005	2,123,449	2,955,989	7,741,589	13,214,032
Central Carolina CC	393,005	2,972,413	3,357,698	7,695,458	14,418,574
Central Piedmont CC	393,005	6,738,178	14,512,916	28,738,366	50,382,465
Cleveland CC	393,005	1,720,825	2,855,283	4,253,738	9,222,851
Coastal Carolina CC	393,005	1,897,853	3,654,830	7,811,461	13,757,149
College of the Albemarle	393,005	1,401,391	1,603,702	3,912,514	7,310,612
Craven CC	393,005	1,869,083	2,411,022	4,336,509	9,009,619
Davidson County CC	393,005	1,724,818	3,575,621	5,738,818	11,432,262
Durham TCC	393,005	2,381,104	4,031,876	6,919,560	13,725,545
Edgecombe CC	393,005	1,721,954	1,889,942	3,978,591	7,983,492
Fayetteville TCC	393,005	5,597,605	7,364,164	18,395,380	31,750,154
Forsyth TCC	393,005	6,784,448	6,207,724	12,170,590	25,555,767
Gaston College	393,005	2,733,128	4,646,417	8,475,897	16,248,447
Guilford TCC	393,005	7,091,457	7,844,082	19,459,873	34,788,417
Halifax CC	393,005	1,380,978	670,917	1,989,481	4,434,381
Haywood CC	393,005	1,310,786	1,112,397	3,260,668	6,076,856
Isothermal CC	393,005	1,410,998	1,127,289	3,549,203	6,480,495
James Sprunt CC	393,005	694,910	725,849	2,183,958	3,997,722
Johnston CC	393,005	2,896,718	3,297,270	5,849,224	12,436,217
Lenoir CC	393,005	1,620,112	2,118,648	4,708,331	8,840,096
Martin CC	393,005	670,373	315,524	1,080,473	2,459,375
Mayland CC	393,005	820,898	711,851	1,582,696	3,508,450
McDowell TCC	393,005	1,050,947	878,910	1,513,994	3,836,856
Mitchell CC	393,005	813,518	2,231,587	4,736,577	8,174,687
Montgomery CC	393,005	528,896	830,891	1,229,050	2,981,842
Nash CC	393,005	2,418,247	2,169,381	4,987,075	9,967,708
Pamlico CC	393,005	387,579	460,982	690,369	1,931,935
Piedmont CC	393,005	922,637	1,403,984	2,003,320	4,722,946
Pitt CC	393,005	5,850,394	5,463,061	14,197,139	25,903,599
Randolph CC	393,005	2,187,699	1,300,826	4,908,687	8,790,217
Richmond CC	393,005	1,447,864	1,823,691	3,531,587	7,196,147
Roanoke Chowan CC	393,005	587,304	354,367	1,364,060	2,698,736
Robeson CC	393,005	1,237,503	1,596,332	3,252,570	6,479,410
Rockingham CC	393,005	1,482,071	1,094,389	2,762,789	5,732,254
Rowan-Cabarrus CC	393,005	2,756,677	4,033,467	11,287,524	18,470,673
Sampson CC	393,005	940,858	861,419	2,213,805	4,409,087
Sandhills CC	393,005	1,983,646	3,249,213	6,201,955	11,827,819
South Piedmont CC	393,005	929,162	1,638,271	3,219,110	6,179,548
Southeastern CC	393,005	1,158,640	940,019	2,208,958	4,700,622
Southwestern CC	393,005	1,653,386	2,306,269	3,342,284	7,694,944
Stanly CC	393,005	1,597,655	1,901,376	4,282,423	8,174,459
Surry CC	393,005	2,064,197	2,012,426	5,094,258	9,563,886
Tri-County CC	393,005	934,203	965,893	1,893,933	4,187,034
Vance-Granville CC	393,005	1,960,872	2,043,609	5,345,545	9,743,031
Wake TCC	393,005	6,755,458	16,249,236	32,191,939	55,589,638
Wayne CC	393,005	2,640,375	2,545,490	5,567,283	11,146,153
Western Piedmont CC	393,005	1,106,066	1,885,014	3,532,682	6,916,767
Wilkes CC	393,005	2,350,631	2,159,451	3,956,942	8,860,029
Wilson CC	393,005	1,198,623	799,463	3,012,567	5,403,658
Total	**$22,794,290**	**$126,623,090**	**$165,091,618**	**$351,902,441**	**$666,411,439**

2. Continuing Education (Occupational Extension) Instruction

Purpose: A total of $86,981,060 is allocated for occupational extension instruction, including instructional salaries, fringe benefits, and other costs, such as supplies, materials, and faculty travel.

Allocation Method: Continuing Education (Occupational Extension) budget FTE equals the average of the past two years (spring, summer, and fall) or the latest year, whichever is greater. A college's continuing education (OE) budget FTE is categorized into four funding tiers based on the proportion of the college's actual FTE in each tier. Tier 1A includes FTE in a limited number of continuing education (OE) courses that train students for the exact same third-party certification as curriculum courses in Tier 1A. Tier 1B includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials. Tier 2 includes FTE in other continuing education (OE) courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum (see Appendix C for a list of continuing education courses in Tier 2). Tier 3 includes FTE in all other continuing education (OE) courses. Each college receives a base continuing education (OE) allocation of $65,501, which represents funding for one instructional unit (or the equivalent of one full-time faculty member). In addition to this base, a college is allocated $4,170.62 for each BFTE in Tier 1A, $3,691.47 in Tier 1B, $3,208.16 in Tier 2, and $2,724.95 in Tier 3. These baseline values are consistent with FY 2014-15.

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: 310, 311
- Vocational code: 97

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CONTINUING EDUCATION
FY 2015-16 Baseline

College	CE Base $65,501	Tier 1A $4,170.62	Tier 1B $3,691.47	Tier 2 $3,208.16	Tier 3 $2,724.95	CE TOTAL
Alamance CC	$65,501	$0	$12,246	$404,620	$601,017	$1,083,384
Asheville-Buncombe TCC	65,501	3,059	143,880	642,387	1,041,081	1,895,908
Beaufort County CC	65,501	83,691	82,623	161,927	275,431	669,173
Bladen CC	65,501	0	28,516	422,896	156,566	673,479
Blue Ridge CC	65,501	0	29,513	560,335	565,006	1,220,355
Brunswick CC	65,501	0	133,929	445,690	380,936	1,026,056
Caldwell CC and TI	65,501	543,084	78,648	696,252	448,125	1,831,610
Cape Fear CC	65,501	0	336,818	726,428	1,118,119	2,246,866
Carteret CC	65,501	0	187,783	303,248	483,969	1,040,501
Catawba Valley CC	65,501	0	79,325	559,184	1,044,230	1,748,240
Central Carolina CC	65,501	0	146,070	1,313,074	853,287	2,377,932
Central Piedmont CC	65,501	0	84,875	565,207	969,619	1,685,202
Cleveland CC	65,501	0	543,605	339,600	577,377	1,526,083
Coastal Carolina CC	65,501	0	112,731	1,077,378	606,676	1,862,286
College of the Albemarle	65,501	21,307	26,296	266,321	470,746	850,171
Craven CC	65,501	57,635	164,480	326,256	637,443	1,251,315
Davidson County CC	65,501	10,069	91,866	451,400	624,003	1,242,839
Durham TCC	65,501	36,508	47,922	645,703	722,100	1,517,734
Edgecombe CC	65,501	0	35,008	430,747	417,600	948,856
Fayetteville TCC	65,501	41,270	343,936	3,834,023	1,697,233	5,981,963
Forsyth TCC	65,501	172,864	155,227	893,019	1,093,095	2,379,706
Gaston College	65,501	32,938	0	231,110	725,012	1,054,561
Guilford TCC	65,501	304,398	79,539	888,044	1,200,774	2,538,256
Halifax CC	65,501	0	15,780	165,527	471,770	718,578
Haywood CC	65,501	0	71,014	377,147	273,051	786,713
Isothermal CC	65,501	45,508	0	461,146	227,116	799,271
James Sprunt CC	65,501	0	0	243,668	275,349	584,518
Johnston CC	65,501	156,036	53,760	861,793	608,749	1,745,839
Lenoir CC	65,501	0	128,275	3,015,124	1,298,224	4,507,124
Martin CC	65,501	0	137,371	171,610	246,050	620,532
Mayland CC	65,501	0	206,227	463,491	546,793	1,282,012
McDowell TCC	65,501	0	15,340	179,278	476,764	736,883
Mitchell CC	65,501	15,042	120,111	361,184	439,461	1,001,299
Montgomery CC	65,501	0	57,103	147,911	431,705	702,220
Nash CC	65,501	83,594	134,585	446,431	586,800	1,316,911
Pamlico CC	65,501	0	143,818	101,779	259,730	570,828
Piedmont CC	65,501	14,172	557,676	434,819	716,649	1,788,817
Pitt CC	65,501	0	0	1,084,734	768,117	1,918,352
Randolph CC	65,501	0	181,284	186,290	506,360	939,435
Richmond CC	65,501	0	287,454	246,692	488,407	1,088,054
Roanoke Chowan CC	65,501	0	100,432	388,801	116,089	670,823
Robeson CC	65,501	0	379,606	587,613	850,198	1,882,918
Rockingham CC	65,501	0	15,609	338,733	371,101	790,944
Rowan-Cabarrus CC	65,501	0	291,716	803,835	993,016	2,154,068
Sampson CC	65,501	352,265	0	238,868	507,059	1,163,693
Sandhills CC	65,501	0	69,192	444,174	555,358	1,134,225
South Piedmont CC	65,501	0	249,656	749,257	743,427	1,807,841
Southeastern CC	65,501	0	109,273	451,670	1,214,267	1,840,711
Southwestern CC	65,501	0	163,728	466,534	850,800	1,546,563
Stanly CC	65,501	42,078	153,236	414,728	717,008	1,392,551
Surry CC	65,501	45,871	158,454	524,859	589,885	1,384,570
Tri-County CC	65,501	0	25,938	314,574	97,878	503,891
Vance-Granville CC	65,501	3,304	151,754	647,241	679,466	1,547,266
Wake TCC	65,501	182,634	297,931	1,163,440	3,089,687	4,799,193
Wayne CC	65,501	0	39,434	372,157	796,542	1,273,634
Western Piedmont CC	65,501	0	100,550	272,213	566,548	1,004,812
Wilkes CC	65,501	0	19,780	885,539	407,693	1,378,513
Wilson CC	65,501	43,681	28,254	316,244	491,302	944,982
Total	**$3,799,058**	**$2,291,008**	**$7,409,177**	**$34,513,953**	**$38,967,864**	**$86,981,060**

3. Basic Skills Block Grant

Purpose: A total of $66,036,050 is allocated through the Basic Skills Block Grant to support basic skills (literacy) instruction, which is defined as all course offerings related to Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL).

Per G.S. 115D-31(b1), Basic Skills funds **must** be used only for Basic Skills education programs and may not be transferred to any other area. These funds **may** be used to hire assessment and retention specialists; these funds **may** also be used to pay for transportation of Basic Skills students. **Up to 5% of the federal portion** of the Basic Skills block grant **may** be used for support of administrative functions (such as Director of Basic Skills programs, clerical, etc.).[3]

Up to **five percent** of the Basic Skills Block Grant may be used to procure instructional technology including computers for student use in the college's literacy lab, instructional software and software licenses, scanners for testing, and classroom projection equipment. No other equipment or capital items can be purchased with Basic Skills funds.

If funds are transferred to equipment (purpose code 923), the college must send in a copy of the invoice when the funds are expended.

Allocation Method: Basic Skills budget FTE equals the average of the past two years (spring, summer, and fall) or the latest year, whichever is greater. Basic Skills FTE are reported on a contact hour basis. A college's Basic Skills Block Grant allocation is determined by the sum of the following components:

- **FTE allocation** – Basic Skills FTE are funded at the Tier 2 rate. A college is allocated $3,208.16 for each BFTE in Tier 2. The FTE allocation is supported through a combination of Federal and State funds. These baseline values are consistent with FY 2014-15.
- **Basic Skills Performance-Based Funding allocation:** In FY 2015-16, $6 million of the Basic Skills Block Grant is allocated based on college performance on two measures: 1) Progress of Basic Skills Students and 2) Adult High School Equivalency Diploma Attainment. Funds are allocated using the Performance-Based Funding (PBF) model described in Section II, Part A5. Additional detail on the quality and impact calculations for each measure can be found in Appendix D.
- **GED®/AHS Performance Incentive allocation:** After providing the FTE and PBF allocations, the remaining State funds are allocated among colleges based on their pro-rata share of the number of GEDs® and Adult High School (AHS) diplomas awarded. In FY 2015-16, colleges receive an additional $823.66 per GED® /AHS diploma awarded. This amount is significantly higher than FY 2014-15 because the

[3] In cases where the 5% limitation is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the college may request that the System Office to review its situation in order to determine an adequate level of funds to be used for non-instructional purposes.

total amount allocated through this component stayed stable, but the number of GEDs® and Adult High School (AHS) diplomas awarded dropped by 66%.

Basic Skills Plus: Section 10.3 of S.L. 2013-360 gives approved colleges the flexibility to bridge the gap between basic skills and curriculum and continuing education by providing employability skills, job-specific occupational and/or technical skills, and developmental education free of charge to Basic Skills students concurrently pursuing a high school diploma or GED. Specifically, the legislation enables the State Board of Community Colleges to authorize a community college to use up to 20% of its State Basic Skills allocation to implement pathways programs for basic skills students. **Only colleges that receive State Board approval are allowed this flexibility.** Once a college receives State Board approval, that approval remains in force unless the State Board or the General Assembly takes further action impacting that approval.

Indirect Cost: Per the U.S. Department of Education (USDOE), Office of Career, Technical and Adult Education, colleges cannot earn indirect cost using their general indirect cost rate from this fund source. A restricted rate would need to be negotiated through the Department of Health and Human Services (DHHS), with the USDOE Indirect Cost Rate Group. *Please note*: *If a restricted rate is negotiated and approved through this process, the restricted indirect cost rate only applies to the actual expenses incurred from the 5% administrative cost maximum.*

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: current – 321, 322, 323, 324, 325 (the 5% of the federal portion that is used for support of administrative functions), 320 (Basic Skills Plus – approved colleges only); capitalized equipment – 923 (instructional technology only)
- Vocational code: 97

Each college can track their Federal and State expenditures separately, but is not required. If a college does not track which funding source is being used throughout the fiscal year, the assumption is that federal funds are spent first. **All federal funds must be fully expended on or before June 30, 2016.**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BASIC SKILLS BLOCK GRANT
FY 2015-16 Baseline

College	2015-16 BFTE	Federal Allocation	State Allocation	GEDs®/ AHS Diplomas Awarded	Basic Skills PBF Allocation	GED/AHS Allocation	Total	5% Administrative Cost Maximum
		Fed + State = Tier 2: $3208.16						
		$691.43	**$2,516.73**	**$823.66**				
Alamance CC	321	$221,950	$807,870	100	$76,077	$82,366	$1,188,263	$11,098
Asheville-Buncombe TCC	385	266,201	968,940	165	216,091	135,904	1,587,136	13,310
Beaufort County CC	111	76,749	279,357	81	25,197	66,716	448,019	3,837
Bladen CC	65	44,943	163,587	54	45,258	44,478	298,266	2,247
Blue Ridge CC	119	82,280	299,491	62	78,977	51,067	511,815	4,114
Brunswick CC	242	167,327	609,048	44	76,416	36,241	889,032	8,366
Caldwell CC & TI	272	188,070	684,550	68	100,351	56,009	1,028,980	9,404
Cape Fear CC	458	316,676	1,152,661	189	138,175	155,672	1,763,184	15,834
Carteret CC	112	77,440	281,873	50	48,334	41,183	448,830	3,872
Catawba Valley CC	228	157,647	573,814	98	107,979	80,719	920,159	7,882
Central Carolina CC	709	490,226	1,784,360	162	213,206	133,433	2,621,225	24,511
Central Piedmont CC	1,280	885,033	3,221,411	268	502,916	220,741	4,830,101	44,252
Cleveland CC	125	86,429	314,591	46	34,396	37,888	473,304	4,321
Coastal Carolina CC	179	123,766	450,494	99	75,370	81,542	731,172	6,188
College of The Albemarle	149	103,023	374,992	96	77,181	79,071	634,267	5,151
Craven CC	140	96,801	352,342	43	79,162	35,417	563,722	4,840
Davidson County CC	363	250,990	913,572	113	163,149	93,074	1,420,785	12,550
Durham TCC	337	233,013	848,137	103	114,535	84,837	1,280,522	11,651
Edgecombe CC	188	129,989	473,145	87	132,228	71,658	807,020	6,499
Fayetteville TCC	939	649,255	2,363,207	218	184,574	179,558	3,376,594	32,463
Forsyth TCC	600	414,859	1,510,037	154	212,787	126,844	2,264,527	20,743
Gaston College	210	145,201	528,513	132	94,578	108,723	877,015	7,260
Guilford TCC	981	678,295	2,468,910	84	182,735	69,187	3,399,127	33,915
Halifax CC	96	66,378	241,606	35	23,069	28,828	359,881	3,319
Haywood CC	47	32,497	118,286	56	67,362	46,125	264,270	1,625
Isothermal CC	120	82,972	302,007	101	61,446	83,190	529,615	4,149
James Sprunt CC	53	36,646	133,387	11	34,750	9,060	213,843	1,832
Johnston CC	198	136,904	498,312	101	41,277	83,190	759,683	6,845
Lenoir CC	349	241,310	878,338	61	177,994	50,243	1,347,885	12,066
Martin CC	118	81,589	296,974	76	44,967	62,598	486,128	4,079
Mayland CC	312	215,727	785,219	149	69,414	122,725	1,193,085	10,786
McDowell TCC	105	72,600	264,256	48	49,863	39,536	426,255	3,630
Mitchell CC	188	129,989	473,145	68	60,988	56,009	720,131	6,499
Montgomery CC	70	48,400	176,171	22	40,823	18,121	283,515	2,420
Nash CC	149	103,023	374,992	48	27,000	39,536	544,551	5,151
Pamlico CC	67	46,326	168,621	18	18,959	14,826	248,732	2,316
Piedmont CC	136	94,035	342,275	72	65,122	59,304	560,736	4,702
Pitt CC	352	243,384	885,888	58	82,435	47,772	1,259,479	12,169
Randolph CC	254	175,624	639,249	82	31,498	67,540	913,911	8,781
Richmond CC	438	302,847	1,102,327	203	127,717	167,203	1,700,094	15,142
Roanoke-Chowan CC	69	47,709	173,654	23	3,147	18,944	243,454	2,385
Robeson CC	534	369,225	1,343,933	108	106,246	88,955	1,908,359	18,461
Rockingham CC	72	49,783	181,204	39	50,843	32,123	313,953	2,489
Rowan-Cabarrus CC	396	273,807	996,624	154	101,319	126,844	1,498,594	13,690
Sampson CC	334	230,938	840,587	104	66,892	85,661	1,224,078	11,547
Sandhills CC	340	235,087	855,687	67	48,423	55,185	1,194,382	11,754
South Piedmont CC	291	201,207	732,368	121	132,818	99,663	1,166,056	10,060
Southeastern CC	344	237,853	865,754	101	114,007	83,190	1,300,804	11,893
Southwestern CC	106	73,292	266,773	74	84,036	60,951	485,052	3,665
Stanly CC	148	102,332	372,476	46	49,704	37,888	562,400	5,117
Surry CC	212	146,584	533,546	71	100,659	58,480	839,269	7,329
Tri-County CC	42	29,040	105,703	26	25,867	21,415	182,025	1,452
Vance-Granville CC	280	193,601	704,684	268	127,679	220,741	1,246,705	9,680
Wake TCC	1,436	992,897	3,614,021	403	569,157	331,935	5,508,010	49,645
Wayne CC	271	187,378	682,033	222	206,730	182,853	1,258,994	9,369
Western Piedmont CC	365	252,373	918,606	151	47,662	124,373	1,343,014	12,619
Wilkes CC	246	170,092	619,115	69	88,406	56,833	934,446	8,505
Wilson CC	175	121,001	440,427	22	72,049	18,119	651,596	6,050
TOTAL	**17,226**	**$11,910,613**	**$43,353,150**	**5,794**	**$6,000,000**	**$4,772,287**	**$66,036,050**	**$595,529**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 BASIC SKILLS PERFORMANCE-BASED FUNDING

	Basic Skills Student Progress			GED Diploma Passing Rate			Basic Skills
College	Quality	Impact	Total PBF$	Quality	Impact	Total PBF$	Total PBF $
Alamance CC	34,513	10,904	45,417	26,557	4,103	30,660	**76,077**
Asheville-Buncombe TCC	61,217	14,059	75,276	124,900	15,915	140,815	**216,091**
Beaufort County CC	12,058	3,249	15,307	8,405	1,485	9,890	**25,197**
Bladen CC	16,432	3,530	19,962	22,537	2,759	25,296	**45,258**
Blue Ridge CC	13,327	4,374	17,701	55,334	5,942	61,276	**78,977**
Brunswick CC	24,762	5,405	30,167	40,732	5,517	46,249	**76,416**
Caldwell CC and TI	28,598	7,561	36,159	57,119	7,073	64,192	**100,351**
Cape Fear CC	58,532	15,715	74,247	56,501	7,427	63,928	**138,175**
Carteret CC	8,765	2,406	11,171	33,626	3,537	37,163	**48,334**
Catawba Valley CC	34,893	8,904	43,797	57,674	6,508	64,182	**107,979**
Central Carolina CC	106,858	24,432	131,290	70,669	11,247	81,916	**213,206**
Central Piedmont CC	254,132	61,018	315,150	167,465	20,301	187,766	**502,916**
Cleveland CC	19,804	4,437	24,241	9,023	1,132	10,155	**34,396**
Coastal Carolina CC	31,224	7,248	38,472	33,008	3,890	36,898	**75,370**
College of the Albemarle	22,578	5,999	28,577	42,945	5,659	48,604	**77,181**
Craven CC	25,425	6,155	31,580	43,267	4,315	47,582	**79,162**
Davidson County CC	73,787	16,840	90,627	65,166	7,356	72,522	**163,149**
Durham TCC	58,577	16,153	74,730	35,349	4,456	39,805	**114,535**
Edgecombe CC	58,744	12,154	70,898	52,559	8,771	61,330	**132,228**
Fayetteville TCC	91,096	27,400	118,496	59,783	6,295	66,078	**184,574**
Forsyth TCC	124,775	28,713	153,488	52,650	6,649	59,299	**212,787**
Gaston College	24,031	6,905	30,936	56,993	6,649	63,642	**94,578**
Guilford TCC	50,888	26,057	76,945	95,109	10,681	105,790	**182,735**
Halifax CC	13,541	3,374	16,915	0	6,154	6,154	**23,069**
Haywood CC	7,677	1,937	9,614	51,736	6,012	57,748	**67,362**
Isothermal CC	19,273	4,999	24,272	33,071	4,103	37,174	**61,446**
James Sprunt CC	14,196	2,874	17,070	15,770	1,910	17,680	**34,750**
Johnston CC	29,825	7,811	37,636	2,509	1,132	3,641	**41,277**
Lenoir CC	56,636	13,466	70,102	96,150	11,742	107,892	**177,994**
Martin CC	16,123	3,905	20,028	21,897	3,042	24,939	**44,967**
Mayland CC	21,820	6,342	28,162	36,796	4,456	41,252	**69,414**
McDowell TCC	11,745	3,218	14,963	31,434	3,466	34,900	**49,863**
Mitchell CC	22,474	6,061	28,535	29,199	3,254	32,453	**60,988**
Montgomery CC	13,045	3,124	16,169	22,390	2,264	24,654	**40,823**
Nash CC	13,485	4,062	17,547	7,189	2,264	9,453	**27,000**
Pamlico CC	7,207	1,781	8,988	8,981	990	9,971	**18,959**
Piedmont CC	14,802	4,530	19,332	40,626	5,164	45,790	**65,122**
Pitt CC	39,134	11,091	50,225	27,471	4,739	32,210	**82,435**
Randolph CC	8,615	5,468	14,083	15,151	2,264	17,415	**31,498**
Richmond CC	54,293	13,310	67,603	53,394	6,720	60,114	**127,717**
Roanoke Chowan CC	0	781	781	1,659	707	2,366	**3,147**
Robeson CC	62,899	16,246	79,145	24,625	2,476	27,101	**106,246**
Rockingham CC	9,899	2,874	12,773	34,392	3,678	38,070	**50,843**
Rowan-Cabarrus CC	30,462	11,466	41,928	52,671	6,720	59,391	**101,319**
Sampson CC	36,699	9,435	46,134	18,707	2,051	20,758	**66,892**
Sandhills CC	14,534	6,217	20,751	23,640	4,032	27,672	**48,423**
South Piedmont CC	56,776	14,091	70,867	53,817	8,134	61,951	**132,818**
Southeastern CC	40,343	9,498	49,841	53,768	10,398	64,166	**114,007**
Southwestern CC	23,457	5,093	28,550	49,544	5,942	55,486	**84,036**
Stanly CC	23,168	5,593	28,761	18,750	2,193	20,943	**49,704**
Surry CC	24,691	6,811	31,502	62,720	6,437	69,157	**100,659**
Tri-County CC	2,861	1,156	4,017	19,516	2,334	21,850	**25,867**
Vance-Granville CC	25,231	8,779	34,010	82,847	10,822	93,669	**127,679**
Wake TCC	265,464	64,455	329,919	209,954	29,284	239,238	**569,157**
Wayne CC	100,196	20,308	120,504	76,677	9,549	86,226	**206,730**
Western Piedmont CC	0	3,687	3,687	39,094	4,881	43,975	**47,662**
Wilkes CC	35,155	8,748	43,903	40,330	4,173	44,503	**88,406**
Wilson CC	29,986	7,063	37,049	30,898	4,102	35,000	**72,049**
	2,380,728	**619,272**	**3,000,000**	**2,654,744**	**345,256**	**3,000,000**	**6,000,000**

4. Institutional & Academic Support

Purpose: A total of $473,291,422 is allocated to support salaries, fringe benefits, and other costs related to the management and administration of the entire institution, student support, and academic program support.

Allocation Method: A college's institutional and academic support allocation is determined by the sum of the following components:

- **President's Allotment:** Each college receives an allocation to support the salary and related fringe benefits for the college president (see Section IIC).
- **Base Allotment:** In addition, each college receives $2,202,021. This amount is based on an amount for other costs and support for 30 positions:
    - Nine administrative positions (4.0 senior administrators, 1.0 general institution, 1.0 technical/paraprofessional, and 3.0 clerical); and
    - Twenty-one instructional support positions (2.0 supervisors of programs, 7.0 student support services, 4.0 general institution, 4.0 technical/ paraprofessional, and 4.0 clerical).

- **Multi-Campus Base Allotment:** MCCs are categorized into two levels based on the number of FTE (higher of prior year's FTE or the average of the prior two years' FTE) served at that location:
    - **Level 1 MCC:** An approved MCC location that serves equal to or less than 1500 FTE. A college receives $512,706 for each Level 1 MCC. This amount is based on an amount for other costs and support for 7.5 positions.
    - **Level 2 MCC:** An approved MCC location that serves more than 1500 FTE. A college receives $858,341 for each Level 2 MCC. This amount is based on an amount for other costs and support for 12 positions.

- **Enrollment Allotment:** Colleges receive an additional $1,699 for each allotted budget FTE in excess of 750 FTE.

These baseline values are consistent with FY 2014-15.

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: 1XX, 311, 410, 421, 422, 430, 510
- Vocational code: 97

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
INSTITUTIONAL AND ACADEMIC SUPPORT
FY 2015-16 Baseline

College	Presidents'	Base	Enrollment	Multi-Campus	Total
Alamance CC	$182,438	$2,202,021	$5,752,814	-	$8,137,273
Asheville-Buncombe TCC	193,999	2,202,021	10,253,465	-	12,649,485
Beaufort County CC	171,629	2,202,021	1,940,258	-	4,313,908
Bladen CC	171,629	2,202,021	1,082,263	-	3,455,913
Blue Ridge CC	173,430	2,202,021	2,504,326	512,706	5,392,483
Brunswick CC	171,629	2,202,021	1,958,947	-	4,332,597
Caldwell CC and TI	189,252	2,202,021	5,130,980	512,706	8,034,959
Cape Fear CC	193,999	2,202,021	13,802,676	858,341	17,057,037
Carteret CC	171,629	2,202,021	1,744,873	-	4,118,523
Catawba Valley CC	182,438	2,202,021	6,422,220	-	8,806,679
Central Carolina CC	182,438	2,202,021	8,056,658	1,025,412	11,466,529
Central Piedmont CC	212,756	2,202,021	26,487,410	2,909,165	31,811,352
Cleveland CC	188,062	2,202,021	3,996,048	-	6,386,131
Coastal Carolina CC	200,007	2,202,021	6,622,702	-	9,024,730
College of the Albemarle	182,438	2,202,021	2,815,243	512,706	5,712,408
Craven CC	182,438	2,202,021	3,800,663	512,706	6,697,828
Davidson County CC	182,438	2,202,021	5,404,519	512,706	8,301,684
Durham TCC	182,438	2,202,021	6,617,605	-	9,002,064
Edgecombe CC	182,438	2,202,021	3,228,100	512,706	6,125,265
Fayetteville TCC	193,999	2,202,021	18,996,519	512,706	21,905,245
Forsyth TCC	193,999	2,202,021	13,107,785	-	15,503,805
Gaston College	192,780	2,202,021	7,411,038	1,025,412	10,831,251
Guilford TCC	193,999	2,202,021	18,576,866	1,371,047	22,343,933
Halifax CC	171,629	2,202,021	1,202,892	-	3,576,542
Haywood CC	171,629	2,202,021	1,981,034	-	4,354,684
Isothermal CC	173,430	2,202,021	2,307,242	-	4,682,693
James Sprunt CC	171,629	2,202,021	890,276	-	3,263,926
Johnston CC	182,438	2,202,021	5,781,697	-	8,166,156
Lenoir CC	182,438	2,202,021	5,912,520	-	8,296,979
Martin CC	171,629	2,202,021	224,268	-	2,597,918
Mayland CC	171,629	2,202,021	1,437,354	-	3,811,004
McDowell TCC	171,629	2,202,021	937,848	-	3,311,498
Mitchell CC	182,438	2,202,021	3,438,776	-	5,823,235
Montgomery CC	171,629	2,202,021	467,225	-	2,840,875
Nash CC	182,438	2,202,021	4,301,868	-	6,686,327
Pamlico CC	171,629	2,202,021	0	-	2,373,650
Piedmont CC	171,629	2,202,021	1,979,335	512,706	4,865,691
Pitt CC	193,999	2,202,021	12,793,470	-	15,189,490
Randolph CC	182,438	2,202,021	3,744,596	-	6,129,055
Richmond CC	182,438	2,202,021	3,336,836	-	5,721,295
Roanoke Chowan CC	171,629	2,202,021	292,228	-	2,665,878
Robeson CC	182,438	2,202,021	3,610,375	-	5,994,834
Rockingham CC	171,629	2,202,021	1,836,619	-	4,210,269
Rowan-Cabarrus CC	216,738	2,202,021	9,534,788	1,883,753	13,837,300
Sampson CC	171,629	2,202,021	1,831,522	-	4,205,172
Sandhills CC	200,007	2,202,021	5,504,760	-	7,906,788
South Piedmont CC	182,438	2,202,021	3,032,715	512,706	5,929,880
Southeastern CC	171,629	2,202,021	2,431,269	-	4,804,919
Southwestern CC	182,438	2,202,021	3,263,779	512,706	6,160,944
Stanly CC	182,438	2,202,021	3,525,425	512,706	6,422,590
Surry CC	182,438	2,202,021	4,288,276	-	6,672,735
Tri-County CC	171,629	2,202,021	864,791	-	3,238,441
Vance-Granville CC	182,438	2,202,021	4,609,387	1,025,412	8,019,258
Wake TCC	208,847	2,202,021	31,198,737	2,396,459	36,006,064
Wayne CC	182,438	2,202,021	5,093,602	-	7,478,061
Western Piedmont CC	182,438	2,202,021	3,078,588	-	5,463,047
Wilkes CC	182,438	2,202,021	3,922,991	512,706	6,820,156
Wilson CC	171,629	2,202,021	1,979,335	-	4,352,985
Total	**$10,576,329**	**$127,717,218**	**$316,350,402**	**$18,647,473**	**$473,291,422**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Multi-Campus FTE and Allotment
FY 2015-16 Baseline

Community College	Campus	2-Year Average FTE	Campus Allotment	Total Allotment
Blue Ridge CC	Transylvania Campus	302	$512,706	$512,706
Caldwell CC	Watauga Cty. Campus	789	512,706	512,706
Cape Fear CC	North Campus	2,092	858,341	858,341
Central Carolina CC	Chatham Cty. Campus	342	512,706	
	Harnett Cty. Campus	669	512,706	1,025,412
Central Piedmont CC	North Campus	877	512,706	
	Levine Campus	2,077	858,341	
	Harper Campus	769	512,706	
	Harris Campus	364	512,706	
	Cato Campus	943	512,706	2,909,165
College of The Albemarle	Dare Cty. Campus	187	512,706	512,706
Craven CC	Havelock Campus	420	512,706	512,706
Davidson Co. CC	Davie Campus	345	512,706	512,706
Edgecombe CC	Rocky Mount Campus	684	512,706	512,706
Fayetteville Tech. CC	Spring Lake Campus	505	512,706	512,706
Gaston College	Lincoln Cty. Campus	492	512,706	
	Kimbrell Campus	155	512,706	1,025,412
Guilford TCC	Greensboro Campus	1,679	858,341	
	High Point Campus	809	512,706	1,371,047
Piedmont CC	Caswell Campus	221	512,706	512,706
Rowan-Cabarrus CC	Cabarrus Cty. Campus	1,530	858,341	
	Cloverleaf Plaza Campus	298	512,706	
	Hwy 29 Campus	349	512,706	1,883,753
South Piedmont CC	West Campus	1,194	512,706	512,706
Southwestern CC	Macon Cty. Campus	380	512,706	512,706
Stanly CC	Western Stanly Campus	531	512,706	512,706
Vance-Granville CC	Franklin Cty. Campus	412	512,706	
	Granville Cty. Campus	359	512,706	1,025,412
Wake TCC	Health Sciences Campus	1,302	512,706	
	Northeast Campus	3,740	858,341	
	West Campus	652	512,706	
	Public Safety Training Campus	521	512,706	2,396,459
Wilkes CC	Ashe Cty. Campus	289	512,706	512,706
TOTAL		**26,278**	**$ 18,647,473**	**$ 18,647,473**

5. Performance-Based Funding Allocations

Purpose: G.S. 115D-31.3 directs the State Board to implement a system of accountability measures and performance standards for community colleges and to allocate funds based on an evaluation of each institution's performance. Furthermore, the General Assembly directed the State Board to allocate $24 million beginning in FY 2014-15 based on college performance: $18 million is allocated in this section and $6 million is allocated as part of the Basic Skills Block Grant.

Allocation Method: In FY 2015-16, this component is based on college performance on six performance measures: 1) success rates of developmental students in subsequent college-level English courses, 2) success rates of developmental students in subsequent college-level Math courses, 3) progress of first-year curriculum students, 4) curriculum student retention and graduation, 5) attainment of licensure and certifications by students, and 6) performance of students who transfer to a four-year institution. In addition, a portion of the Basic Skills Block Grant is allocated based on college performance on the remaining two performance measures: 7) progress of basic skills students and 8) adult high school equivalency diploma attainment.

For each measure, colleges are allocated $3 million through two components:

- **Quality:** Program quality is evaluated by determining a college's rate of student success on each measure as compared to a system-wide performance baseline level and excellence level.
    - If a college does not meet the baseline level, it receives no performance-based funding through the quality component for that measure;
    - If a college exceeds the baseline level, but does not meet the excellence level, it receives a portion of the performance-based funding for which it would be eligible;
    - If a college meets the excellence level, it receives 100% of the performance-based funding for which it would be eligible; and,
    - If a college exceeds the excellence level, it would receive more than 100% of the performance-based funding for which it would be eligible.
- **Impact:** Program impact on student outcomes is evaluated by the number of students succeeding on each measure.

Additional detail on the quality and impact calculations for each measure can be found in Appendix D.

Fiscal Management: These funds may be budgeted and expended flexibly for the same purposes as other instructional and non-instructional formula funds.

- Purpose codes: 1XX, 220, 310, 311, 321, 322, 323, 324, 410, 421, 422, 430, 510
- Vocational code: 97, 20

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 PERFORMANCE-BASED FUNDING (excluding Basic Skills PBF)

	Dev. English Subsequent Success			Dev. Math Subsequent Success			First Year Progresssion		
College	Quality	Impact	Total PBF$	Quality	Impact	Total PBF$	Quality	Impact	Total PBF$
Alamance CC	40,995	23,929	64,924	24,508	28,508	53,016	60,703	23,288	83,991
Asheville-Buncombe TCC	65,710	33,500	99,210	51,299	52,501	103,800	50,885	21,093	71,978
Beaufort County CC	0	6,034	6,034	19,304	11,868	31,172	1,632	7,206	8,838
Bladen CC	0	3,745	3,745	3,611	5,547	9,158	2,691	4,629	7,320
Blue Ridge CC	16,180	9,259	25,439	11,089	10,320	21,409	21,921	10,499	32,420
Brunswick CC	7,392	4,057	11,449	16,766	9,288	26,054	21,778	8,351	30,129
Caldwell CC and TI	36,408	19,247	55,655	33,885	23,606	57,491	32,099	14,078	46,177
Cape Fear CC	78,074	49,834	127,908	78,741	55,855	134,596	112,017	49,630	161,647
Carteret CC	5,855	5,098	10,953	18,134	10,965	29,099	9,460	5,583	15,043
Catawba Valley CC	69,295	27,466	96,761	72,350	37,022	109,372	68,419	24,242	92,661
Central Carolina CC	17,477	14,149	31,626	34,814	16,253	51,067	33,663	17,418	51,081
Central Piedmont CC	352,094	153,767	505,861	162,422	127,319	289,741	189,453	85,373	274,826
Cleveland CC	22,661	12,588	35,249	26,341	18,575	44,916	13,837	11,358	25,195
Coastal Carolina CC	56,021	26,113	82,134	86,412	56,500	142,912	73,522	24,815	98,337
College of the Albemarle	11,591	8,011	19,602	23,012	15,351	38,363	24,771	12,073	36,844
Craven CC	19,048	10,716	29,764	25,092	21,026	46,118	31,284	12,264	43,548
Davidson County CC	43,730	22,680	66,410	17,434	16,769	34,203	51,026	19,661	70,687
Durham TCC	26,531	24,761	51,292	33,229	25,928	59,157	20,674	16,177	36,851
Edgecombe CC	23,799	19,143	42,942	0	15,479	15,479	0	7,349	7,349
Fayetteville TCC	52,955	58,157	111,112	58,194	51,340	109,534	0	35,982	35,982
Forsyth TCC	103,605	60,446	164,051	43,129	47,470	90,599	107,753	42,472	150,225
Gaston College	44,854	25,281	70,135	40,018	32,894	72,912	90,008	33,309	123,317
Guilford TCC	52,580	64,815	117,395	78,247	69,787	148,034	71,659	49,439	121,098
Halifax CC	27,424	12,693	40,117	1,819	7,095	8,914	7,216	5,774	12,990
Haywood CC	10,696	7,803	18,499	4,438	8,772	13,210	12,121	6,681	18,802
Isothermal CC	47,313	20,079	67,392	11,468	10,578	22,046	17,887	7,731	25,618
James Sprunt CC	8,492	7,595	16,087	6,741	7,998	14,739	13,086	5,058	18,144
Johnston CC	50,997	22,576	73,573	20,991	18,446	39,437	59,832	22,763	82,595
Lenoir CC	10,924	10,196	21,120	4,931	8,256	13,187	13,704	11,978	25,682
Martin CC	902	2,185	3,087	4,315	2,193	6,508	3,495	2,481	5,976
Mayland CC	4,762	3,537	8,299	12,533	6,192	18,725	10,359	4,868	15,227
McDowell TCC	3,629	2,393	6,022	10,969	6,192	17,161	7,197	3,818	11,015
Mitchell CC	23,167	15,502	38,669	20,708	16,124	36,832	26,846	15,748	42,594
Montgomery CC	7,694	3,641	11,335	0	1,677	1,677	6,941	3,054	9,995
Nash CC	15,369	13,629	28,998	56,708	32,120	88,828	25,274	14,412	39,686
Pamlico CC	333	624	957	3,278	1,806	5,084	3,134	1,098	4,232
Piedmont CC	13,755	8,635	22,390	16,195	13,158	29,353	20,527	6,872	27,399
Pitt CC	82,536	50,354	132,890	28,050	31,346	59,396	42,467	36,841	79,308
Randolph CC	26,513	11,964	38,477	40,142	26,057	66,199	39,257	16,368	55,625
Richmond CC	32,131	16,126	48,257	36,435	22,574	59,009	20,690	9,783	30,473
Roanoke Chowan CC	2,423	4,057	6,480	12,747	5,805	18,552	5,966	3,102	9,068
Robeson CC	8,126	12,797	20,923	7,766	11,997	19,763	0	6,586	6,586
Rockingham CC	7,542	7,283	14,825	16,691	15,093	31,784	20,454	10,976	31,430
Rowan-Cabarrus CC	46,493	29,338	75,831	23,714	25,412	49,126	33,148	28,633	61,781
Sampson CC	0	4,786	4,786	0	5,805	5,805	13,909	6,061	19,970
Sandhills CC	30,772	21,432	52,204	25,140	19,994	45,134	44,703	19,947	64,650
South Piedmont CC	12,279	11,756	24,035	12,157	8,385	20,542	8,666	8,113	16,779
Southeastern CC	11,172	6,242	17,414	7,479	4,773	12,252	0	5,297	5,297
Southwestern CC	13,549	8,739	22,288	16,640	13,674	30,314	13,427	6,872	20,299
Stanly CC	25,411	11,860	37,271	58,151	27,992	86,143	21,287	11,167	32,454
Surry CC	36,195	17,374	53,569	27,129	16,769	43,898	50,892	17,895	68,787
Tri-County CC	5,254	2,497	7,751	120	4,128	4,248	10,643	4,390	15,033
Vance-Granville CC	25,718	16,854	42,572	11,664	8,901	20,565	20,484	14,507	34,991
Wake TCC	24,617	51,602	76,219	118,105	106,938	225,043	194,259	96,397	290,656
Wayne CC	26,226	16,334	42,560	24,136	19,736	43,872	45,062	20,138	65,200
Western Piedmont CC	22,304	12,901	35,205	23,833	13,674	37,507	29,637	12,646	42,283
Wilkes CC	28,374	16,438	44,812	29,203	17,543	46,746	46,396	16,702	63,098
Wilson CC	8,778	6,657	15,435	22,141	18,058	40,199	13,958	6,775	20,733
	1,848,725	**1,151,275**	**3,000,000**	**1,674,568**	**1,325,432**	**3,000,000**	**1,992,179**	**1,007,821**	**3,000,000**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

FY 2015-16 PERFORMANCE-BASED FUNDING (excluding Basic Skills PBF)

	Curriculum Completion			Licensure Passing Rates			College Transfer Performance			Total*
College	Quality	Impact	Total PBF$	Quality	Impact	Total PBF$	Quality	Impact	Total PBF$	PBF $
Alamance CC	55,689	10,322	66,011	26,170	19,396	45,566	37,759	11,553	49,312	**362,820**
Asheville-Buncombe TCC	46,457	9,574	56,031	75,192	36,522	111,714	108,407	29,817	138,224	**580,957**
Beaufort County CC	15,770	3,212	18,982	26,615	10,936	37,551	18,861	5,352	24,213	**126,790**
Bladen CC	8,681	2,276	10,957	8,265	7,428	15,693	895	2,718	3,613	**50,486**
Blue Ridge CC	32,431	5,364	37,795	24,400	14,341	38,741	20,260	6,286	26,546	**182,350**
Brunswick CC	10,428	3,243	13,671	19,141	12,071	31,212	13,264	6,031	19,295	**131,810**
Caldwell CC and TI	42,878	8,046	50,924	25,365	20,428	45,793	38,915	15,800	54,715	**310,755**
Cape Fear CC	149,860	21,985	171,845	119,006	42,300	161,306	104,601	40,350	144,951	**902,253**
Carteret CC	14,343	3,274	17,617	14,675	11,039	25,714	14,756	4,672	19,428	**117,854**
Catawba Valley CC	48,695	10,759	59,454	26,504	16,713	43,217	69,548	19,708	89,256	**490,721**
Central Carolina CC	58,012	9,075	67,087	82,702	28,578	111,280	16,846	8,070	24,916	**337,057**
Central Piedmont CC	161,850	33,586	195,436	85,326	38,173	123,499	251,066	84,098	335,164	**1,724,527**
Cleveland CC	22,378	5,707	28,085	28,632	14,547	43,179	30,464	8,920	39,384	**216,008**
Coastal Carolina CC	102,691	14,439	117,130	66,469	25,173	91,642	60,220	14,951	75,171	**607,326**
College of the Albemarle	41,723	6,455	48,178	32,158	12,277	44,435	35,333	9,344	44,677	**232,099**
Craven CC	32,664	6,861	39,525	12,670	19,809	32,479	25,353	7,390	32,743	**224,177**
Davidson County CC	42,940	8,326	51,266	37,961	17,229	55,190	43,094	13,762	56,856	**334,612**
Durham TCC	22,773	6,642	29,415	62,547	26,824	89,371	53,634	15,206	68,840	**334,926**
Edgecombe CC	17,464	3,649	21,113	23,423	10,523	33,946	14,327	3,738	18,065	**138,894**
Fayetteville TCC	67,848	17,058	84,906	108,464	49,625	158,089	81,375	23,955	105,330	**604,953**
Forsyth TCC	85,645	17,245	102,890	81,441	33,014	114,455	93,352	27,183	120,535	**742,755**
Gaston College	75,210	14,189	89,399	83,494	29,816	113,310	41,490	16,990	58,480	**527,553**
Guilford TCC	161,792	29,064	190,856	94,630	45,395	140,025	113,482	39,331	152,813	**870,221**
Halifax CC	25,219	3,867	29,086	9,305	7,222	16,527	5,708	1,869	7,577	**115,211**
Haywood CC	20,878	3,773	24,651	0	8,047	8,047	8,675	3,143	11,818	**95,027**
Isothermal CC	23,920	4,366	28,286	34,336	15,682	50,018	23,786	7,051	30,837	**224,197**
James Sprunt CC	17,494	2,775	20,269	10,542	7,325	17,867	7,499	2,888	10,387	**97,493**
Johnston CC	66,019	10,229	76,248	36,736	22,181	58,917	31,435	13,337	44,772	**375,542**
Lenoir CC	37,951	6,362	44,313	39,842	38,482	78,324	25,968	8,155	34,123	**216,749**
Martin CC	7,002	1,403	8,405	0	2,992	2,992	1,978	849	2,827	**29,795**
Mayland CC	28,425	3,836	32,261	8,179	8,666	16,845	3,358	1,359	4,717	**96,074**
McDowell TCC	14,280	3,056	17,336	26,058	10,523	36,581	5,336	2,209	7,545	**95,660**
Mitchell CC	43,390	7,640	51,030	19,933	13,309	33,242	40,128	12,487	52,615	**254,982**
Montgomery CC	17,009	2,370	19,379	2,871	825	3,696	1,399	934	2,333	**48,415**
Nash CC	28,789	5,644	34,433	16,803	16,198	33,001	27,927	8,580	36,507	**261,453**
Pamlico CC	8,580	1,091	9,671	3,428	1,238	4,666	3,526	765	4,291	**28,901**
Piedmont CC	16,598	3,960	20,558	0	4,643	4,643	11,809	3,823	15,632	**119,975**
Pitt CC	82,442	15,125	97,567	53,205	26,411	79,616	70,443	26,844	97,287	**546,064**
Randolph CC	22,608	5,239	27,847	21,084	14,650	35,734	21,696	8,070	29,766	**253,648**
Richmond CC	17,451	4,023	21,474	1,052	4,849	5,901	7,779	4,842	12,621	**177,735**
Roanoke Chowan CC	10,052	1,746	11,798	3,762	5,881	9,643	6,884	2,124	9,008	**64,549**
Robeson CC	14,003	4,896	18,899	20,775	12,793	33,568	21,584	5,522	27,106	**126,845**
Rockingham CC	20,762	5,052	25,814	5,655	10,214	15,869	17,107	5,182	22,289	**142,011**
Rowan-Cabarrus CC	67,445	14,283	81,728	54,690	32,395	87,085	51,266	18,689	69,955	**425,506**
Sampson CC	17,133	2,931	20,064	19,402	8,357	27,759	5,242	4,502	9,744	**88,128**
Sandhills CC	45,458	9,636	55,094	51,151	22,285	73,436	44,232	13,167	57,399	**347,917**
South Piedmont CC	33,755	6,206	39,961	11,482	10,626	22,108	19,047	5,182	24,229	**147,654**
Southeastern CC	17,883	3,898	21,781	9,973	9,182	19,155	5,410	3,908	9,318	**85,217**
Southwestern CC	22,429	4,210	26,639	29,164	12,174	41,338	40,203	9,769	49,972	**190,850**
Stanly CC	45,692	7,017	52,709	21,480	15,269	36,749	24,383	7,390	31,773	**277,099**
Surry CC	44,266	7,017	51,283	39,446	15,888	55,334	31,024	8,410	39,434	**312,305**
Tri-County CC	8,056	1,809	9,865	0	5,674	5,674	11,212	3,483	14,695	**57,266**
Vance-Granville CC	44,240	9,854	54,094	22,000	15,166	37,166	27,162	8,835	35,997	**225,385**
Wake TCC	155,583	33,586	189,169	116,049	42,712	158,761	290,149	81,635	371,784	**1,311,632**
Wayne CC	73,852	10,229	84,081	48,676	22,078	70,754	26,845	10,449	37,294	**343,761**
Western Piedmont CC	45,772	6,736	52,508	19,636	9,182	28,818	28,991	10,703	39,694	**236,015**
Wilkes CC	46,589	7,796	54,385	34,051	16,610	50,661	21,473	7,390	28,863	**288,565**
Wilson CC	15,776	2,965	18,741	21,985	10,113	32,098	10,038	3,226	13,264	**140,470**
	2,525,023	**474,977**	**3,000,000**	**1,978,001**	**1,021,999**	**3,000,000**	**2,268,004**	**731,996**	**3,000,000**	**18,000,000**

*Excludes Basic Skills PBF, which is embedded in Basic Skills Block Grant

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FORMULA BUDGET BY COLLEGE
FY 2015-16 Baseline

Community Colleges	Curriculum	Continuing Education	Basic Skills	Institutional Support	Performance Based Allocation*	Total
Alamance CC	$12,382,471	$1,083,384	$1,188,263	$8,137,273	$362,820	$23,154,211
Asheville-Buncombe TCC	20,797,088	1,895,908	1,587,136	12,649,485	580,957	37,510,574
Beaufort County CC	5,977,907	669,173	448,019	4,313,908	126,790	11,535,797
Bladen CC	4,314,092	673,479	298,266	3,455,913	50,486	8,792,236
Blue Ridge CC	6,418,404	1,220,355	511,815	5,392,483	182,350	13,725,407
Brunswick CC	5,059,694	1,026,056	889,032	4,332,597	131,810	11,439,189
Caldwell CC & TI	10,811,936	1,831,610	1,028,980	8,034,959	310,755	22,018,240
Cape Fear CC	27,247,729	2,246,866	1,763,184	17,057,037	902,253	49,217,069
Carteret CC	5,085,455	1,040,501	448,830	4,118,523	117,854	10,811,163
Catawba Valley CC	13,214,032	1,748,240	920,159	8,806,679	490,721	25,179,831
Central Carolina CC	14,418,574	2,377,932	2,621,225	11,466,529	337,057	31,221,317
Central Piedmont CC	50,382,465	1,685,202	4,830,101	31,811,352	1,724,527	90,433,647
Cleveland CC	9,222,851	1,526,083	473,304	6,386,131	216,008	17,824,377
Coastal Carolina CC	13,757,149	1,862,286	731,172	9,024,730	607,326	25,982,663
College of The Albemarle	7,310,612	850,171	634,267	5,712,408	232,099	14,739,557
Craven CC	9,009,619	1,251,315	563,722	6,697,828	224,177	17,746,661
Davidson County CC	11,432,262	1,242,839	1,420,785	8,301,684	334,612	22,732,182
Durham TCC	13,725,545	1,517,734	1,280,522	9,002,064	334,926	25,860,791
Edgecombe CC	7,983,492	948,856	807,020	6,125,265	138,894	16,003,527
Fayetteville TCC	31,750,154	5,981,963	3,376,594	21,905,245	604,953	63,618,909
Forsyth TCC	25,555,767	2,379,706	2,264,527	15,503,805	742,755	46,446,560
Gaston College	16,248,447	1,054,561	877,015	10,831,251	527,553	29,538,827
Guilford TCC	34,788,417	2,538,256	3,399,127	22,343,933	870,221	63,939,954
Halifax CC	4,434,381	718,578	359,881	3,576,542	115,211	9,204,593
Haywood CC	6,076,856	786,713	264,270	4,354,684	95,027	11,577,550
Isothermal CC	6,480,495	799,271	529,615	4,682,693	224,197	12,716,271
James Sprunt CC	3,997,722	584,518	213,843	3,263,926	97,493	8,157,502
Johnston CC	12,436,217	1,745,839	759,683	8,166,156	375,542	23,483,437
Lenoir CC	8,840,096	4,507,124	1,347,885	8,296,979	216,749	23,208,833
Martin CC	2,459,375	620,532	486,128	2,597,918	29,795	6,193,748
Mayland CC	3,508,450	1,282,012	1,193,085	3,811,004	96,074	9,890,625
McDowell TCC	3,836,856	736,883	426,255	3,311,498	95,660	8,407,152
Mitchell CC	8,174,687	1,001,299	720,131	5,823,235	254,982	15,974,334
Montgomery CC	2,981,842	702,220	283,515	2,840,875	48,415	6,856,867
Nash CC	9,967,708	1,316,911	544,551	6,686,327	261,453	18,776,950
Pamlico CC	1,931,935	570,828	248,732	2,373,650	28,901	5,154,046
Piedmont CC	4,722,946	1,788,817	560,736	4,865,691	119,975	12,058,165
Pitt CC	25,903,599	1,918,352	1,259,479	15,189,490	546,064	44,816,984
Randolph CC	8,790,217	939,435	913,911	6,129,055	253,648	17,026,266
Richmond CC	7,196,147	1,088,054	1,700,094	5,721,295	177,735	15,883,325
Roanoke-Chowan CC	2,698,736	670,823	243,454	2,665,878	64,549	6,343,440
Robeson CC	6,479,410	1,882,918	1,908,359	5,994,834	126,845	16,392,366
Rockingham CC	5,732,254	790,944	313,953	4,210,269	142,011	11,189,431
Rowan-Cabarrus CC	18,470,673	2,154,068	1,498,594	13,837,300	425,506	36,386,141
Sampson CC	4,409,087	1,163,693	1,224,078	4,205,172	88,128	11,090,158
Sandhills CC	11,827,819	1,134,225	1,194,382	7,906,788	347,917	22,411,131
South Piedmont CC	6,179,548	1,807,841	1,166,056	5,929,880	147,654	15,230,979
Southeastern CC	4,700,622	1,840,711	1,300,804	4,804,919	85,217	12,732,273
Southwestern CC	7,694,944	1,546,563	485,052	6,160,944	190,850	16,078,353
Stanly CC	8,174,459	1,392,551	562,400	6,422,590	277,099	16,829,099
Surry CC	9,563,886	1,384,570	839,269	6,672,735	312,305	18,772,765
Tri-County CC	4,187,034	503,891	182,025	3,238,441	57,266	8,168,657
Vance-Granville CC	9,743,031	1,547,266	1,246,705	8,019,258	225,385	20,781,645
Wake TCC	55,589,638	4,799,193	5,508,010	36,006,064	1,311,632	103,214,537
Wayne CC	11,146,153	1,273,634	1,258,994	7,478,061	343,761	21,500,603
Western Piedmont CC	6,916,767	1,004,812	1,343,014	5,463,047	236,015	14,963,655
Wilkes CC	8,860,029	1,378,513	934,446	6,820,156	288,565	18,281,709
Wilson CC	5,403,658	944,982	651,596	4,352,985	140,470	11,493,691
TOTAL	**$666,411,439**	**$86,981,060**	**$66,036,050**	**$473,291,422**	**$18,000,000**	**$1,310,719,971**

*Excludes Basic Skills PBF, which is embedded in Basic Skills Block Grant

B. Categorical Allocations

1. Career and Technical Education (Federal)

Purpose: Career and Technical Education (CTE) funds are provided through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 with the purpose of making the United States more competitive in the world economy by developing more fully the academic, career, and technical skills of students who enroll in career and technical education programs. This act places emphasis on:

- Promoting services and activities that integrate rigorous and challenging academic and career technical instruction, and that link secondary education and postsecondary education for participating career and technical education students. (Career Pathways)
- Developing and integrating strong academic and career and technical competencies, providing professional development, expanding the use of technology in the classroom.
- Creating greater accountability by requiring the measurement of student achievement against established core indicators of performance at both state and local levels.

Each college must develop a local plan that includes:

- Acceptance of the allocation;
- Acknowledgement of the nine CTE required activities;
- Description of the proposed implementation of the nine CTE required activities;
- Acceptance of updated accountability/performance measures;
- Implementation of a least one CTE Program of Study; and
- The proposed budget.

Funds must be used in accordance with the budget approved by System Office CTE program staff. No more than five percent of a college's allocation may be used for college administration.

Allocation Method: The Carl D. Perkins Act requires that at least 85% of available funding be allocated to local community colleges. A total of $10,549,111 is expected to be available from the federal government for allocation through the Career and Technical Education allotment. These funds are allocated based on each college's pro-rata share of Pell Grant recipients pursuing a credential in a vocational/technical curriculum program in relation to the total number of Pell Grant recipients pursuing such credentials system-wide.[5]

[5] In accordance with Section 132.(c)(1) of the Carl D. Perkins Vocational & Technical Education Act of 2006, as amended, no institution or consortium shall receive an allocation of federal vocational education funds in an amount that is less than $50,000. To that end four community colleges with allocations below $50,000 will join a consortium. Craven CC will lead a consortium with Brunswick CC, Pamlico CC and Southeastern CC. Randolph CC will lead the consortia with Montgomery CC. All 58 colleges will benefit from Perkins funds.

Indirect Cost: Per the U.S. Department of Education, Office of Career, Technical and Adult Education, colleges can earn 8% of actual expenses incurred from the 5% administrative cost maximum. If colleges have an approved restricted rate, the restricted rate percentage must be used in lieu of the 8% even if the restricted rate is less than 8%. The System Office will be sending individual notices to colleges to provide additional subaward information.

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: current - as needed, consistent with the activities in the approved budget and the Accounting Procedures Manual; capitalized equipment– 940, non-capitalized equipment should be coded to a current purpose code.

- Vocational code: current - 10-15 and 17-19, as prescribed by the Accounting Procedures Manual; 16 – equipment (capitalized equipment can only be used with purpose code 940, non-capitalized equipment can be used with current purposes, such as 220 or 510).

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CAREER AND TECHNICAL EDUCATION ALLOTMENTS
FY 2015-16

Community College	Pell Grant Awards	Percent of Pell Grants	CTE Allotment July, Aug., Sept. 2015	CTE Allotment Oct. 2015- June 2016	Total Allotment 2015-16	Admin Cost - 5% Maximum
			Approx. 32%	Approx. 68%		
Alamance CC	1,086	1.84%	$62,231	$132,241	$194,472	$9,724
Asheville-Buncombe TCC	1,567	2.66%	89,794	190,812	280,606	14,030
Beaufort County CC	661	1.12%	37,877	80,489	118,366	5,918
Bladen CC	443	0.75%	25,385	53,944	79,329	3,966
Blue Ridge CC	584	0.99%	33,465	71,113	104,578	5,229
Brunswick CC**	0	0.00%	0	0	0	0
Caldwell CC & TI	830	1.41%	47,561	101,068	148,629	7,431
Cape Fear CC	1,457	2.47%	83,490	177,417	260,907	13,045
Carteret CC	419	0.71%	24,010	51,021	75,031	3,752
Catawba Valley CC	979	1.66%	56,100	119,212	175,312	8,766
Central Carolina CC	1,390	2.36%	79,651	169,259	248,910	12,446
Central Piedmont CC	2,948	5.00%	168,929	358,974	527,903	26,395
Cleveland CC	904	1.53%	51,802	110,079	161,881	8,094
Coastal Carolina CC	643	1.09%	36,846	78,297	115,143	5,757
College of The Albemarle	394	0.67%	22,577	47,977	70,554	3,528
Craven CC**	1,392	2.36%	79,766	169,502	249,268	12,463
Davidson County CC	1,305	2.22%	74,780	158,908	233,688	11,684
Durham TCC	832	1.41%	47,676	101,312	148,988	7,449
Edgecombe CC	1,209	2.05%	69,279	147,218	216,497	10,825
Fayetteville TCC	3,432	5.83%	196,664	417,910	614,574	30,729
Forsyth TCC	2,417	4.10%	138,501	294,315	432,816	21,641
Gaston College	1,477	2.51%	84,636	179,852	264,488	13,224
Guilford TCC	3,496	5.93%	200,331	425,703	626,034	31,302
Halifax CC	542	0.92%	31,058	65,999	97,057	4,853
Haywood CC	887	1.51%	50,828	108,009	158,837	7,942
Isothermal CC	775	1.32%	44,410	94,371	138,781	6,939
James Sprunt CC	458	0.78%	26,245	55,770	82,015	4,101
Johnston CC	943	1.60%	54,037	114,828	168,865	8,443
Lenoir CC	840	1.43%	48,134	102,286	150,420	7,521
Martin CC	297	0.50%	17,019	36,165	53,184	2,659
Mayland CC	345	0.59%	19,770	42,010	61,780	3,089
McDowell TCC	363	0.62%	20,801	44,202	65,003	3,250
Mitchell CC	622	1.06%	35,642	75,740	111,382	5,569
Montgomery CC*	0	0.00%	0	0	0	0
Nash CC	1,144	1.94%	65,555	139,303	204,858	10,243
Pamlico CC**	0	0.00%	0	0	0	0
Piedmont CC	495	0.84%	28,365	60,276	88,641	4,432
Pitt CC	2,928	4.97%	167,783	356,539	524,322	26,216
Randolph CC *	1,184	2.01%	67,847	144,174	212,021	10,601
Richmond CC	845	1.43%	48,421	102,895	151,316	7,566
Roanoke-Chowan CC	346	0.59%	19,827	42,132	61,959	3,098
Robeson CC	868	1.47%	49,739	105,695	155,434	7,772
Rockingham CC	450	0.76%	25,786	54,796	80,582	4,029
Rowan-Cabarrus CC	1,833	3.11%	105,036	223,202	328,238	16,412
Sampson CC	458	0.78%	26,245	55,770	82,015	4,101
Sandhills CC	854	1.45%	48,937	103,990	152,927	7,646
South Piedmont CC	548	0.93%	31,402	66,729	98,131	4,907
Southeastern CC**	0	0.00%	0	0	0	0
Southwestern CC	690	1.17%	39,539	84,020	123,559	6,178
Stanly CC	888	1.51%	50,885	108,131	159,016	7,951
Surry CC	831	1.41%	47,619	101,190	148,809	7,440
Tri-County CC	460	0.78%	26,359	56,014	82,373	4,119
Vance-Granville CC	1,094	1.86%	62,689	133,215	195,904	9,795
Wake TCC	3,578	6.07%	205,030	435,688	640,718	32,036
Wayne CC	1,206	2.05%	69,107	146,853	215,960	10,798
Western Piedmont CC	794	1.35%	45,499	96,684	142,183	7,109
Wilkes CC	833	1.41%	47,733	101,433	149,166	7,458
Wilson CC	646	1.10%	37,018	78,663	115,681	5,784
Total	**58,910**	**1.0000**	**$3,375,716**	**$7,173,395**	**$10,549,111**	**$527,455**

Brunswick, Craven, Pamlico and Southeastern are combined as a consortium.
Randolph and Montgomery are combined as a consortium.

In accordance with Section 132.(c)(1) of the Carl D. Perkins Vocational & Technical Education Act of 1998, no institution or consortium shall receive an allocation of federal vocational education funds in an amount that is less than $50,000.

2. Child Care

Purpose: The intent of the Child Care Grant is to assist student-parents with the financial responsibilities for child care expenses so they may stay enrolled and complete their educational goals. No faculty, staff, or administrator employed by the college may receive or utilize funds from this grant with the exception of qualified "work study" students. Child care coordinators and financial aid officers at each college shall jointly determine the need of student-parents for child care in coordination with local social services agencies that provide child care funding for qualified students.

These funds must be disbursed directly to the provider or the student-parent only upon receipt of an invoice from a child care provider accompanied by a student's class attendance report. Under no circumstances may colleges pay in advance for services which have not been received. These funds may not be used to support the operating costs of a college childcare facility, except indirectly in the form of payments disbursed to the center as a provider of childcare services for a student-parent receiving assistance through this program. Likewise, other State funds may not be used to support college childcare facilities or support childcare staff positions. Colleges may not expend any of these allocations for administrative overhead, including salaries.

Allocation Method: A total of $1,838,215 is allocated in FY 2015-16 through the Child Care Grant allotment. Each college will be authorized funds on the following formula: $20,000 (base) + $3.67 per curriculum budget FTE.

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose code: 530
- Vocational code: 80

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CHILD CARE ALLOTMENT
FY 2015-16 Baseline

Community College	Base Allotment	Curriculum FTE	Per Curriculum FTE Amount $3.67	Total Allotment
Alamance CC	$20,000	3,465	$12,718	$32,718
Asheville-Buncombe TCC	20,000	5,778	21,208	41,208
Beaufort County CC	20,000	1,587	5,825	25,825
Bladen CC	20,000	1,125	4,129	24,129
Blue Ridge CC	20,000	1,715	6,295	26,295
Brunswick CC	20,000	1,346	4,941	24,941
Caldwell CC and TI	20,000	2,965	10,883	30,883
Cape Fear CC	20,000	7,688	28,219	48,219
Carteret CC	20,000	1,342	4,926	24,926
Catawba Valley CC	20,000	3,723	13,665	33,665
Central Carolina CC	20,000	4,021	14,759	34,759
Central Piedmont CC	20,000	14,505	53,241	73,241
Cleveland CC	20,000	2,512	9,220	29,220
Coastal Carolina CC	20,000	3,880	14,242	34,242
College of the Albemarle	20,000	1,990	7,304	27,304
Craven CC	20,000	2,453	9,004	29,004
Davidson County CC	20,000	3,171	11,639	31,639
Durham TCC	20,000	3,820	14,021	34,021
Edgecombe CC	20,000	2,165	7,947	27,947
Fayetteville TCC	20,000	9,071	33,295	53,295
Forsyth TCC	20,000	7,102	26,068	46,068
Gaston College	20,000	4,556	16,723	36,723
Guilford TCC	20,000	9,891	36,305	56,305
Halifax CC	20,000	1,133	4,159	24,159
Haywood CC	20,000	1,632	5,990	25,990
Isothermal CC	20,000	1,750	6,423	26,423
James Sprunt CC	20,000	1,044	3,832	23,832
Johnston CC	20,000	3,411	12,520	32,520
Lenoir CC	20,000	2,430	8,919	28,919
Martin CC	20,000	583	2,140	22,140
Mayland CC	20,000	883	3,241	23,241
McDowell TCC	20,000	962	3,531	23,531
Mitchell CC	20,000	2,276	8,354	28,354
Montgomery CC	20,000	735	2,698	22,698
Nash CC	20,000	2,722	9,991	29,991
Pamlico CC	20,000	433	1,589	21,589
Piedmont CC	20,000	1,226	4,500	24,500
Pitt CC	20,000	7,308	26,824	46,824
Randolph CC	20,000	2,407	8,835	28,835
Richmond CC	20,000	1,942	7,128	27,128
Roanoke Chowan CC	20,000	662	2,430	22,430
Robeson CC	20,000	1,743	6,398	26,398
Rockingham CC	20,000	1,513	5,554	25,554
Rowan-Cabarrus CC	20,000	5,272	19,351	39,351
Sampson CC	20,000	1,149	4,217	24,217
Sandhills CC	20,000	3,289	12,072	32,072
South Piedmont CC	20,000	1,670	6,130	26,130
Southeastern CC	20,000	1,221	4,482	24,482
Southwestern CC	20,000	2,063	7,572	27,572
Stanly CC	20,000	2,233	8,196	28,196
Surry CC	20,000	2,628	9,646	29,646
Tri-County CC	20,000	1,076	3,949	23,949
Vance-Granville CC	20,000	2,690	9,874	29,874
Wake TCC	20,000	16,056	58,934	78,934
Wayne CC	20,000	3,058	11,224	31,224
Western Piedmont CC	20,000	1,877	6,890	26,890
Wilkes CC	20,000	2,382	8,743	28,743
Wilson CC	20,000	1,443	5,302	25,302
Total	**$1,160,000**	**184,773**	**$678,215**	**$1,838,215**

3. Small Business Centers

Purpose: The mission of each Small Business Center (SBC) is to help the many small businesses within its service area survive, prosper, and contribute to the economic well-being of the community and the state. Small Business Centers provide a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help to owners and operators of small businesses.

The expenditure of SBC funds must be consistent with the State Board's Small Business Center Network (SBCN) Guidelines (adopted on February 18, 2011, Program Attachment 5). At a minimum, the annual SBC program funding will provide for the following at each of the 58 colleges: a) salary and fringe benefits for a full-time SBC Director or in a manner that is at least equivalent to a full-time director; and b) $9,000 for instruction, either through instructional or contractual services budget items, that does not earn budget FTE. Colleges should also be aware of the following fiscally-related provisions in the SBCN Guidelines:

- All instruction supported by SBC funds must be used for SBC-sponsored courses, seminars, and workshops.
- SBC funds cannot be used to produce FTE, except for SBCN-approved entrepreneurship programs.
- SBCN program funds **may not** be used for building or renovation of facilities.
- If a Small Business Center Director coordinates FTE-generating classes designed to meet the management needs of entrepreneurs, that Director's salary will need to be pro-rated according to the formula spelled out in the Guidelines.
- If a Small Business Center Director is asked to coordinate FTE-generating activities that are Occupational Extension offerings that are not focused on entrepreneurship or the "management needs" of entrepreneurs, then an alternative plan must be submitted to the System Office/State Director for approval. Such arrangements should be rare.
- Although colleges retain budget flexibility, using SBC funds to produce FTE (other than approved entrepreneurship programs) or transferring SBC funds without a NCCCS- or State-mandated reversion/reduction will result in the loss of performance funding for the following year.

Allocation Method: A total of $6,172,773 is allocated in FY 2015-16 through the Small Business Center allotment. Each college receives a base allocation of $95,312. The base amount is consistent with FY 2014-15 baseline.

Colleges also receive an additional performance allocation. This allocation is based on the following factors (as measured using the sum of the prior two years' data):

- Number of Non-FTE Attendees
- Number of Non-FTE Seminars
- Number of Counseling Clients
- Number of Counseling Hours

- Number of Small Businesses in Service Area
- Number of Businesses Started
- Number of Jobs Created/Retained

For each factor, a college earns 1-58 points. The sum of each factor's score determines a college's total point score. The total number of points determines a college's performance allocation; each point earns approximately $54. For FY 2015-16, performance funding allocations are calculated based on the colleges' pro-rata share of total point score, limited to $644,677 in total due to fund availability. Six colleges had their performance allocation for FY 2015-16 reduced due to using a portion of their FY 2014-15 allocation for non-SBC activities. Those funds were allocated to all the other colleges as an adjustment to their performance allocation.

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: current or non-capitalized equipment – 363; capitalized equipment– 940
- Vocational code: 83
- Capitalized equipment purchases must be coded to object code 553500. Non-capitalized equipment purchase should be coded to purpose 363 and object codes 555100 (non-capitalized equipment) or 555200 (non-capitalized equipment – high risk)
- In order to capture all costs associated with the Small Business Center, colleges should charge all Small Business Center expenditures to this code and if additional funds are needed, should transfer funds from other purposes to purpose code 363. Total costs will be utilized for future funding requests and potential funding reallocations.

These funds can be reverted as part of the Management Flexibility Reversion or transferred into another purpose. However, doing so will impact future allocations. Specifically, **colleges that use funds for non-SBC activities or transfer funds out of the SBC budget will not be eligible for their entire performance allocation in the next fiscal year**. The performance allocation for next fiscal year will be reduced by the amount of funds used for non-SBC activities. Colleges are allowed to return funds as part of the Management Flexibility reversion or any other reversion up to the pro-rata share of the total amount of the cut without impacting next year's performance allocation.

The $9000 requirement that funds be expended for instruction can be waived by the System Office upon recommendation of the State Small Business Center Director in the case of a budgetary shortfall. If that is the case, that reversion will not affect future performance allocations.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SMALL BUSINESS CENTER ALLOTMENT
FY 2015-16 Baseline

Community College	Base Allocation	Performance Allocation	Total Allocation
Alamance CC	$95,312	$9,668	$104,980
Asheville-Buncombe TCC	95,312	19,447	114,759
Beaufort County CC	95,312	6,704	102,016
Bladen CC	95,312	1,334	96,646
Blue Ridge CC	95,312	19,392	114,704
Brunswick CC	95,312	8,001	103,313
Caldwell CC and TI	95,312	8,557	103,869
Cape Fear CC	95,312	18,502	113,814
Carteret CC	95,312	12,279	107,591
Catawba Valley CC	95,312	16,169	111,481
Central Carolina CC	95,312	19,392	114,704
Central Piedmont CC	95,312	21,003	116,315
Cleveland CC	95,312	8,723	104,035
Coastal Carolina CC	95,312	20,281	115,593
College of the Albemarle	95,312	14,391	109,703
Craven CC	95,312	13,724	109,036
Davidson County CC	95,312	6,445	101,757
Durham TCC	95,312	18,614	113,926
Edgecombe CC	95,312	9,390	104,702
Fayetteville TCC	95,312	17,002	112,314
Forsyth TCC	95,312	17,391	112,703
Gaston College	95,312	14,780	110,092
Guilford TCC	95,312	20,447	115,759
Halifax CC	95,312	8,057	103,369
Haywood CC	95,312	12,279	107,591
Isothermal CC	95,312	8,668	103,980
James Sprunt CC	95,312	4,890	100,202
Johnston CC	95,312	13,780	109,092
Lenoir CC	95,312	6,001	101,313
Martin CC	95,312	3,535	98,847
Mayland CC	95,312	10,946	106,258
McDowell TCC	95,312	4,778	100,090
Mitchell CC	95,312	13,669	108,981
Montgomery CC	95,312	5,278	100,590
Nash CC	95,312	7,839	103,151
Pamlico CC	95,312	5,501	100,813
Piedmont CC	95,312	2,834	98,146
Pitt CC	95,312	11,386	106,698
Randolph CC	95,312	10,835	106,147
Richmond CC	95,312	8,835	104,147
Roanoke Chowan CC	95,312	0	95,312
Robeson CC	95,312	14,891	110,203
Rockingham CC	95,312	5,779	101,091
Rowan-Cabarrus CC	95,312	14,502	109,814
Sampson CC	95,312	8,057	103,369
Sandhills CC	95,312	9,446	104,758
South Piedmont CC	95,312	4,075	99,387
Southeastern CC	95,312	13,335	108,647
Southwestern CC	95,312	11,113	106,425
Stanly CC	95,312	4,334	99,646
Surry CC	95,312	8,001	103,313
Tri-County CC	95,312	6,945	102,257
Vance-Granville CC	95,312	11,001	106,313
Wake TCC	95,312	21,614	116,926
Wayne CC	95,312	13,446	108,758
Western Piedmont CC	95,312	15,280	110,592
Wilkes CC	95,312	8,057	103,369
Wilson CC	95,312	14,054	109,366
TOTAL	**$5,528,096**	**$644,677**	**$6,172,773**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SMALL BUSINESS CENTER PERFORMANCE FUNDING CALCULATION
FY 2015-16

COLLEGE	Seminars				Counseling				Small Businesses	
	Offerings		Attendees		Clients		Hours			
	Number	Ranking (points)	Number	Ranking (points)	Number	Ranking (points)	Hours	Ranking (points)	Number	Ranking (points)
Alamance CC	106	**25**	1220	**31**	140	**19**	446	**28**	3322	**40**
Asheville-Buncombe TCC	185	**46**	2300	**48**	653	**55**	1408	**53**	8588	**53**
Beaufort County CC	89	**17**	795	**18**	144	**21**	415	**25**	1754	**20**
Bladen CC	63	**6**	363	**3**	58	**2**	130	**1**	613	**3**
Blue Ridge CC	283	**56**	3912	**53**	430	**53**	1431	**54**	3657	**42**
Brunswick CC	113	**29**	419	**6**	163	**29**	537	**34**	2515	**32**
Caldwell CC and TI	89	**17**	1101	**29**	130	**16**	431	**27**	2958	**37**
Cape Fear CC	144	**40**	3623	**51**	505	**54**	759	**49**	8504	**52**
Carteret CC	105	**24**	1436	**34**	203	**38**	505	**30**	2128	**26**
Catawba Valley CC	140	**39**	1884	**45**	276	**46**	771	**50**	4800	**46**
Central Carolina CC	202	**49**	1792	**44**	697	**56**	1480	**55**	4387	**45**
Central Piedmont CC	204	**50**	3629	**52**	718	**57**	1554	**56**	33698	**58**
Cleveland CC	95	**20**	538	**10**	113	**15**	209	**7**	1996	**24**
Coastal Carolina CC	337	**57**	4971	**58**	376	**52**	714	**48**	2882	**35**
College of the Albemarle	164	**44**	2151	**46**	146	**23**	371	**21**	4302	**44**
Craven CC	115	**30**	1418	**33**	173	**34**	507	**31**	2274	**29**
Davidson County CC	74	**13**	1017	**26**	109	**12**	139	**2**	3648	**41**
Durham TCC	187	**47**	1568	**40**	277	**47**	613	**38**	11460	**55**
Edgecombe CC	144	**40**	1281	**32**	170	**32**	361	**20**	920	**6**
Fayetteville TCC	211	**51**	2886	**50**	281	**48**	618	**40**	6190	**50**
Forsyth TCC	411	**58**	4619	**57**	357	**50**	619	**41**	9741	**54**
Gaston College	137	**37**	810	**19**	337	**49**	614	**39**	5781	**49**
Guilford TCC	239	**55**	3975	**55**	198	**37**	1603	**57**	14110	**56**
Halifax CC	62	**5**	407	**5**	95	**10**	383	**22**	1356	**14**
Haywood CC	59	**4**	900	**22**	218	**41**	645	**42**	1429	**16**
Isothermal CC	63	**6**	560	**12**	210	**40**	348	**18**	1842	**21**
James Sprunt CC	78	**15**	932	**24**	111	**13**	185	**6**	1081	**9**
Johnston CC	149	**42**	1747	**43**	193	**36**	508	**32**	3217	**39**
Lenoir CC	43	**1**	391	**4**	147	**24**	342	**16**	1901	**23**
Martin CC	67	**9**	533	**9**	75	**5**	346	**17**	678	**4**
Mayland CC	158	**43**	773	**17**	112	**14**	609	**37**	1375	**15**
McDowell TCC	67	**9**	611	**14**	145	**22**	176	**3**	747	**5**
Mitchell CC	111	**27**	1565	**39**	171	**33**	663	**44**	4974	**47**
Montgomery CC	130	**34**	557	**11**	42	**1**	182	**5**	484	**2**
Nash CC	120	**31**	996	**25**	148	**26**	333	**15**	2206	**28**
Pamlico CC	97	**23**	899	**21**	61	**3**	311	**14**	307	**1**
Piedmont CC	51	**3**	425	**7**	70	**4**	263	**10**	998	**7**
Pitt CC	226	**53**	4409	**56**	361	**51**	1717	**58**	3774	**43**
Randolph CC	197	**48**	635	**15**	152	**27**	467	**29**	2544	**33**
Richmond CC	133	**35**	914	**23**	168	**30**	696	**47**	1517	**18**
Roanoke Chowan CC	72	**11**	580	**13**	156	**28**	287	**12**	1047	**8**
Robeson CC	134	**36**	2557	**49**	189	**35**	509	**33**	2033	**25**
Rockingham CC	44	**2**	334	**2**	137	**18**	416	**26**	1707	**19**
Rowan-Cabarrus CC	107	**26**	1047	**28**	273	**45**	926	**51**	6971	**51**
Sampson CC	125	**32**	1541	**38**	130	**16**	551	**36**	1159	**12**
Sandhills CC	168	**45**	2294	**47**	103	**11**	228	**9**	2925	**36**
South Piedmont CC	80	**16**	676	**16**	93	**8**	176	**4**	5256	**48**
Southeastern CC	112	**28**	1593	**41**	249	**42**	549	**35**	1112	**10**
Southwestern CC	90	**19**	1028	**27**	94	**9**	351	**19**	2565	**34**
Stanly CC	63	**6**	477	**8**	76	**6**	219	**8**	1333	**13**
Surry CC	127	**33**	1439	**35**	84	**7**	275	**11**	2444	**31**
Tri-County CC	73	**12**	307	**1**	141	**20**	403	**24**	1144	**11**
Vance-Granville CC	139	**38**	1724	**42**	169	**31**	397	**23**	3002	**38**
Wake TCC	235	**54**	3962	**54**	853	**58**	1406	**52**	30494	**57**
Wayne CC	96	**22**	1439	**35**	264	**43**	688	**45**	2282	**30**
Western Piedmont CC	217	**52**	1123	**30**	203	**38**	692	**46**	1473	**17**
Wilkes CC	77	**14**	850	**20**	147	**24**	289	**13**	2179	**27**
Wilson CC	95	**20**	1527	**37**	270	**44**	649	**43**	1849	**22**
TOTAL:	**7,702**	**1,704**	**89,460**	**1,710**	**12,764**	**1,708**	**33,421**	**1,711**	**241,633**	**1,711**
	58 - 1 points based highest to lowest									

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SMALL BUSINESS CENTER PERFORMANCE FUNDING CALCULATION
FY 2015-16

COLLEGE	Economic Impact				Total Point Score	Overall Points Ranking	Unadjusted FY15-16 Performance Allocation	Adjustment	FY15-16 Performance Allocation
	Startups		Jobs Created/Retained						
	Number	Ranking (points)	Number	Ranking (points)					
Alamance CC	4	**3**	65	**28**	**174**	28	**$9,407**	**$261**	**$9,668**
Asheville-Buncombe TCC	43	**54**	130	**41**	**350**	53	**$18,921**	**$526**	**$19,447**
Beaufort County CC	7	**11**	69	**30**	**142**	15	**$7,677**	**($973)**	**$6,704**
Bladen CC	5	**7**	11	**2**	**24**	1	**$1,297**	**$37**	**$1,334**
Blue Ridge CC	34	**51**	119.5	**40**	**349**	51	**$18,867**	**$525**	**$19,392**
Brunswick CC	4	**3**	32	**11**	**144**	16	**$7,785**	**$216**	**$8,001**
Caldwell CC and TI	13	**22**	25	**6**	**154**	21	**$8,325**	**$232**	**$8,557**
Cape Fear CC	32	**48**	114.5	**39**	**333**	49	**$18,002**	**$500**	**$18,502**
Carteret CC	22	**36**	77	**33**	**221**	33	**$11,947**	**$332**	**$12,279**
Catawba Valley CC	22	**36**	67	**29**	**291**	46	**$15,732**	**$437**	**$16,169**
Central Carolina CC	32	**48**	228	**52**	**349**	51	**$18,867**	**$525**	**$19,392**
Central Piedmont CC	32	**48**	309	**57**	**378**	57	**$20,435**	**$568**	**$21,003**
Cleveland CC	23	**39**	141	**42**	**157**	23	**$8,488**	**$235**	**$8,723**
Coastal Carolina CC	58	**57**	328	**58**	**365**	55	**$19,732**	**$549**	**$20,281**
College of the Albemarle	25	**44**	90	**37**	**259**	41	**$14,002**	**$389**	**$14,391**
Craven CC	22	**36**	264	**54**	**247**	38	**$13,353**	**$371**	**$13,724**
Davidson County CC	7	**11**	32	**11**	**116**	13	**$6,271**	**$174**	**$6,445**
Durham TCC	46	**55**	232	**53**	**335**	50	**$18,110**	**$504**	**$18,614**
Edgecombe CC	15	**26**	34	**13**	**169**	26	**$9,136**	**$254**	**$9,390**
Fayetteville TCC	13	**22**	159	**45**	**306**	47	**$16,543**	**$459**	**$17,002**
Forsyth TCC	17	**29**	58	**24**	**313**	48	**$16,921**	**$470**	**$17,391**
Gaston College	14	**25**	186	**48**	**266**	43	**$14,380**	**$400**	**$14,780**
Guilford TCC	38	**53**	271	**55**	**368**	56	**$19,894**	**$553**	**$20,447**
Halifax CC	24	**42**	179	**47**	**145**	18	**$7,839**	**$218**	**$8,057**
Haywood CC	26	**45**	191.5	**51**	**221**	33	**$11,947**	**$332**	**$12,279**
Isothermal CC	18	**32**	63	**27**	**156**	22	**$8,434**	**$234**	**$8,668**
James Sprunt CC	9	**15**	25	**6**	**88**	6	**$4,757**	**$133**	**$4,890**
Johnston CC	20	**34**	53	**22**	**248**	39	**$13,407**	**$373**	**$13,780**
Lenoir CC	12	**20**	46	**20**	**108**	12	**$5,839**	**$162**	**$6,001**
Martin CC	6	**8**	58	**24**	**76**	3	**$4,109**	**($574)**	**$3,535**
Mayland CC	23	**39**	74	**32**	**197**	30	**$10,650**	**$296**	**$10,946**
McDowell TCC	11	**19**	35	**14**	**86**	5	**$4,649**	**$129**	**$4,778**
Mitchell CC	23	**39**	42	**17**	**246**	37	**$13,299**	**$370**	**$13,669**
Montgomery CC	6	**8**	84	**34**	**95**	8	**$5,136**	**$142**	**$5,278**
Nash CC	10	**17**	40	**16**	**158**	24	**$8,542**	**($703)**	**$7,839**
Pamlico CC	8	**14**	56	**23**	**99**	10	**$5,352**	**$149**	**$5,501**
Piedmont CC	7	**11**	28	**9**	**51**	2	**$2,757**	**$77**	**$2,834**
Pitt CC	57	**56**	142.5	**43**	**360**	54	**$19,462**	**($8,076)**	**$11,386**
Randolph CC	16	**28**	39.5	**15**	**195**	29	**$10,542**	**$293**	**$10,835**
Richmond CC	4	**3**	12	**3**	**159**	25	**$8,596**	**$239**	**$8,835**
Roanoke Chowan CC	9	**15**	28	**9**	**96**	9	**$5,190**	**($5,190)**	**$0**
Robeson CC	29	**46**	145	**44**	**268**	44	**$14,488**	**$403**	**$14,891**
Rockingham CC	12	**20**	42	**17**	**104**	11	**$5,622**	**$157**	**$5,779**
Rowan-Cabarrus CC	17	**29**	73	**31**	**261**	42	**$14,110**	**$392**	**$14,502**
Sampson CC	4	**3**	26	**8**	**145**	18	**$7,839**	**$218**	**$8,057**
Sandhills CC	10	**17**	22	**5**	**170**	27	**$9,190**	**$256**	**$9,446**
South Piedmont CC	2	**1**	3	**1**	**94**	7	**$5,082**	**($1,007)**	**$4,075**
Southeastern CC	21	**35**	188	**49**	**240**	35	**$12,975**	**$360**	**$13,335**
Southwestern CC	24	**42**	190	**50**	**200**	32	**$10,812**	**$301**	**$11,113**
Stanly CC	3	**2**	89	**35**	**78**	4	**$4,217**	**$117**	**$4,334**
Surry CC	6	**8**	44	**19**	**144**	16	**$7,785**	**$216**	**$8,001**
Tri-County CC	19	**33**	58	**24**	**125**	14	**$6,758**	**$187**	**$6,945**
Vance-Granville CC	13	**22**	15	**4**	**198**	31	**$10,704**	**$297**	**$11,001**
Wake TCC	59	**58**	291.5	**56**	**389**	58	**$21,030**	**$584**	**$21,614**
Wayne CC	17	**29**	99	**38**	**242**	36	**$13,083**	**$363**	**$13,446**
Western Piedmont CC	29	**46**	175	**46**	**275**	45	**$14,867**	**$413**	**$15,280**
Wilkes CC	15	**26**	47	**21**	**145**	18	**$7,839**	**$218**	**$8,057**
Wilson CC	37	**52**	89	**35**	**253**	40	**$13,677**	**$377**	**$14,054**
TOTAL:	**1,134**	**1,678**	**5,835**	**1,703**	**11,925**	1,705	**$644,677**	**$0**	**$644,677**
	Approximate Value Per Point:				**$54**				

4. Customized Training

Per G.S. 115D-5.1(e), the Customized Training Program offers programs and training services to assist new and existing business and industry to remain productive, profitable, and within the State. Funds are allocated to colleges through four means:

a) Customized Training – Program Projects

Purpose: Funds are allotted to colleges to provide customized training assistance in support of full-time production and customer service positions created in the State of North Carolina, thereby enhancing the growth potential of companies located in the state while simultaneously preparing the State's workforce with skills essential to successful employment in emerging industries. Business and industries must meet certain criteria to be eligible to receive assistance. Funds must be used in accordance with the Customized Training Guidelines adopted by the State Board (see Numbered Memo CC09-14).

Colleges receive a ten percent administrative allowance based upon the **current fiscal year expenditures** that support approved Customized Training Program projects. These administrative funds may be used for the following purposes:

- Project clerical staff;
- Project administrative personnel;
- Project coordination staff;
- Travel expenses for personnel involved with the developing, coordinating, implementing, and monitoring of a Customized Training project;
- Administrative business operations costs (printing, mailing, filing, etc.) associated with Customized Training projects; and
- Printing costs of marketing materials for the Customized Training Program.

Allocation Method: Funds are allocated to colleges upon System Office approval of Funds Action Requests for qualifying projects.

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: 361 (Use this purpose code regardless of whether the project is approved as job growth, technology investment, or productivity enhancement.)
- Vocational code: 80

Customized Training funds cannot be reverted as part of the Management Flexibility reduction or transferred out to another purpose. Other State funds are not allowed to be transferred into this purpose.

b) Customized Training – Business and Industry Support

Purpose: Colleges receive an initial support allocation that includes both an administrative ($40,000) and an instructional component. **Colleges may only use up to $40,000 for administrative purposes.** These funds may be used to support – in total or in part – a position whose responsibility is to serve business and industry. The instructional component may only be used for instructional activities supporting the Manufacturing, Warehousing and Distribution, Business Support Services, Information Technology, and Computer Software Design industries.

Allocation Method: A total of $2,990,000 is allocated in FY 2015-16 to community colleges for Business and Industry Support. Each college receives an administrative allotment of $40,000.[5] Colleges receive an additional instructional allotment based on the eligible employment in the college's service area per the following formula:

Eligible Employment	Instructional Allotment
Less than 5,000 jobs	$7,500
5000 – 10,000 jobs	$10,000
Greater than 10,000 jobs	$20,000

Eligible employment is defined as employment in the Manufacturing, Warehousing and Distribution, Business Support Services, Information Technology, and Computer Software Design industries, as reported by the NC Division of Employment Security for the 4th quarter of 2014.

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: 364 (Administrative), 365 (Instructional)
- Vocational code: 80

Customized Training funds cannot be reverted as part of the Management Flexibility reduction or transferred out to another purpose. Other State funds are not allowed to be transferred into this purpose.

[5] The only exception is Pamlico CC, which is combined into a consortium with Craven CC.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CUSTOMIZED TRAINING: BUSINESS AND INDUSTRY SUPPORT
FY 2015-16 Baseline

Community College	Administrative Allotment	Instructional Allotment	Total Allotment
Alamance CC	$40,000	$20,000	$60,000
Asheville-Buncombe TCC	40,000	20,000	60,000
Beaufort County CC	40,000	7,500	47,500
Bladen CC	40,000	10,000	50,000
Blue Ridge CC	40,000	10,000	50,000
Brunswick CC	40,000	7,500	47,500
Caldwell CC & TI	40,000	10,000	50,000
Cape Fear CC	40,000	20,000	60,000
Carteret CC	40,000	7,500	47,500
Catawba Valley CC	40,000	20,000	60,000
Central Carolina CC	40,000	20,000	60,000
Central Piedmont CC	40,000	20,000	60,000
Cleveland CC	40,000	10,000	50,000
Coastal Carolina CC	40,000	7,500	47,500
College of The Albemarle	40,000	7,500	47,500
Craven CC	40,000	10,000	50,000
Davidson County CC	40,000	20,000	60,000
Durham TCC	40,000	20,000	60,000
Edgecombe CC	40,000	7,500	47,500
Fayetteville TCC	40,000	20,000	60,000
Forsyth TCC	40,000	20,000	60,000
Gaston College	40,000	20,000	60,000
Guilford TCC	40,000	20,000	60,000
Halifax CC	40,000	7,500	47,500
Haywood CC	40,000	7,500	47,500
Isothermal CC	40,000	7,500	47,500
James Sprunt CC	40,000	10,000	50,000
Johnston CC	40,000	10,000	50,000
Lenoir CC	40,000	10,000	50,000
Martin CC	40,000	10,000	50,000
Mayland CC	40,000	7,500	47,500
McDowell TCC	40,000	7,500	47,500
Mitchell CC	40,000	20,000	60,000
Montgomery CC	40,000	7,500	47,500
Nash CC	40,000	10,000	50,000
Pamlico CC*	*	*	*
Piedmont CC	40,000	7,500	47,500
Pitt CC	40,000	10,000	50,000
Randolph CC	40,000	20,000	60,000
Richmond CC	40,000	10,000	50,000
Roanoke-Chowan CC	40,000	7,500	47,500
Robeson CC	40,000	10,000	50,000
Rockingham CC	40,000	10,000	50,000
Rowan-Cabarrus CC	40,000	20,000	60,000
Sampson CC	40,000	7,500	47,500
Sandhills CC	40,000	7,500	47,500
South Piedmont CC	40,000	20,000	60,000
Southeastern CC	40,000	7,500	47,500
Southwestern CC	40,000	7,500	47,500
Stanly CC	40,000	7,500	47,500
Surry CC	40,000	10,000	50,000
Tri-County CC	40,000	7,500	47,500
Vance-Granville CC	40,000	20,000	60,000
Wake TCC	40,000	20,000	60,000
Wayne CC	40,000	10,000	50,000
Western Piedmont CC	40,000	10,000	50,000
Wilkes CC	40,000	10,000	50,000
Wilson CC	40,000	20,000	60,000
Total	**$2,280,000**	**$710,000**	**$2,990,000**

*Craven CC and Pamlico CC are combined into a consortium.

c) Customized Training – Regional Capacity Building – FOR INFORMATION ONLY

Per G.S. 115D-5.1(f3), up to eight percent of the funds appropriated each year for Customized Training may be used to train and support regional community college personnel to deliver training services. These funds support much-needed depth in the training services delivery capacity of the NC Community College System. The State Board will be requested to take action on allocations to host colleges in a separate agenda item.

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: 360
- Vocational code: 80

Customized Training funds cannot be reverted as part of the Management Flexibility reduction or transferred out to another purpose. Other State funds are not allowed to be transferred into this purpose.

d) Customized Training – Local Capacity Building – FOR INFORMATION ONLY

Per G.S. 115D-5.1(f2), up to ten percent of college-delivered training expenditures and up to five percent of contractor-delivered training expenditures of the prior fiscal year may be allotted to each college for capacity building at that college. Colleges utilize these funds to build the internal capacity of the college to provide customized training through instructor/trainer skill-specific training, certifications, and development of instructional materials at the local level. The State Board will be requested to take action on the amount that individual colleges may access for local capacity building activities in a separate agenda item.

Fiscal Management: These funds are budgeted and expended through the following codes:

- Purpose codes: 359
- Vocational code: 80

Customized Training funds cannot be reverted as part of the Management Flexibility reduction or transferred out to another purpose. Other State funds are not allowed to be transferred into this purpose.

5. Equipment

Purpose: Regular Equipment allocations provide funds for administrative and educational equipment and furniture.

Allocation Method: A total of $48,962,762 is allocated in FY 2015-16 through the regular Equipment allotment. A college's regular equipment allocation is determined by the sum of the following components:

- **Base Allocation:** Each college receives a base of $100,000.
- **Weighted FTE Allocation:** The remaining balance of the Equipment allotment is allocated among colleges based on each college's equipment full-time equivalent (E/FTE). Colleges receive $246.54 per E/FTE. A college's E/FTE shall be calculated by applying the following ratios to the actual FTE for the preceding year, and adding the products to obtain a sum for each college:

  CATEGORY WEIGHT

  a) Low equipment intensity programs.....0.50
  (College Transfer, General Education, Basic Skills)

  b) Moderate equipment intensity programs.....0.75
  (Occupational Extension)

  c) High equipment intensity programs.....1.00
  (Technical and Vocational)

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: 920 (Regular Equipment)
- Vocational code: 97 or 20, consistent the Accounting Procedures Manual

Note: Any categorical funds that are used for equipment should be coded to Purpose 940.

All equipment-related items over $5,000 must be charged to a Capitalized Equipment object code and tracked in the college's inventory system. Equipment costing less than $5,000 are expensed; they are not capitalized nor depreciated and must be coded as either Non-Capitalized Equipment or Non-Capitalized Equipment- High Risk. Non-Capitalized Equipment is a non-consumable asset and should never be purchased using a supply object code. Non-Capitalized Equipment object codes can be used with either a capital purpose code (920) or with a current operating purpose code (1XX, 220, 3XX, 4XX, 510).

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
EQUIPMENT ALLOTMENT
FY 2015-16 Baseline

Community College	Equipment FTE	Total Allotment
Alamance CC	3,110	$866,740
Asheville-Buncombe TCC	5,428	1,438,220
Beaufort County CC	1,493	468,084
Bladen CC	1,067	363,058
Blue Ridge CC	1,673	512,462
Brunswick CC	1,357	434,555
Caldwell CC & TI	2,746	776,999
Cape Fear CC	6,388	1,674,898
Carteret CC	1,401	445,403
Catawba Valley CC	3,336	922,458
Central Carolina CC	4,388	1,181,818
Central Piedmont CC	12,541	3,191,859
Cleveland CC	2,418	696,134
Coastal Carolina CC	3,202	889,421
College of The Albemarle	1,770	536,376
Craven CC	2,163	633,266
Davidson County CC	3,110	866,740
Durham TCC	3,413	941,441
Edgecombe CC	2,109	619,953
Fayetteville TCC	9,129	2,350,665
Forsyth TCC	6,937	1,810,249
Gaston College	3,967	1,078,025
Guilford TCC	8,870	2,286,811
Halifax CC	1,152	384,014
Haywood CC	1,558	484,109
Isothermal CC	1,655	508,024
James Sprunt CC	986	343,089
Johnston CC	3,084	860,330
Lenoir CC	3,184	884,984
Martin CC	662	263,210
Mayland CC	1,208	397,820
McDowell TCC	1,003	347,280
Mitchell CC	1,904	569,412
Montgomery CC	883	317,695
Nash CC	2,670	758,262
Pamlico CC	535	231,899
Piedmont CC	1,540	479,672
Pitt CC	6,491	1,700,292
Randolph CC	2,318	671,480
Richmond CC	1,981	588,396
Roanoke-Chowan CC	722	278,002
Robeson CC	2,056	606,886
Rockingham CC	1,424	451,073
Rowan-Cabarrus CC	4,798	1,282,899
Sampson CC	1,322	425,926
Sandhills CC	3,192	886,956
South Piedmont CC	1,847	555,360
Southeastern CC	1,554	483,123
Southwestern CC	2,152	630,554
Stanly CC	2,325	673,206
Surry CC	2,568	733,115
Tri-County CC	1,002	347,033
Vance-Granville CC	2,613	744,209
Wake TCC	14,153	3,589,282
Wayne CC	2,837	799,434
Western Piedmont CC	1,802	544,265
Wilkes CC	2,404	692,682
Wilson CC	1,473	463,154
TOTAL	**175,074**	**$48,962,762**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
EQUIPMENT ALLOTMENT DETAIL
FY 2015-16 Baseline

	2014-15 ACTUAL FTE					WEIGHTED E/FTE			
	LOW			HIGH	MOD	CT;GE;BS	TE;VOC	OCC	TOTAL
COLLEGES	CT & GE	BS	SUB-TOT	TE & V0C	OCC	0.50	1.00	0.75	E/FTE
Alamance CC	1,519	285	1,804	1,946	349	902	1,946	262	3,110
Asheville-Buncombe TCC	1,667	359	2,026	3,971	592	1,013	3,971	444	5,428
Beaufort County CC	577	97	674	1,010	194	337	1,010	146	1,493
Bladen CC	454	60	514	671	185	257	671	139	1,067
Blue Ridge CC	621	91	712	1,071	328	356	1,071	246	1,673
Brunswick CC	670	237	907	676	303	454	676	227	1,357
Caldwell CC & TI	1,471	251	1,722	1,494	521	861	1,494	391	2,746
Cape Fear CC	4,018	407	4,425	3,670	673	2,213	3,670	505	6,388
Carteret CC	346	103	449	944	309	225	944	232	1,401
Catawba Valley CC	1,806	199	2,005	1,917	555	1,003	1,917	416	3,336
Central Carolina CC	878	594	1,472	3,143	679	736	3,143	509	4,388
Central Piedmont CC	5,859	1,155	7,014	8,646	517	3,507	8,646	388	12,541
Cleveland CC	883	100	983	1,577	465	492	1,577	349	2,418
Coastal Carolina CC	2,313	147	2,460	1,567	540	1,230	1,567	405	3,202
College of The Albemarle	953	124	1,077	1,030	268	539	1,030	201	1,770
Craven CC	1,218	114	1,332	1,201	394	666	1,201	296	2,163
Davidson County CC	987	305	1,292	2,184	373	646	2,184	280	3,110
Durham TCC	1,863	317	2,180	1,957	488	1,090	1,957	366	3,413
Edgecombe CC	649	185	834	1,469	297	417	1,469	223	2,109
Fayetteville TCC	3,518	815	4,333	5,553	1,878	2,167	5,553	1,409	9,129
Forsyth TCC	1,929	537	2,466	5,173	708	1,233	5,173	531	6,937
Gaston College	1,856	169	2,025	2,700	338	1,013	2,700	254	3,967
Guilford TCC	3,795	851	4,646	5,948	799	2,323	5,948	599	8,870
Halifax CC	321	86	407	783	220	204	783	165	1,152
Haywood CC	393	45	438	1,178	214	219	1,178	161	1,558
Isothermal CC	518	100	618	1,167	238	309	1,167	179	1,655
James Sprunt CC	263	38	301	715	160	151	715	120	986
Johnston CC	1,425	153	1,578	1,891	538	789	1,891	404	3,084
Lenoir CC	804	298	1,102	1,626	1,343	551	1,626	1,007	3,184
Martin CC	125	115	240	426	154	120	426	116	662
Mayland CC	184	300	484	667	399	242	667	299	1,208
McDowell TCC	320	99	419	619	232	210	619	174	1,003
Mitchell CC	1,187	166	1,353	1,011	288	677	1,011	216	1,904
Montgomery CC	98	64	162	637	220	81	637	165	883
Nash CC	842	135	977	1,880	401	489	1,880	301	2,670
Pamlico CC	43	60	103	358	166	52	358	125	535
Piedmont CC	202	112	314	996	516	157	996	387	1,540
Pitt CC	2,857	292	3,149	4,451	620	1,575	4,451	465	6,491
Randolph CC	796	218	1,014	1,593	291	507	1,593	218	2,318
Richmond CC	778	394	1,172	1,164	308	586	1,164	231	1,981
Roanoke-Chowan CC	218	62	280	439	191	140	439	143	722
Robeson CC	645	477	1,122	1,068	569	561	1,068	427	2,056
Rockingham CC	561	52	613	940	236	307	940	177	1,424
Rowan-Cabarrus CC	2,301	361	2,662	2,971	661	1,331	2,971	496	4,798
Sampson CC	453	322	775	675	345	388	675	259	1,322
Sandhills CC	1,030	293	1,323	2,259	361	662	2,259	271	3,192
South Piedmont CC	752	258	1,010	915	569	505	915	427	1,847
Southeastern CC	559	330	889	662	596	445	662	447	1,554
Southwestern CC	682	106	788	1,381	502	394	1,381	377	2,152
Stanly CC	606	124	730	1,627	444	365	1,627	333	2,325
Surry CC	857	178	1,035	1,745	407	518	1,745	305	2,568
Tri-County CC	309	38	347	722	141	174	722	106	1,002
Vance-Granville CC	1,003	233	1,236	1,647	464	618	1,647	348	2,613
Wake TCC	7,528	1,306	8,834	8,528	1,611	4,417	8,528	1,208	14,153
Wayne CC	1,050	237	1,287	1,891	402	644	1,891	302	2,837
Western Piedmont CC	731	343	1,074	1,052	284	537	1,052	213	1,802
Wilkes CC	823	242	1,065	1,550	428	533	1,550	321	2,404
Wilson CC	492	139	631	947	280	316	947	210	1,473
TOTAL	**71,606**	**15,278**	**86,884**	**111,699**	**26,552**	**43,454**	**111,699**	**19,921**	**175,074**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
EQUIPMENT ALLOTMENT DETAIL
FY 2015-16 Baseline

COLLEGES	BASE ALLOTMENT $100,000	E/FTE ALLOTMENT @ $246.54 PER E/FTE	TOTAL ALLOTMENT
Alamance CC	$100,000	$766,740	$866,740
Asheville-Buncombe TCC	100,000	1,338,220	1,438,220
Beaufort County CC	100,000	368,084	468,084
Bladen CC	100,000	263,058	363,058
Blue Ridge CC	100,000	412,462	512,462
Brunswick CC	100,000	334,555	434,555
Caldwell CC & TI	100,000	676,999	776,999
Cape Fear CC	100,000	1,574,898	1,674,898
Carteret CC	100,000	345,403	445,403
Catawba Valley CC	100,000	822,458	922,458
Central Carolina CC	100,000	1,081,818	1,181,818
Central Piedmont CC	100,000	3,091,859	3,191,859
Cleveland CC	100,000	596,134	696,134
Coastal Carolina CC	100,000	789,421	889,421
College of The Albemarle	100,000	436,376	536,376
Craven CC	100,000	533,266	633,266
Davidson County CC	100,000	766,740	866,740
Durham TCC	100,000	841,441	941,441
Edgecombe CC	100,000	519,953	619,953
Fayetteville TCC	100,000	2,250,665	2,350,665
Forsyth TCC	100,000	1,710,249	1,810,249
Gaston College	100,000	978,025	1,078,025
Guilford TCC	100,000	2,186,811	2,286,811
Halifax CC	100,000	284,014	384,014
Haywood CC	100,000	384,109	484,109
Isothermal CC	100,000	408,024	508,024
James Sprunt CC	100,000	243,089	343,089
Johnston CC	100,000	760,330	860,330
Lenoir CC	100,000	784,984	884,984
Martin CC	100,000	163,210	263,210
Mayland CC	100,000	297,820	397,820
McDowell TCC	100,000	247,280	347,280
Mitchell CC	100,000	469,412	569,412
Montgomery CC	100,000	217,695	317,695
Nash CC	100,000	658,262	758,262
Pamlico CC	100,000	131,899	231,899
Piedmont CC	100,000	379,672	479,672
Pitt CC	100,000	1,600,292	1,700,292
Randolph CC	100,000	571,480	671,480
Richmond CC	100,000	488,396	588,396
Roanoke-Chowan CC	100,000	178,002	278,002
Robeson CC	100,000	506,886	606,886
Rockingham CC	100,000	351,073	451,073
Rowan-Cabarrus CC	100,000	1,182,899	1,282,899
Sampson CC	100,000	325,926	425,926
Sandhills CC	100,000	786,956	886,956
South Piedmont CC	100,000	455,360	555,360
Southeastern CC	100,000	383,123	483,123
Southwestern CC	100,000	530,554	630,554
Stanly CC	100,000	573,206	673,206
Surry CC	100,000	633,115	733,115
Tri-County CC	100,000	247,033	347,033
Vance-Granville CC	100,000	644,209	744,209
Wake TCC	100,000	3,489,282	3,589,282
Wayne CC	100,000	699,434	799,434
Western Piedmont CC	100,000	444,265	544,265
Wilkes CC	100,000	592,682	692,682
Wilson CC	100,000	363,154	463,154
TOTAL	**$5,800,000**	**$43,162,762**	**$48,962,762**

6. Instructional Resources

Purpose: The Instructional Resources allotment provides funds for library books, book-like materials, magazines and periodicals, audio visual materials, and other non-equipment learning resources of a durable nature. Book like materials include electronic resources such as e-book leases and subscriptions to e-book collections.

Allocation Method: A total of $2,500,000 is allocated in FY 2015-16 through the Instructional Resources allotment. A college's instructional resources allocation is determined by the sum of the following components:

- **Base Allocation:** Each college receives a base of $25,000.
- **Weighted FTE Allocation:** The remaining balance of the Instructional Resources allotment is allocated among colleges based on each college's weighted library full-time equivalent (L/FTE). Colleges also receive $5.04 per weighted L/FTE above 1,000 L/FTE. A college's L/FTE is calculated by applying the following ratios to the actual FTE for the preceding year, and adding the products to obtain a sum for each college:

  CATEGORY WEIGHT

  a) College Transfer and General Education FTE.....2.0

  b) Technical and Vocational Education FTE….....1.0

  c) Basic Skills and Occupational Extension FTE.....0.25

Fiscal Management: These funds will be budgeted and expended through the following codes:

- Purpose codes: 930
- Vocational code: 97

The purchase of Magazines and Newspaper Subscriptions (use object code 539400), and Audio Visual Supplies (use object code 528000) can be charged to a current expense purpose code or to purpose 930.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
INSTRUCTIONAL RESOURCES ALLOTMENT
FY 2015-16 Baseline

	ACTUAL FTE			WEIGHTED L/FTE						$5.04	
	HIGH	MOD	LOW	CT&GE	TE&VOC	BS&OCC	Total	FTE >	$25,000	L/FTE	Total
Community College	CT & GE	TE & VOC	BS & OCC	2.0	1.0	0.25	L/FTE	1,000	Base	Allotment	Allotment
Alamance CC	1,519	1,946	634	3,038	1,946	159	5,143	4,143	$25,000	$20,883	$45,883
Asheville-Buncombe TC	1,667	3,971	951	3,334	3,971	238	7,543	6,543	25,000	32,984	57,984
Beaufort County CC	577	1,010	291	1,154	1,010	73	2,237	1,237	25,000	6,235	31,235
Bladen CC	454	671	245	908	671	61	1,640	640	25,000	3,228	28,228
Blue Ridge CC	621	1,071	419	1,242	1,071	105	2,418	1,418	25,000	7,147	32,147
Brunswick CC	670	676	540	1,340	676	135	2,151	1,151	25,000	5,802	30,802
Caldwell CC & TI	1,471	1,494	772	2,942	1,494	193	4,629	3,629	25,000	18,295	43,295
Cape Fear CC	4,018	3,670	1,080	8,036	3,670	270	11,976	10,976	25,000	55,333	80,333
Carteret CC	346	944	412	692	944	103	1,739	739	25,000	3,725	28,725
Catawba Valley CC	1,806	1,917	754	3,612	1,917	189	5,718	4,718	25,000	23,782	48,782
Central Carolina CC	878	3,143	1,273	1,756	3,143	318	5,217	4,217	25,000	21,260	46,260
Central Piedmont CC	5,859	8,646	1,672	11,718	8,646	418	20,782	19,782	25,000	99,726	124,726
Cleveland CC	883	1,577	565	1,766	1,577	141	3,484	2,484	25,000	12,524	37,524
Coastal Carolina CC	2,313	1,567	687	4,626	1,567	172	6,365	5,365	25,000	27,045	52,045
College of The Albemarle	953	1,030	392	1,906	1,030	98	3,034	2,034	25,000	10,254	35,254
Craven CC	1,218	1,201	508	2,436	1,201	127	3,764	2,764	25,000	13,934	38,934
Davidson County CC	987	2,184	678	1,974	2,184	170	4,328	3,328	25,000	16,775	41,775
Durham TCC	1,863	1,957	805	3,726	1,957	201	5,884	4,884	25,000	24,623	49,623
Edgecombe CC	649	1,469	482	1,298	1,469	121	2,888	1,888	25,000	9,515	34,515
Fayetteville TCC	3,518	5,553	2,693	7,036	5,553	673	13,262	12,262	25,000	61,817	86,817
Forsyth TCC	1,929	5,173	1,245	3,858	5,173	311	9,342	8,342	25,000	42,055	67,055
Gaston College	1,856	2,700	507	3,712	2,700	127	6,539	5,539	25,000	27,922	52,922
Guilford TCC	3,795	5,948	1,650	7,590	5,948	413	13,951	12,951	25,000	65,286	90,286
Halifax CC	321	783	306	642	783	77	1,502	502	25,000	2,528	27,528
Haywood CC	393	1,178	259	786	1,178	65	2,029	1,029	25,000	5,186	30,186
Isothermal CC	518	1,167	338	1,036	1,167	85	2,288	1,288	25,000	6,491	31,491
James Sprunt CC	263	715	198	526	715	50	1,291	291	25,000	1,464	26,464
Johnston CC	1,425	1,891	691	2,850	1,891	173	4,914	3,914	25,000	19,730	44,730
Lenoir CC	804	1,626	1,641	1,608	1,626	410	3,644	2,644	25,000	13,330	38,330
Martin CC	125	426	269	250	426	67	743	-	25,000	-	25,000
Mayland CC	184	667	699	368	667	175	1,210	210	25,000	1,057	26,057
McDowell TCC	320	619	331	640	619	83	1,342	342	25,000	1,723	26,723
Mitchell CC	1,187	1,011	454	2,374	1,011	114	3,499	2,499	25,000	12,596	37,596
Montgomery CC	98	637	284	196	637	71	904	-	25,000	-	25,000
Nash CC	842	1,880	536	1,684	1,880	134	3,698	2,698	25,000	13,601	38,601
Pamlico CC	43	358	226	86	358	57	501	-	25,000	-	25,000
Piedmont CC	202	996	628	404	996	157	1,557	557	25,000	2,808	27,808
Pitt CC	2,857	4,451	912	5,714	4,451	228	10,393	9,393	25,000	47,352	72,352
Randolph CC	796	1,593	509	1,592	1,593	127	3,312	2,312	25,000	11,657	36,657
Richmond CC	778	1,164	702	1,556	1,164	176	2,896	1,896	25,000	9,556	34,556
Roanoke-Chowan CC	218	439	253	436	439	63	938	-	25,000	-	25,000
Robeson CC	645	1,068	1,046	1,290	1,068	262	2,620	1,620	25,000	8,164	33,164
Rockingham CC	561	940	288	1,122	940	72	2,134	1,134	25,000	5,717	30,717
Rowan-Cabarrus CC	2,301	2,971	1,022	4,602	2,971	256	7,829	6,829	25,000	34,424	59,424
Sampson CC	453	675	667	906	675	167	1,748	748	25,000	3,770	28,770
Sandhills CC	1,030	2,259	654	2,060	2,259	164	4,483	3,483	25,000	17,556	42,556
South Piedmont CC	752	915	827	1,504	915	207	2,626	1,626	25,000	8,196	33,196
Southeastern CC	559	662	926	1,118	662	232	2,012	1,012	25,000	5,099	30,099
Southwestern CC	682	1,381	608	1,364	1,381	152	2,897	1,897	25,000	9,563	34,563
Stanly CC	606	1,627	568	1,212	1,627	142	2,981	1,981	25,000	9,987	34,987
Surry CC	857	1,745	585	1,714	1,745	146	3,605	2,605	25,000	13,134	38,134
Tri-County CC	309	722	179	618	722	45	1,385	385	25,000	1,940	26,940
Vance-Granville CC	1,003	1,647	697	2,006	1,647	174	3,827	2,827	25,000	14,253	39,253
Wake TCC	7,528	8,528	2,917	15,056	8,528	729	24,313	23,313	25,000	117,527	142,527
Wayne CC	1,050	1,891	639	2,100	1,891	160	4,151	3,151	25,000	15,884	40,884
Western Piedmont CC	731	1,052	627	1,462	1,052	157	2,671	1,671	25,000	8,423	33,423
Wilkes CC	823	1,550	670	1,646	1,550	168	3,364	2,364	25,000	11,915	36,915
Wilson CC	492	947	419	984	947	105	2,036	1,036	25,000	5,219	30,219
TOTAL	**71,606**	**111,699**	**41,830**	**143,212**	**111,699**	**10,458**	**265,369**	**208,283**	**$1,450,000**	**$1,050,000**	**$2,500,000**

C. Specific Program Categorical Allocations

S.L. 2014-100 appropriated funds to specific programs at certain colleges. S.L. 2015-133, as amended, authorized continued expenditures for the operation of government at the level in effect on June 30, 2015. These allocations are consistent with FY 2014-15. A detailed budget plan will be required at a later date.

C1. High Cost Allocation for Marine Science Program - $704,204: Provides supplemental funds to support the operation of the Marine Science program at **Cape Fear Community College.**

These funds are budgeted and expended through the following codes:

- Purpose codes: current – 220, 421; capitalized equipment – 940
- Vocational code: 71

C2. Manufacturing Solutions Center – $864,678: Provides funds to **Catawba Valley Community College** to support the operations of the Center, which assists manufacturing companies adapt to the 21st century economy.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current – 310, 422; capitalized equipment – 940
- Vocational code: 87

C3. Botanical Lab – $100,000: Provides funds to **Fayetteville Technical Community College** to support the operation of the Botanical Lab.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current - consistent with the approved detail budget plan; capitalized equipment – 940
- Vocational code: 47

C4. NC Military Business Center – $1,140,603: Provides funds to **Fayetteville Technical Community College** to support the NC Military Business Center. The purpose of the Center is to serve as a coordinator and facilitator for small- and medium-sized businesses throughout the state seeking to win and complete federal contracts, with a focus on military-related contracts.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current – 370, capitalized equipment – 940
- Vocational code: current – 80, capitalized equipment – 40
- Non-capitalized equipment – purpose code 370 and Vocational Code 80

C5. **Innovation Quarters – $300,000:** Provides funds to **Forsyth Technical Community College** for the operating costs and lease expenses for the community college's biotechnology, nanotechnology, design, and advanced information technology programs; Small Business Center; and Corporate and Industrial Training programs.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current – 680
- Vocational code: current – 80

C6. **Center for Applied Textile Technology – $661,719:** Provides funds to **Gaston College** to support the operations of the Center. Per G.S. 115D-67.1, the purpose of this Center is to develop a world-class workforce for the textile industry in North Carolina; support the textile industry by identifying problems confronting the industry and assisting the industry in solving them; garner support from the textile industry for the work of the Center; and serve as a statewide center of excellence that serves all components of the textile industry.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current - consistent with the approved detail budget plan; capitalized equipment – 940
- Vocational code: 67

C7. **NC Research Campus– $3,401,260:** Provides funds to **Rowan-Cabarrus Community College** to support lease expenses, faculty and staff, building operations, and equipment at the Biotechnology Training Center at the NC Research Campus in Kannapolis.

These funds will be budgeted and expended through the following codes:

- Purpose codes: current – 371; capitalized equipment – 940
- Vocational code: current – 80, capitalized equipment – 59
- Non-capitalized equipment – purpose code 371 and Vocational Code 80

D. Allocation of Management Flexibility Reduction

Consistent with FY 2014-15, S.L. 2015-133, as amended, enacts a $59.2 million management flexibility reduction to the State Aid budget for FY 2015-16. A management flexibility reduction is a budget cut that the General Assembly has not specifically prescribed how will be implemented; college management has the flexibility to determine what budget line items to cut within certain parameters. This type of cut is also referred to as a negative reserve.

Allocation of Management Flexibility Reduction: The management flexibility reduction is allocated pro-rata based on each college's estimated General Fund appropriation. A college's estimated General Fund appropriation is defined as:

Total college formula and categorical budget allocations[7]
– Federal Carl D. Perkins Career and Technical Education funds
– Federal literacy funds
– Estimated curriculum tuition and con ed registration fee receipts[8]
= College's estimated General Fund appropriation.

Local Implementation of the Management Flexibility Reduction: Colleges may determine locally how to implement the management flexibility reduction. Colleges may identify these reductions from any non-federal allocation included in the total formula and categorical budget allocations provided in Section III, Parts A-C of this document, except for Customized Training funds and as summarized in Section III, Part E of this document. Colleges may not identify management flexibility cuts from any allocation approved by the State Board outside the scope of this document (i.e. Bionetwork, Minority Male Mentoring, etc.).

Fiscal Management: Colleges will identify their management flexibility reductions and submit a report accordingly as part of the DCC 2-1 process.

Note that while the management flexibility reduction is being implemented like a reversion, it is separate and distinct from any potential reversions that may be required. If any reversions are required in FY 2015-16, colleges will have to identify and revert additional funds above and beyond this management flexibility reduction.

[7] Total formula and categorical budget allocations provided in Section III, Parts A-C of this document and as summarized in Section III, Part E of this document.
[8] See Section V, Part E of this document for additional details on how estimated receipts are calculated.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
MANAGEMENT FLEXIBILITY REDUCTIONS
FY 2015-16 Baseline

Community College	Total Allocations	<Less> Estimated Receipts	<Less> Federal Basic Skills	<Less> Vocational Education	Estimated General Fund Appropriation	Pro-Rata Calculation
Alamance CC	$24,459,004	$6,354,421	$221,950	$194,472	$17,688,161	($1,023,152)
Asheville-Buncombe TCC	39,503,351	10,620,089	266,201	280,606	28,336,455	(1,639,091)
Beaufort County CC	12,328,823	2,931,360	76,749	118,366	9,202,348	(532,300)
Bladen CC	9,433,626	2,115,027	44,943	79,329	7,194,327	(416,148)
Blue Ridge CC	14,565,593	3,280,079	82,280	104,578	11,098,656	(641,990)
Brunswick CC	12,080,300	2,579,885	167,327	-	9,333,088	(539,862)
Caldwell CC and TI	23,171,915	5,582,860	188,070	148,629	17,252,356	(997,944)
Cape Fear CC	52,159,444	14,068,692	316,676	260,907	37,513,169	(2,169,909)
Carteret CC	11,540,339	2,577,782	77,440	75,031	8,810,086	(509,610)
Catawba Valley CC	27,396,207	6,953,916	157,647	175,312	20,109,332	(1,163,202)
Central Carolina CC	32,907,768	7,595,611	490,226	248,910	24,573,021	(1,421,400)
Central Piedmont CC	94,527,691	26,033,873	885,033	527,903	67,080,882	(3,880,221)
Cleveland CC	18,903,171	4,738,260	86,429	161,881	13,916,601	(804,991)
Coastal Carolina CC	27,236,607	7,238,189	123,766	115,143	19,759,509	(1,142,967)
College of the Albemarle	15,566,248	3,691,145	103,023	70,554	11,701,526	(676,862)
Craven CC	18,856,169	4,589,566	96,801	249,268	13,920,534	(805,218)
Davidson County CC	24,067,781	5,863,011	250,990	233,688	17,720,092	(1,024,999)
Durham TCC	27,208,790	7,069,045	233,013	148,988	19,757,744	(1,142,865)
Edgecombe CC	17,054,641	4,019,126	129,989	216,497	12,689,029	(733,983)
Fayetteville TCC	68,137,177	17,260,755	649,255	614,574	49,612,593	(2,869,787)
Forsyth TCC	49,275,451	13,052,678	414,859	432,816	35,375,098	(2,046,234)
Gaston College	31,802,796	8,284,090	145,201	264,488	23,109,017	(1,336,716)
Guilford TCC	67,175,149	18,022,500	678,295	626,034	47,848,320	(2,767,734)
Halifax CC	9,888,220	2,149,119	66,378	97,057	7,575,666	(438,206)
Haywood CC	12,431,763	3,037,827	32,497	158,837	9,202,602	(532,315)
Isothermal CC	13,572,470	3,247,427	82,972	138,781	10,103,290	(584,414)
James Sprunt CC	8,783,104	1,959,124	36,646	82,015	6,705,319	(387,862)
Johnston CC	24,748,974	6,379,574	136,904	168,865	18,063,631	(1,044,871)
Lenoir CC	24,462,799	5,206,931	241,310	150,420	18,864,138	(1,091,176)
Martin CC	6,706,129	1,145,184	81,589	53,184	5,426,172	(313,871)
Mayland CC	10,553,281	1,813,457	215,727	61,780	8,462,317	(489,494)
McDowell TCC	9,017,279	1,850,013	72,600	65,003	7,029,663	(406,623)
Mitchell CC	16,890,059	4,223,800	129,989	111,382	12,424,888	(718,704)
Montgomery CC	7,370,350	1,438,657	48,400	-	5,883,293	(340,313)
Nash CC	19,961,813	5,076,549	103,023	204,858	14,577,383	(843,213)
Pamlico CC	5,533,347	870,195	46,326	-	4,616,826	(267,055)
Piedmont CC	12,824,432	2,515,546	94,035	88,641	10,126,210	(585,740)
Pitt CC	47,317,472	13,328,471	243,384	524,322	33,221,295	(1,921,650)
Randolph CC	18,141,406	4,445,217	175,624	212,021	13,308,544	(769,818)
Richmond CC	16,838,868	3,647,230	302,847	151,316	12,737,475	(736,785)
Roanoke Chowan CC	6,873,643	1,291,319	47,709	61,959	5,472,656	(316,560)
Robeson CC	17,374,451	3,459,170	369,225	155,434	13,390,622	(774,566)
Rockingham CC	11,928,448	2,832,682	49,783	80,582	8,965,401	(518,594)
Rowan-Cabarrus CC	41,667,127	9,768,792	273,807	328,238	31,296,290	(1,810,300)
Sampson CC	11,801,955	2,249,677	230,938	82,015	9,239,325	(534,439)
Sandhills CC	23,677,900	6,049,574	235,087	152,927	17,240,312	(997,247)
South Piedmont CC	16,103,183	3,314,945	201,207	98,131	12,488,900	(722,407)
Southeastern CC	13,426,124	2,545,916	237,853	-	10,642,355	(615,595)
Southwestern CC	17,048,526	3,966,119	73,292	123,559	12,885,556	(745,351)
Stanly CC	17,871,650	4,231,077	102,332	159,016	13,379,225	(773,907)
Surry CC	19,875,782	4,924,396	146,584	148,809	14,655,993	(847,760)
Tri-County CC	8,798,709	1,993,382	29,040	82,373	6,693,914	(387,202)
Vance-Granville CC	21,957,198	5,070,931	193,601	195,904	16,496,762	(954,237)
Wake TCC	107,842,924	29,444,393	992,897	640,718	76,764,916	(4,440,383)
Wayne CC	22,746,863	5,676,585	187,378	215,960	16,666,940	(964,081)
Western Piedmont CC	15,871,008	3,523,398	252,373	142,183	11,953,054	(691,411)
Wilkes CC	19,342,584	4,486,862	170,092	149,166	14,536,464	(840,846)
Wilson CC	12,297,413	2,740,469	121,001	115,681	9,320,262	(539,121)
TOTAL	**$1,390,905,296**	**$344,425,968**	**$11,910,613**	**$10,549,111**	**$1,024,019,604**	**($59,233,302)**

E. Summary of College Allocations

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET ALLOCATION SUMMARY
FY 2015-16 Baseline

Community Colleges	Total FTE	Current Operating	Career & Technical Education	State Child Care	Small Business Center	Customized Training Business and Industry Support
Alamance CC	4,136	$23,154,211	$194,472	$32,718	$104,980	$60,000
Asheville-Buncombe TCC	6,785	37,510,574	280,606	41,208	114,759	60,000
Beaufort County CC	1,892	11,535,797	118,366	25,825	102,016	47,500
Bladen CC	1,387	8,792,236	79,329	24,129	96,646	50,000
Blue Ridge CC	2,224	13,725,407	104,578	26,295	114,704	50,000
Brunswick CC	1,903	11,439,189	-	24,941	103,313	47,500
Caldwell CC & TI	3,770	22,018,240	148,629	30,883	103,869	50,000
Cape Fear CC	8,874	49,217,069	260,907	48,219	113,814	60,000
Carteret CC	1,777	10,811,163	75,031	24,926	107,591	47,500
Catawba Valley CC	4,530	25,179,831	175,312	33,665	111,481	60,000
Central Carolina CC	5,492	31,221,317	248,910	34,759	114,704	60,000
Central Piedmont CC	16,340	90,433,647	527,903	73,241	116,315	60,000
Cleveland CC	3,102	17,824,377	161,881	29,220	104,035	50,000
Coastal Carolina CC	4,648	25,982,663	115,143	34,242	115,593	47,500
College of The Albemarle	2,407	14,739,557	70,554	27,304	109,703	47,500
Craven CC	2,987	17,746,661	249,268	29,004	109,036	50,000
Davidson County CC	3,931	22,732,182	233,688	31,639	101,757	60,000
Durham TCC	4,645	25,860,791	148,988	34,021	113,926	60,000
Edgecombe CC	2,650	16,003,527	216,497	27,947	104,702	47,500
Fayetteville TCC	11,931	63,618,909	614,574	53,295	112,314	60,000
Forsyth TCC	8,465	46,446,560	432,816	46,068	112,703	60,000
Gaston College	5,112	29,538,827	264,488	36,723	110,092	60,000
Guilford TCC	11,684	63,939,954	626,034	56,305	115,759	60,000
Halifax CC	1,458	9,204,593	97,057	24,159	103,369	47,500
Haywood CC	1,916	11,577,550	158,837	25,990	107,591	47,500
Isothermal CC	2,108	12,716,271	138,781	26,423	103,980	47,500
James Sprunt CC	1,274	8,157,502	82,015	23,832	100,202	50,000
Johnston CC	4,153	23,483,437	168,865	32,520	109,092	50,000
Lenoir CC	4,230	23,208,833	150,420	28,919	101,313	50,000
Martin CC	882	6,193,748	53,184	22,140	98,847	50,000
Mayland CC	1,596	9,890,625	61,780	23,241	106,258	47,500
McDowell TCC	1,302	8,407,152	65,003	23,531	100,090	47,500
Mitchell CC	2,774	15,974,334	111,382	28,354	108,981	60,000
Montgomery CC	1,025	6,856,867	-	22,698	100,590	47,500
Nash CC	3,282	18,776,950	204,858	29,991	103,151	50,000
Pamlico CC	666	5,154,046	-	21,589	100,813	*
Piedmont CC	1,915	12,058,165	88,641	24,500	98,146	47,500
Pitt CC	8,280	44,816,984	524,322	46,824	106,698	50,000
Randolph CC	2,954	17,026,266	212,021	28,835	106,147	60,000
Richmond CC	2,714	15,883,325	151,316	27,128	104,147	50,000
Roanoke-Chowan CC	922	6,343,440	61,959	22,430	95,312	47,500
Robeson CC	2,875	16,392,366	155,434	26,398	110,203	50,000
Rockingham CC	1,831	11,189,431	80,582	25,554	101,091	50,000
Rowan-Cabarrus CC	6,362	36,386,141	328,238	39,351	109,814	60,000
Sampson CC	1,828	11,090,158	82,015	24,217	103,369	47,500
Sandhills CC	3,990	22,411,131	152,927	32,072	104,758	47,500
South Piedmont CC	2,535	15,230,979	98,131	26,130	99,387	60,000
Southeastern CC	2,181	12,732,273	-	24,482	108,647	47,500
Southwestern CC	2,671	16,078,353	123,559	27,572	106,425	47,500
Stanly CC	2,825	16,829,099	159,016	28,196	99,646	47,500
Surry CC	3,274	18,772,765	148,809	29,646	103,313	50,000
Tri-County CC	1,259	8,168,657	82,373	23,949	102,257	47,500
Vance-Granville CC	3,463	20,781,645	195,904	29,874	106,313	60,000
Wake TCC	19,113	103,214,537	640,718	78,934	116,926	60,000
Wayne CC	3,748	21,500,603	215,960	31,224	108,758	50,000
Western Piedmont CC	2,562	14,963,655	142,183	26,890	110,592	50,000
Wilkes CC	3,059	18,281,709	149,166	28,743	103,369	50,000
Wilson CC	1,915	11,493,691	115,681	25,302	109,366	60,000
TOTAL	**229,614**	**$1,310,719,971**	**$10,549,111**	**$1,838,215**	**$6,172,773**	**$2,990,000**

E. Summary of College Allocations

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET ALLOCATION SUMMARY
FY 2015-16 Baseline

Community Colleges	Equipment	Instructional Resources	Program Specific Categoricals	Total Allotments	Management Flexibility Reduction	Net Allotment
Alamance CC	$866,740	$45,883		$24,459,004	($1,023,152)	$23,435,852
Asheville-Buncombe TCC	1,438,220	57,984		39,503,351	(1,639,091)	37,864,260
Beaufort County CC	468,084	31,235		12,328,823	(532,300)	11,796,523
Bladen CC	363,058	28,228		9,433,626	(416,148)	9,017,478
Blue Ridge CC	512,462	32,147		14,565,593	(641,990)	13,923,603
Brunswick CC	434,555	30,802		12,080,300	(539,862)	11,540,438
Caldwell CC & TI	776,999	43,295		23,171,915	(997,944)	22,173,971
Cape Fear CC	1,674,898	80,333	704,204	52,159,444	(2,169,909)	49,989,535
Carteret CC	445,403	28,725		11,540,339	(509,610)	11,030,729
Catawba Valley CC	922,458	48,782	864,678	27,396,207	(1,163,202)	26,233,005
Central Carolina CC	1,181,818	46,260		32,907,768	(1,421,400)	31,486,368
Central Piedmont CC	3,191,859	124,726		94,527,691	(3,880,221)	90,647,470
Cleveland CC	696,134	37,524		18,903,171	(804,991)	18,098,180
Coastal Carolina CC	889,421	52,045		27,236,607	(1,142,967)	26,093,640
College of The Albemarle	536,376	35,254		15,566,248	(676,862)	14,889,386
Craven CC	633,266	38,934		18,856,169	(805,218)	18,050,951
Davidson County CC	866,740	41,775		24,067,781	(1,024,999)	23,042,782
Durham TCC	941,441	49,623		27,208,790	(1,142,865)	26,065,925
Edgecombe CC	619,953	34,515		17,054,641	(733,983)	16,320,658
Fayetteville TCC	2,350,665	86,817	1,240,603	68,137,177	(2,869,787)	65,267,390
Forsyth TCC	1,810,249	67,055	300,000	49,275,451	(2,046,234)	47,229,217
Gaston College	1,078,025	52,922	661,719	31,802,796	(1,336,716)	30,466,080
Guilford TCC	2,286,811	90,286		67,175,149	(2,767,734)	64,407,415
Halifax CC	384,014	27,528		9,888,220	(438,206)	9,450,014
Haywood CC	484,109	30,186		12,431,763	(532,315)	11,899,448
Isothermal CC	508,024	31,491		13,572,470	(584,414)	12,988,056
James Sprunt CC	343,089	26,464		8,783,104	(387,862)	8,395,242
Johnston CC	860,330	44,730		24,748,974	(1,044,871)	23,704,103
Lenoir CC	884,984	38,330		24,462,799	(1,091,176)	23,371,623
Martin CC	263,210	25,000		6,706,129	(313,871)	6,392,258
Mayland CC	397,820	26,057		10,553,281	(489,494)	10,063,787
McDowell TCC	347,280	26,723		9,017,279	(406,623)	8,610,656
Mitchell CC	569,412	37,596		16,890,059	(718,704)	16,171,355
Montgomery CC	317,695	25,000		7,370,350	(340,313)	7,030,037
Nash CC	758,262	38,601		19,961,813	(843,213)	19,118,600
Pamlico CC	231,899	25,000		5,533,347	(267,055)	5,266,292
Piedmont CC	479,672	27,808		12,824,432	(585,740)	12,238,692
Pitt CC	1,700,292	72,352		47,317,472	(1,921,650)	45,395,822
Randolph CC	671,480	36,657		18,141,406	(769,818)	17,371,588
Richmond CC	588,396	34,556		16,838,868	(736,785)	16,102,083
Roanoke-Chowan CC	278,002	25,000		6,873,643	(316,560)	6,557,083
Robeson CC	606,886	33,164		17,374,451	(774,566)	16,599,885
Rockingham CC	451,073	30,717		11,928,448	(518,594)	11,409,854
Rowan-Cabarrus CC	1,282,899	59,424	3,401,260	41,667,127	(1,810,300)	39,856,827
Sampson CC	425,926	28,770		11,801,955	(534,439)	11,267,516
Sandhills CC	886,956	42,556		23,677,900	(997,247)	22,680,653
South Piedmont CC	555,360	33,196		16,103,183	(722,407)	15,380,776
Southeastern CC	483,123	30,099		13,426,124	(615,595)	12,810,529
Southwestern CC	630,554	34,563		17,048,526	(745,351)	16,303,175
Stanly CC	673,206	34,987		17,871,650	(773,907)	17,097,743
Surry CC	733,115	38,134		19,875,782	(847,760)	19,028,022
Tri-County CC	347,033	26,940		8,798,709	(387,202)	8,411,507
Vance-Granville CC	744,209	39,253		21,957,198	(954,237)	21,002,961
Wake TCC	3,589,282	142,527		107,842,924	(4,440,383)	103,402,541
Wayne CC	799,434	40,884		22,746,863	(964,081)	21,782,782
Western Piedmont CC	544,265	33,423		15,871,008	(691,411)	15,179,597
Wilkes CC	692,682	36,915		19,342,584	(840,846)	18,501,738
Wilson CC	463,154	30,219		12,297,413	(539,121)	11,758,292
TOTAL	**$48,962,762**	**$2,500,000**	**$7,172,464**	**$1,390,905,296**	**($59,233,302)**	**$1,331,671,994**

IV. Use of State Funds and Budget Flexibility

A. Cash Management – FOR INFORMATION ONLY

G.S. 147-86.10. Statement of policy.

It is the policy of the State of North Carolina that all agencies, institutions, departments, bureaus, boards, commissions, and officers of the State, whether or not subject to the State Budget Act, Chapter 143C of the General Statutes, shall devise techniques and procedures for the receipt, deposit, and disbursement of moneys coming into their control and custody which are designed to maximize interest-bearing investment of cash, and to minimize idle and nonproductive cash balances. This policy shall apply to the General Court of Justice as defined in Article IV of the North Carolina Constitution, the public school administrative units, and the community colleges with respect to the receipt, deposit, and disbursement of moneys required by law to be deposited with the State Treasurer and with respect to moneys made available to them for expenditure by warrants drawn on the State Treasurer. This policy shall include the acceptance of electronic payments in accordance with G.S. 147-86.22 to the maximum extent possible consistent with sound business practices. (1985, c. 709, s. 1; 1999-434, s. 2; 2006-203, s. 120.)

G.S.147-86.13. Cash management for community colleges.

All community colleges and their officers and employees are subject to the provisions of G.S. 147-86.11 with respect to moneys required by law to be deposited with the State Treasurer and with respect to moneys made available to them for expenditure by warrants drawn on the State Treasurer. (1985, c. 709, s. 1; 1987, c. 564, s. 9.)

B. Use of State Funds – FOR INFORMATION ONLY

Per G.S. 143C-6-1, all appropriations of State funds "authorize expenditures only for the (i) purposes or programs and (ii) objects or line items enumerated in the Recommended State Budget and the Budget Support Document recommended to the General Assembly by the Governor, as amended and enacted by the General Assembly in the Current Operations Appropriations Act, the Capital Improvements Appropriations Act, or any other act affecting the State budget."

While G.S. 143C-6-1 only allows colleges to use State funds for legislatively-authorized purposes, G.S. 115D-31(b1) provides colleges some local flexibility to determine how much of money within each college's budget will be expended on those purposes. Per G.S. 115D-31(b1), community colleges may use "State funds allocated to it, **except for Literacy (Basic Skills) and Customized Training funds**, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs." **Colleges must exercise this flexibility consistent with other provisions of law and State Board policy**, including but not limited to S.L. 2015-133, as

amended, the State Board of Community Colleges Code, and the Accounting Procedures Manual.

Except for Basic Skills Block Grant and Customized Training funds, colleges have the authority to use funds flexibly. There is not any limitation on the amount of money that may be transferred among purposes or between salaries/benefits and other costs. Likewise, colleges may transfer current operating funds to equipment and vice versa.

C. Authority to Use Funds for Campus Security

G.S. 115D-32(a).(2).a.1 places the financial responsibility for "watchmen" within the current expense portion of the tax-levying authority of each institution. In effect, this statute places the fiscal responsibility for campus security personnel upon the county commissioners. Section 8.17.(a) of S.L. 2009-451, however, authorizes the State Board to revise the college funding formulas to ensure that adequate funds are available for campus security. These funds shall be used to supplement and shall not be used to supplant existing local funding for campus security.

Under this authority, the State Board authorizes each college to use up to two percent (2%) of the State funds allocated to it through the enrollment allotment of the Institutional Support formula for FY 2015-16 campus security. The Institutional Support allotment is the portion of the State Aid allocation formula that provides funding for management, financial services, general administration, information systems, and student support services. These are all non-instructional funds. Using this authority, colleges may:

1. Hire security personnel;
2. Contract for professional security services;
3. Purchase surveillance cameras, call boxes, alert systems, and other equipment-related expenditures, <u>excluding</u> vehicles.

A college may both purchase the equipment and have it installed with these funds. These activities are not to be considered "capital improvement projects", but rather the purchase and installation of equipment. The <u>maximum amount of expenditure</u> for these purposes is on the following page.

Fiscal Management: Funds within non-instructional purpose codes (1XX, 410, 421, 422, 430, and 510) may be used for allowable uses described above. For capitalized equipment expenditures, funds **<u>must be transferred</u>** from one of these non-instructional purpose codes to Purpose Code 920.

Funds expended on campus security under this authority shall be tracked in the following vocational code:

- Vocational code: 92

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CAMPUS SECURITY MAXIMUM
FY 2015-16 Baseline

Community College	Enrollment Allotment 2015-16	Campus Security 2.0%
Alamance CC	$5,752,814	$115,056
Asheville-Buncombe TCC	10,253,465	205,069
Beaufort County CC	1,940,258	38,805
Bladen CC	1,082,263	21,645
Blue Ridge CC	2,504,326	50,087
Brunswick CC	1,958,947	39,179
Caldwell CC & TI	5,130,980	102,620
Cape Fear CC	13,802,676	276,054
Carteret CC	1,744,873	34,897
Catawba Valley CC	6,422,220	128,444
Central Carolina CC	8,056,658	161,133
Central Piedmont CC	26,487,410	529,748
Cleveland CC	3,996,048	79,921
Coastal Carolina CC	6,622,702	132,454
College of The Albemarle	2,815,243	56,305
Craven CC	3,800,663	76,013
Davidson County CC	5,404,519	108,090
Durham TCC	6,617,605	132,352
Edgecombe CC	3,228,100	64,562
Fayetteville TCC	18,996,519	379,930
Forsyth TCC	13,107,785	262,156
Gaston College	7,411,038	148,221
Guilford TCC	18,576,866	371,537
Halifax CC	1,202,892	24,058
Haywood CC	1,981,034	39,621
Isothermal CC	2,307,242	46,145
James Sprunt CC	890,276	17,806
Johnston CC	5,781,697	115,634
Lenoir CC	5,912,520	118,250
Martin CC	224,268	4,485
Mayland CC	1,437,354	28,747
McDowell TCC	937,848	18,757
Mitchell CC	3,438,776	68,776
Montgomery CC	467,225	9,345
Nash CC	4,301,868	86,037
Pamlico CC	-	-
Piedmont CC	1,979,335	39,587
Pitt CC	12,793,470	255,869
Randolph CC	3,744,596	74,892
Richmond CC	3,336,836	66,737
Roanoke-Chowan CC	292,228	5,845
Robeson CC	3,610,375	72,208
Rockingham CC	1,836,619	36,732
Rowan-Cabarrus CC	9,534,788	190,696
Sampson CC	1,831,522	36,630
Sandhills CC	5,504,760	110,095
South Piedmont CC	3,032,715	60,654
Southeastern CC	2,431,269	48,625
Southwestern CC	3,263,779	65,276
Stanly CC	3,525,425	70,509
Surry CC	4,288,276	85,766
Tri-County CC	864,791	17,296
Vance-Granville CC	4,609,387	92,188
Wake TCC	31,198,737	623,975
Wayne CC	5,093,602	101,872
Western Piedmont CC	3,078,588	61,572
Wilkes CC	3,922,991	78,460
Wilson CC	1,979,335	39,587
TOTAL	**$316,350,402**	**$6,327,010**

V. Tuition and Fees – FOR INFORMATION ONLY

G.S. 115D-39 authorizes the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college.

A. Curriculum Tuition Rates

S.L. 2015-133, as amended, has not enacted, nor has the State Board adopted a curriculum tuition increase for 2015-16. Until the General Assembly and State Board takes further action, curriculum tuition rates shall remain unchanged.

- **Residents:** Students qualifying for in-state tuition shall be charged $72.00 per credit hour up to a maximum per semester of $1,152, based upon 16 credit hours of instruction.
- **Non-Residents:** Out-of-state students shall be charged $264.00 per credit hour up to a maximum per semester of $4,224, based upon 16 credit hours of instruction.

B. Continuing Education Occupational Extension Registration Fees

Registration fees for continuing education occupational extension courses shall be based on the course length. Absent further action by the General Assembly and State Board, continuing education occupational extension registration fees for 2015-16 courses shall remain at current rates:

Course Length	Registration Fee
0-24 Hours	$70
25-50 Hours	$125
50+ Hours	$180

C. No Legislative Changes to Tuition Waivers

S.L. 2015-133, as amended, made no legislative changes to tuition and registration fee waivers.

D. Estimated Receipts (Baseline)

For FY 2015-16, the budget for curriculum tuition and continuing education registration fees receipts is $344,425,968.

	Curriculum	Con. Ed.	Total
FY 2014-15 Receipts Budget	$339,749,767	$18,182,780	$357,932,547
Enrollment Adjustment	(12,517,162)	(989,417)	(13,506,579)
Tuition Increase	-	-	-
FY 2015-16 Budgeted Receipts	**$327,232,605**	**$17,193,363**	**$344,425,968**

The following page lists each college's estimated receipts for FY 2015-16. These estimated receipts are based on each college's pro-rata share of the receipts budget based on curriculum and continuing education (occupational extension) budget FTE.

Budgets for estimated receipts for curriculum have been calculated in total; therefore, each college will have to determine the portion of estimated receipts they anticipate collecting from out-of-state students to record on their 112 report and adjust accordingly. The total budget for estimated receipts must not exceed the amount shown. Estimated receipts must be shown in Column 2, State Budget Estimated Receipts, on college's October DCC2-112 report.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ESTIMATED CURRICULUM TUITION AND CON ED REGISTRATION FEE RECEIPTS
FY 2015-16 Baseline

	2015-16 BFTE				2015-16 Estimated Receipts		
Community College	CU	% of Total BFTE	CE (OE)	% of Total BFTE	Curriculum	Occupational	Total
Alamance CC	3,465	1.88%	350	1.3%	**6,136,508**	**217,913**	**6,354,421**
Asheville-Buncombe TCC	5,778	3.13%	622	2.3%	**10,232,826**	**387,263**	**10,620,089**
Beaufort County CC	1,587	0.86%	194	0.7%	**2,810,574**	**120,786**	**2,931,360**
Bladen CC	1,125	0.61%	197	0.7%	**1,992,373**	**122,654**	**2,115,027**
Blue Ridge CC	1,715	0.93%	390	1.4%	**3,037,261**	**242,818**	**3,280,079**
Brunswick CC	1,346	0.73%	315	1.1%	**2,383,763**	**196,122**	**2,579,885**
Caldwell CC & TI	2,965	1.60%	533	1.9%	**5,251,009**	**331,851**	**5,582,860**
Cape Fear CC	7,688	4.16%	728	2.6%	**13,615,432**	**453,260**	**14,068,692**
Carteret CC	1,342	0.73%	323	1.2%	**2,376,679**	**201,103**	**2,577,782**
Catawba Valley CC	3,723	2.01%	579	2.1%	**6,593,425**	**360,491**	**6,953,916**
Central Carolina CC	4,021	2.18%	762	2.8%	**7,121,183**	**474,428**	**7,595,611**
Central Piedmont CC	14,505	7.85%	555	2.0%	**25,688,325**	**345,548**	**26,033,873**
Cleveland CC	2,512	1.36%	465	1.7%	**4,448,747**	**289,513**	**4,738,260**
Coastal Carolina CC	3,880	2.10%	589	2.1%	**6,871,472**	**366,717**	**7,238,189**
College of The Albemarle	1,990	1.08%	268	1.0%	**3,524,286**	**166,859**	**3,691,145**
Craven CC	2,453	1.33%	394	1.4%	**4,344,258**	**245,308**	**4,589,566**
Davidson County CC	3,171	1.72%	397	1.4%	**5,615,835**	**247,176**	**5,863,011**
Durham TCC	3,820	2.07%	488	1.8%	**6,765,212**	**303,833**	**7,069,045**
Edgecombe CC	2,165	1.17%	297	1.1%	**3,834,211**	**184,915**	**4,019,126**
Fayetteville TCC	9,071	4.91%	1,921	7.0%	**16,064,722**	**1,196,033**	**17,260,755**
Forsyth TCC	7,102	3.84%	763	2.8%	**12,577,627**	**475,051**	**13,052,678**
Gaston College	4,556	2.47%	346	1.3%	**8,068,667**	**215,423**	**8,284,090**
Guilford TCC	9,891	5.35%	812	2.9%	**17,516,941**	**505,559**	**18,022,500**
Halifax CC	1,133	0.61%	229	0.8%	**2,006,541**	**142,578**	**2,149,119**
Haywood CC	1,632	0.88%	237	0.9%	**2,890,269**	**147,558**	**3,037,827**
Isothermal CC	1,750	0.95%	238	0.9%	**3,099,246**	**148,181**	**3,247,427**
James Sprunt CC	1,044	0.57%	177	0.6%	**1,848,922**	**110,202**	**1,959,124**
Johnston CC	3,411	1.85%	544	2.0%	**6,040,874**	**338,700**	**6,379,574**
Lenoir CC	2,430	1.32%	1,451	5.3%	**4,303,525**	**903,406**	**5,206,931**
Martin CC	583	0.32%	181	0.7%	**1,032,492**	**112,692**	**1,145,184**
Mayland CC	883	0.48%	401	1.5%	**1,563,791**	**249,666**	**1,813,457**
McDowell TCC	962	0.52%	235	0.9%	**1,703,700**	**146,313**	**1,850,013**
Mitchell CC	2,276	1.23%	310	1.1%	**4,030,791**	**193,009**	**4,223,800**
Montgomery CC	735	0.40%	220	0.8%	**1,301,683**	**136,974**	**1,438,657**
Nash CC	2,722	1.47%	411	1.5%	**4,820,656**	**255,893**	**5,076,549**
Pamlico CC	433	0.23%	166	0.6%	**766,842**	**103,353**	**870,195**
Piedmont CC	1,226	0.66%	553	2.0%	**2,171,243**	**344,303**	**2,515,546**
Pitt CC	7,308	3.96%	620	2.2%	**12,942,453**	**386,018**	**13,328,471**
Randolph CC	2,407	1.30%	293	1.1%	**4,262,792**	**182,425**	**4,445,217**
Richmond CC	1,942	1.05%	334	1.2%	**3,439,278**	**207,952**	**3,647,230**
Roanoke-Chowan CC	662	0.36%	191	0.7%	**1,172,401**	**118,918**	**1,291,319**
Robeson CC	1,743	0.94%	598	2.2%	**3,086,849**	**372,321**	**3,459,170**
Rockingham CC	1,513	0.82%	246	0.9%	**2,679,520**	**153,162**	**2,832,682**
Rowan-Cabarrus CC	5,272	2.85%	694	2.5%	**9,336,701**	**432,091**	**9,768,792**
Sampson CC	1,149	0.62%	345	1.2%	**2,034,877**	**214,800**	**2,249,677**
Sandhills CC	3,289	1.78%	361	1.3%	**5,824,812**	**224,762**	**6,049,574**
South Piedmont CC	1,670	0.90%	574	2.1%	**2,957,567**	**357,378**	**3,314,945**
Southeastern CC	1,221	0.66%	616	2.2%	**2,162,389**	**383,527**	**2,545,916**
Southwestern CC	2,063	1.12%	502	1.8%	**3,653,569**	**312,550**	**3,966,119**
Stanly CC	2,233	1.21%	444	1.6%	**3,954,638**	**276,439**	**4,231,077**
Surry CC	2,628	1.42%	434	1.6%	**4,654,183**	**270,213**	**4,924,396**
Tri-County CC	1,076	0.58%	141	0.5%	**1,905,594**	**87,788**	**1,993,382**
Vance-Granville CC	2,690	1.46%	493	1.8%	**4,763,984**	**306,947**	**5,070,931**
Wake TCC	16,056	8.69%	1,621	5.9%	**28,435,143**	**1,009,250**	**29,444,393**
Wayne CC	3,058	1.66%	419	1.5%	**5,415,712**	**260,873**	**5,676,585**
Western Piedmont CC	1,877	1.02%	320	1.2%	**3,324,163**	**199,235**	**3,523,398**
Wilkes CC	2,382	1.29%	431	1.6%	**4,218,517**	**268,345**	**4,486,862**
Wilson CC	1,443	0.78%	297	1.1%	**2,555,550**	**184,919**	**2,740,469**
TOTAL	**184,773**		**27,615**		**327,232,603**	**17,193,365**	**344,425,968**

VI. Other Budget Policy Issues– FOR INFORMATION ONLY

Section 7 of S.L. 2015-133 authorizes community colleges that are the State Board-approved higher education partner to earn budget FTE for college courses provided to high school students enrolled in the following cooperative innovative high schools: the Watauga Career Academy, Pitt Early College, Wilson Academy of Applied Technology, Academy at High Point Central, the Academy at Ben L. Smith High School, STEM Early College at NC A&T State University, Middle College at the University of North Carolina at Greensboro, Vernon Malone College and Career Academy, and the Northeast Regional School of Biotechnology and Agriscience.

Appendix A: Continuing Budget Resolutions

S.L. 2013-133

AN ACT AUTHORIZING THE DIRECTOR OF THE BUDGET TO CONTINUE EXPENDITURES FOR THE OPERATION OF GOVERNMENT AT THE LEVEL IN EFFECT ON JUNE 30, 2015.

The General Assembly of North Carolina enacts:

BUDGET CONTINUATION

SECTION 1.(a) The Director of the Budget may continue to allocate funds for recurring expenditures for current operations by State departments, institutions, and agencies at the level at which these operations were authorized on a recurring basis in S.L. 2014-100, as amended, except that current operations funded on a nonrecurring basis in the 2014-2015 fiscal year that are funded at the same level in House Bill 97, 5th edition, and House Bill 97, 7th edition, may continue to receive funds, unless the items are capital expenditures or related to capital grants. The Director of the Budget may continue to allocate funds for the Department of Transportation, Division of Motor Vehicles Tag and Tax Together program for the forty-four (44) time-limited positions established in S.L. 2012-142, Section 24.10. The Director of the Budget shall implement the budget reductions set out in House Bill 97, 5th edition, and House Bill 97, 7th edition, that are not in controversy. The Director of the Budget shall not implement any transfers set out in House Bill 97, 5th edition, House Bill 97, 7th edition, or both.

SECTION 1.(b) To the extent necessary to implement this authorization, there is appropriated from the appropriate State funds and cash balances, federal receipts, and departmental receipts for 2015-2016 fiscal year funds necessary to carry out this section, except that cash balances subject to proposed transfer in House Bill 97, 5th edition, House Bill 97, 7th edition, or both shall not be expended.

SECTION 1.(c) Vacant positions subject to proposed budget reductions in House Bill 97, 5th edition, House Bill 97, 7th edition, or both shall not be filled after June 30, 2015.

SECTION 1.(d) State employees employed in positions subject to elimination in both House Bill 97, 5th edition, and House Bill 97, 7th edition, because of a reduction, in total or in part, in the funds used to support the job or its responsibilities shall, as soon as practicable and in accordance with reduction in force policies, be provided written notification of termination of employment 30 days prior to the effective date of the termination.

SECTION 1.(e) State agencies shall not make grant awards with that portion of funds that is subject to proposed budget reductions in House Bill 97, 5th edition, House Bill 97, 7th edition, or both.

SECTION 1.(f) Except as otherwise provided by this act, the limitations and directions for the 2014-2015 fiscal year in S.L. 2013-360, as amended, and in S.L. 2014-100, as amended, that applied to appropriations to particular agencies or for particular purposes apply to the funds appropriated and authorized for expenditure under this section.

SECTION 1.(g) Funds that would not otherwise revert that were appropriated on a nonrecurring basis in prior fiscal years shall remain available for expenditure in the 2015-2016 fiscal year.

EMPLOYEE SALARIES

SECTION 2.(a) The salary schedules and specific salaries established for the 2014-2015 fiscal year by or under S.L. 2014-100 and in effect on June 30, 2015, for offices and positions shall remain in effect until the effective date of the Current Operations and Capital Improvements Appropriations Act of 2015.

SECTION 2.(b) State employees subject to G.S. 7A-102(c), 7A-171.1, or 20-187.3 shall not move up on salary schedules or receive automatic increases, including automatic step increases, until authorized by the General Assembly.

SECTION 2.(c) State employees, including those exempt from the classification and compensation rules established by the State Human Resources Commission, shall not receive any automatic step increases, annual, performance, merit, bonuses, or other increments until authorized by the General Assembly.

SECTION 2.(d) Public school employees paid on the teacher salary schedule or school-based administrator salary schedule and other employees shall not move up on salary schedules or receive automatic step increases, annual, performance, merit, or other increments until authorized by the General Assembly, except that effective July 1, 2015, (i) the monthly salary on the "A" salary schedule that corresponds to zero to four years of experience shall be three thousand five hundred dollars ($3,500) rather than three thousand three hundred dollars ($3,300), (ii) a teacher who received a bonus under section 9.1(e) of S.L. 2014-100 shall not be paid less pursuant to this section than the teacher was paid in salary and bonus for the 2014-2015 school year, and (iii) a school administrator who received a bonus under section 9.11(i) of S.L. 2014-100 shall not be paid less pursuant to this section than the school administrator was paid in salary and bonus for the 2014-2015 school year.

SALARY-RELATED CONTRIBUTIONS

SECTION 3.(a) The State's employer contribution rates budgeted for retirement and related benefits for the 2015-2016 fiscal year shall be as provided for in Section 35.15 of S.L. 2013-360 and Section 35.13 of S.L. 2014-100.

SECTION 3.(b) The State's employer contribution rates established by this section are effective until the Current Operations and Capital Improvements Appropriations Act of 2015 becomes law and are subject to revision in that act. If the Current Operations and Capital Improvements Appropriations Act of 2015 modifies these rates, the Director of the Budget shall further modify the rates set in that act for the remainder of the 2015-2016 fiscal year so as to compensate for the different amount contributed between July 1, 2015, and the date the Current Operations and Capital Improvements Appropriations Act of 2015 becomes law so that the effective rates for the entire year reflect the rates set in the Current Operations and Capital Improvements Appropriations Act of 2015.

FUNDS SHALL NOT REVERT

SECTION 4.(a) If the provisions of either House Bill 97, 5th edition, House Bill 97, 7th edition, or both direct that funds shall not revert, the funds shall not revert on June 30, 2015. Unless these funds are encumbered on or before June 30, 2015, these funds shall not be expended after June 30, 2015, except as provided by a law enacted after June 30, 2015.

SECTION 4.(b) This section becomes effective June 30, 2015.

STATE CONTROLLER SHALL NOT TRANSFER FUNDS ON JUNE 30

SECTION 5.(a) Notwithstanding G.S. 143C-4-3, for the 2014-2015 fiscal year only, funds shall not be reserved to the Repairs and Renovations Reserve Account, and the State Controller shall not transfer funds from the unreserved credit balance to the Repairs and Renovation Reserve Account on June 30, 2015.

SECTION 5.(b) Notwithstanding G.S. 143C-4-2, for the 2014-2015 fiscal year only, funds shall not be reserved to the Savings Reserve Account, and the State Controller shall not transfer funds from the unreserved credit balance to the Savings Reserve Account on June 30, 2015.

SECTION 5.(c) This section becomes effective June 30, 2015.

FEDERAL BLOCK GRANTS

SECTION 6. The Director of the Budget shall continue to allocate federal block grant funds at the levels provided in Section 12J.1 of S.L. 2014-100, Section 15.14 of S.L. 2013-360, and as otherwise provided by law, and appropriations from federal block grants are hereby made.

PUBLIC SCHOOLS

SECTION 7.(a) Effective July 1, 2015, there is appropriated from the General Fund to the Department of Public Instruction the sum of one hundred million two hundred thirty-six thousand five hundred forty-two dollars ($100,236,542) for the 2015-2016 fiscal year to fully fund changes in average daily membership in public schools, subject to adjustment by the General Assembly. Local boards of education shall use funds available to them, including a fee for instruction charged to students pursuant to G.S. 115C-216(g), to offer noncredit driver education courses in high schools. Local school administrative units may transfer funds between allotment categories under G.S. 115C-105.25.

SECTION 7.(b) Notwithstanding G.S. 115C-238.51A(c) and G.S. 115C-238.54, the Watauga Career Academy, Pitt Early College, Wilson Academy of Applied Technology, Academy at High Point Central, the Academy at Ben L. Smith High School, STEM Early College at NC A&T State University, Middle College at the University of North Carolina at Greensboro, Vernon Malone College and Career Academy, and the Northeast Regional School of Biotechnology and Agriscience shall be permitted to operate in accordance with G.S. 115C-238.53 and G.S. 115C-238.54 as cooperative innovative high schools approved under G.S. 115C-238.51A(c) and shall be subject to the evaluation requirements of G.S. 115C-238.55.

MEDICAID STATE PLAN AMENDMENTS AND WAIVERS

SECTION 8. To achieve the proposed budget reductions or expansions for the 2015-2017 fiscal biennium, the Department of Health and Human Services (Department) shall prepare the necessary State plan amendments and waivers for the Centers for Medicare and Medicaid Services (CMS) that reflect the Medicaid reduction or expansion items in House Bill 97, 5th edition, and House Bill 97, 7th edition, so that the State plan amendments and waivers can be submitted to CMS at the earliest possible date after the Current Operations and Capital Improvements Appropriations Act of 2015 becomes law.

EFFECTIVE DATE

SECTION 9. Except as otherwise provided, this act becomes effective July 1, 2015, and expires August 14, 2015, at 11:59 P.M.

S.L. 2015-214

AN ACT AUTHORIZING THE DIRECTOR OF THE BUDGET TO CONTINUE EXPENDITURES FOR THE OPERATION OF GOVERNMENT AT THE LEVEL IN EFFECT ON JUNE 30, 2015, UNTIL AUGUST 31, 2015.

The General Assembly of North Carolina enacts:

BUDGET CONTINUATION

SECTION 1.1. Date Extended. – Section 9 of S.L. 2015-133 reads as rewritten:

"**SECTION 9.** Except as otherwise provided, this act becomes effective July 1, 2015, and expires ~~August 14, 2015,~~ August 31, 2015, at 11:59 P.M."

SECTION 1.2. Economic Development Funds. – There is appropriated from the General Fund for fiscal year 2015-2016 (i) to the JDIG Reserve established pursuant to G.S. 143C-9-6 the sum of ten million three hundred forty-two thousand five hundred forty-two dollars ($10,342,542) to satisfy grant obligations and amounts to be transferred pursuant to G.S. 143B-437.61 to be paid during the fiscal year and (ii) to the One North Carolina Fund established pursuant to G.S. 143B-437.71 the sum of five million one hundred forty thousand two hundred thirty-nine dollars ($5,140,239) to satisfy Fund allocations to be transferred pursuant to G.S. 143B-437.72 to be paid during the fiscal year.

SECTION 1.3. Continue ITS Rates. – Until expressly authorized by the General Assembly, the Office of Information Technology Services shall continue using the rates approved by the Office of State Budget and Management for fiscal year 2014-2015 for billing State agencies, local government entities, and any other supported organizations for its services.

SECTION 1.4. ITS Broadband Funding. – Beginning September 1, 2015, of the funding available to the Office of Information Technology Services, Office of Digital Infrastructure, the sum of up to thirty-five thousand two hundred six dollars ($35,206) of appropriate funding may be used monthly during the 2015-2016 fiscal year to fund the following positions: an Information Technology Manager, a Networking Analyst, a Research Specialist, and one-half of the time for a Communications Specialist.

SECTION 1.5. At-Sea Observer Program. – Receipts generated from fee increases authorized in Section 14.9 of S.L. 2014-100 are appropriated for the purposes set forth in G.S. 113-173.1(b).

FEDERAL BLOCK GRANTS

SECTION 2.1. Effective July 1, 2015, Section 6 of S.L. 2015-133 reads as rewritten:

"**SECTION 6.(a)** ~~The~~ Except as otherwise provided in subsection (b) of this section, the Director of the Budget shall continue to allocate federal block grant funds at no greater than the levels provided in Section 12J.1 of S.L. 2014-100, Section 15.14 of S.L. 2013-360, and as otherwise provided by law, and appropriations from federal block grants are hereby made.

"**SECTION 6.(b)** There is appropriated to the Department of Health and Human Services, Division of Social Services, from Temporary Assistance for Needy Families (TANF) Emergency Contingency Funds block grant funds, the sum of three million six hundred forty-seven thousand eight hundred twenty-five dollars ($3,647,825) in additional funds for the 2015-2016 fiscal year to be allocated for subsidized child care."

OTHER RECEIPTS FROM PENDING GRANT AWARDS

SECTION 3.1.(a) Notwithstanding G.S. 143C-6-4, State agencies may, with approval of the Director of the Budget, spend funds received from grants awarded subsequent to the enactment of this act for grant awards that are for less than two million five hundred thousand dollars ($2,500,000), do not require State matching funds, and will not be used for a capital project. State agencies shall report to the Joint Legislative Commission on Governmental Operations within 30 days of receipt of such funds.

State agencies may spend all other funds from grants awarded after the enactment of this act only with approval of the Director of the Budget and after consultation with the Joint Legislative Commission on Governmental Operations.

SECTION 3.1.(b) The Office of State Budget and Management shall work with the recipient State agencies to budget grant awards according to the annual program needs and within the parameters of the respective granting entities. Depending on the nature of the award, additional State personnel may be employed on a time-limited basis. Funds received from such grants are hereby appropriated and shall be incorporated into the authorized budget of the recipient State agency.

SECTION 3.1.(c) Notwithstanding the provisions of this section, no State agency may accept a grant not anticipated in this act if acceptance of the grant would obligate the State to make future expenditures relating to the program receiving the grant or would otherwise result in a financial obligation as a consequence of accepting the grant funds.

HEALTH AND HUMAN SERVICES

SECTION 4.1. Revise Child Care Subsidy Policy Definition. – Effective September 1, 2015, the Department of Health and Human Services, Division of Child Development and Early Education, shall revise its child care subsidy policy to exclude from the policy's definition of "income unit" a nonparent relative caretaker, and the caretaker's spouse and child, if applicable, when the parent of the child receiving child care subsidy does not live in the home with the child.

EFFECTIVE DATE

SECTION 5.1. This act is effective when it becomes law.

S.L. 2015-233

AN ACT AUTHORIZING THE DIRECTOR OF THE BUDGET TO CONTINUE EXPENDITURES FOR THE OPERATION OF GOVERNMENT AT THE LEVEL IN EFFECT ON JUNE 30, 2015, UNTIL SEPTEMBER 18, 2015.

The General Assembly of North Carolina enacts:

SECTION 1. Section 9 of S.L. 2015-133, as amended by Section 1.1 of S.L. 2015-214, reads as rewritten:

"**SECTION 9.** Except as otherwise provided, this act becomes effective July 1, 2015, and expires ~~August 31, 2015,~~September 18, 2015, at 11:59 P.M."

SECTION 2. This act is effective when it becomes law.

Appendix B: Closing the Skills Gap Priority Occupations

Health Sciences

- Nurses
- Dental Hygienists
- Dental Assistants
- Dental Laboratory Technicians
- Occupational Therapy Assistant
- Physical Therapy Technician/Assistant
- Radiation Therapists
- Respiratory Care Therapy/Therapist
- Cardiovascular Technologists and Technicians
- Diagnostic Medical Sonographers
- Magnetic Resonance Imaging (MRI) Technology/Technician
- Nuclear Medicine Technologists
- Radiologic Technologists
- Surgical Technologists

Biological, Chemical, and Biotechnology

- Biological Technicians
- Chemical Technicians
- Chemical Plant and System Operators
- Chemical Equipment Operators and Tenders

Manufacturing, Production, and Installation

- Machinists and Precision Metal Workers
- Heavy/Industrial Equipment Maintenance Technician
- Medical Equipment Repairers
- Industrial Machine Mechanics
- Machine Maintenance Workers
- Electrical Power-Line Transmission Installers.
- Telecommunications Line Installers and Repairers

Architecture, Engineering, and Construction

- Aerospace Engineering and Operations Technicians
- Civil Engineering Technicians
- Electrical and Electronic Engineering Technicians
- Electro-Mechanical Technicians
- Industrial Engineering Technicians
- Mechanical Engineering Technicians
- Nuclear and Industrial Radiologic Technicians
- Architectural and Civil Drafters
- Electrical and Electronics Drafters
- Mechanical Drafters
- Building/Construction Finishing, Management, and Inspection.
- Plumbers, Pipefitters, and Steamfitters
- Electricians
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technicians (HAC, HACR, HVAC, HVACR).
- Operating Engineers and Construction Equipment Operators

Transportation

- Heavy and Tractor-Trailer Truck Drivers
- Air Transportation
- Aircraft Mechanics and Service Technicians
- Automotive Body and Related Repairers
- Automotive Service Technicians and Mechanics
- Avionics Technicians
- Bus and Truck Mechanics and Diesel Engine Specialists
- Boat Mechanics and Service Technicians
- Mobile Heavy Equipment Mechanics

APPENDIX C

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM COURSE PREFIXES BY FUNDING TIERS: FY 2015-16

Tier 1A	
Prefix	**Subject Area**
AER	Aerospace & Flight Training
AET	Aviation Electronics Technology
AHR	Air Cond/Heating/Refrig
ALT	Alternative Energy
ARC	Architecture
ARS	Automotive Restoration
ASM	Aerostructure
ATR	Automation and Robotics
ATT	Alternative Transportation Technology
AUB	Automotive Body Repair
AUC	Automotive Customizing Tech
AUT	Automotive
AVI	Aviation Maintenance
BAT	Building Automation Tehcnology
BMS	Boat Manufacture & Service
BMT	Biomedical Equipment
BPM	Bioprocess Manufactur
BPR	Blueprint Reading
BST	Breast Sonography
BTB	Boat Building
BTC	Biotechnology
CAR	Carpentry
CAT	Computed Tomography
CEG	Civil Engineering and Geomatic
CET	Comp Engineer Tech
CIT	Cardiovascular/Vascular Interv
CIV	Civil Engineer Tech
CMT	Construction Mgt.
CST	Construction
CTR	Clinical Trials Research
CVS	Cardiovascular Sonography
DDF	Design Drafting
DEN	Dental
DFT	Drafting
DLT	Dental Laboratory Technology
DOS	Medical Dosimetry
EGR	Engineering
ELC	Electricity
ELN	Electronics
ELT	Electric Lineman
EPP	Electrical Power Prod
EUS	Electric Utility Substation
FMW	Facility Maintenance
HEO	Heavy Equip Oper
HET	Heavy Equipment Maintenance
HYD	Hydraulics & Pneumatics
ICT	Invasive Cardiovascular Tech
ICV	Interventional Cardiac & Vascu
IMG	Imaging
ISC	Industrial Science

Tier 1A	
Prefix	**Subject Area**
LDD	Light Duty Diesel
LEO	Lasers and Optics
MAC	Machining
MAM	Mammography
MCM	Motorcycle Mechanics
MCO	Mission Critical Operations
MEC	Mechanical
MNT	Maintenance
MPS	Marine Propulsion Systems
MRI	Magnetic Resonance Imaging
MRN	Marine
MSC	Marine Science
MSK	Musculoskeletal Sonography
MSP	Medical Product Safety and Pharmacovigilance
NAN	Nanotechnology
NCT	Non-Invasive Cardiovascular Te
NDE	Nondestru Exam Tech
NMT	Nuclear Medicine
NUC	Nuclear Maintenance
NUR	Nursing
OTA	Occupational Therapy Assistant
PCI	Process Control Instrum
PET	Positron Emission Tomography
PFT	Pipe Fitting
PLA	Plastics
PLU	Plumbing
PME	Power Mechanics
PTA	Physical Therapist Assistant
PTC	Pharmaceutical Tech
RAD	Radiography
RCP	Respiratory Care
RCT	Race Car Technology
REF	Refrigeration
RTT	Radiation Therapy Technology
RVM	Recreational Vehicle Maint
SON	Medical Sonography
SRV	Surveying
SST	Sustainability
STP	Central Sterile Processing
SUR	Surgical Technology
TCT	Telecommunication Tech
TDP	Three Dimensional Printing
TEL	Telecom Install & Maint
TNE	Telecom & Ntwk Engin Te
TRN	Transportation Technology
TRP	Truck Driver Training
UAS	Unmanned Aircraft Systems
WAT	Water & Wastewater Trt
WLD	Welding

APPENDIX C

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM COURSE PREFIXES BY FUNDING TIERS: FY 2015-16

Tier 1B	
Prefix	**Subject Area**
ANS	Animal Science
BDF	Brewing, Distillation and Fermentation
BIO	Biology
BPA	Baking and Pastry Arts
CAB	Cabinetmaking
CHM	Chemistry
CIM	Cancer Information Management
CPT	Chemical Process Technology
CSC	Computer Science
CTC	Chemical Technology
CTI	Computer Technology Integration
CTS	Computer Information Technology
CUL	Culinary
CYT	Cytotechnology
DEA	Digital Effects & Animation
DET	Dietetic Technician
DIA	Dialysis Technology
DME	Digital Media
EDT	Electroneurodiagnostic Tech
EMS	Emergency Medical Science
ENV	Environmental Science
FUR	Furniture
GIS	Geographic Info Syst
GSM	Gunsmithing
HBI	Healthcare Business Infomatics
HIT	Health Information Technology
HPC	High performance Computing
HPT	Historical Preservation
HTO	Histotechnology
LBT	Laboratory Technology
LID	Low Impact Development
MAS	Masonry
MAT	Mathematics (100+)
MED	Medical Assisting
MLT	Medical Laboratory Technology
MSM	Motorsports Mgt
MTH	Massage Therapy
NAS	Nursing Assistant
NET	Networking Technology
NOS	Network Operating Systems
OPH	Opticianry
PBT	Phlebotomy
PHM	Pharmacy
PHY	Physics
PPM	Poultry Proc Mach Tech
PPT	Pulp & Paper Tech
PSG	Polysomnography
REH	Rehabilitation Assistant

Tier 1B	
Prefix	**Subject Area**
SEC	Information Systems Security
SGD	Simulation & Game Development
SGR	Scientific Graphics
SLP	Speech-Language Pathology Asst
UPH	Upholstery
VEN	Viticulture/Enology
VET	Veterinary Medical Technology
WPP	Wood Products

Tier 2	
Prefix	**Subject Area**
AAI	Animal Assisted Interactions
ACA	Academic Related
ACC	Accounting
ACM	Animal Care and Management
AGR	Agriculture
AIB	American Institute of Banking
ANT	Anthropology
APS	Automotive Parts Sales
AQU	Aquaculture
ARA	Arabic
ART	Art
ASL	American Sign Language
AST	Astronomy
AUM	Automotive Management
BAF	Banking and Finance
BAR	Barbering
BAS	Business Analytics
BPT	Broadcast Production
BUS	Business
CCT	Cyber Crime Technology
CHI	Chinese
CIS	Information Systems
CJC	Criminal Justice
COE	Cooperative Education
COM	Communication
COS	Cosmetology
CRT	Court Reporting
CSV	Customer Service
DAN	Dance
DBA	Database Management Technology
DDT	Developmental Disabilities
DES	Design: Creative
DMA	Developmental Math
DMS	Developmental Math Shells
DRA	Drama/Theatre
DRE	Developmental Reading/English
ECM	Electronic Commerce

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM COURSE PREFIXES BY FUNDING TIERS: FY 2015-16

Tier 2	
Prefix	**Subject Area**
ECO	Economics
EDU	Education
EFL	English As A Foreign Language
EHS	Environmental Health And Safety
ENG	English
ENT	Entertainment Technologies
EPT	Emergency Preparedness Technology
EQU	Equine
ETR	Entrepreneurship
FBG	Fiberglass and Moldmaking
FIP	Fire Protection
FLO	Floral Design
FOR	Forest Management
FPR	Food Processing
FRE	French
FSD	Fire Sprinkler Design
FSE	Funeral Service
FST	Food Service Technology
FVP	Film and Video Production
FWL	Fish and Wildlife
GAM	Gaming Management
GCM	Golf Course Management
GEL	Geology
GEO	Geography
GER	German
GRA	Graphic Arts
GRD	Graphic Design
GRO	Gerontology
HCI	Healthcare Interpreting
HCT	Health Care Technology
HEA	Health
HIS	History
HMT	Healthcare Management
HOR	Horticulture
HRM	Hotel and Restaurant Management
HSC	Health Sciences
HSE	Human Services
HUC	Health Unit Coordinator
HUM	Humanities
IEC	Import Export Compliance
ILT	Industrial Laboratory Technology
IMS	Integrated Math/Science
INS	Insurance
INT	International Business
IPP	Interpreter Preparation Program
ITA	Italian
ITN	Internet Technologies
IVS	Invasive Species Management
JOU	Journalism
JPN	Japanese
LAR	Landscape Architecture
LAT	Latin
LEX	Legal Education
LIB	Library Resources
LOG	Logistics Management
LSG	Landscape Gardening
MAT	Mathematics (below 100)
MEG	Metal Engraving
MHA	Mental Health

Tier 2	
Prefix	**Subject Area**
MIT	Media Integration
MKT	Marketing and Retailing
MLG	Metallurgical Science
MSI	Military Science
MUS	Music
NPO	Nonprofit Leadership and Mgt
NUT	Nutrition
ODL	Outdoor Leadership
OMT	Operations Management
OSS	Operating Systems
OST	Office Systems Technology
PAD	Public Administration
PCC	Professional Crafts: Clay
PCD	Professional Crafts: Design
PCF	Professional Crafts: Fiber
PCJ	Professional Crafts: Jewelry
PCR	Professional Crafts
PCS	Professional Crafts: Sculpture
PCW	Professional Crafts: Wood
PED	Physical Education
PFN	Photofinishing
PHI	Philosophy
PHO	Photography
PHS	Physical Science
PKG	Packaging
PMT	Project Management Technology
POL	Political Science
POR	Portuguese
POS	Postal Service
PRN	Printing
PSF	Physical Fitness Technology
PSY	Psychology
REA	Real Estate Appraisal
REC	Recreation
RED	Reading
REL	Religion
RLS	Real Estate
RSM	Resort and Spa Management
RUS	Russian
SAB	Substance Abuse
SCI	Science
SOC	Sociology
SPA	Spanish
SPI	Spanish Interpreter
SSM	Shooting and Hunting Sports Management
SWK	Social Work
TAT	Travel and Tourism
TEX	Textiles
TRE	Therapeutic Recreation
TRF	Turfgrass Management
TXY	Taxidermy
VWR	Voice Writing Realtime Reporting
WBL	Work-Based Learning
WEB	Web Technologies
WOL	Wheels of Learning
WWK	Woodworking
ZAS	Zoo and Aquarium Science Technology
SSS	Shared Record (only used to report FTE adjustments)
ZZZ	Error Correction (only used to report FTE adjustments)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CONTINUING EDUCATION COURSE PREFIXES BY FUNDING TIERS: FY 2015-16

TIER 1A

Course ID	Course Title
AER-3211	Aircraft Dispatcher
AET-3122	Aircraft Electrical System-Adv
AET-3124	Airframe Systems
AET-3130	Engine Electrical Systems
AET-3224	Adv. Avionics Wiring and Troubleshooting
AVI-3009	Aircraft Structural Training
AVI-3010	Aviation Maintenance - Power Plant
AVI-3011	Aviation Maintenance - General
AVI-3012	Aviation Maintenance - Airframe
BTC-3200	BioWork: Process Technician
ELS-3018	Electrical Lineman
ISC-3200*	BioWork: Process Technician
RAD-2100	Mammography
TRA-3607	Truck Driver Training

TIER 1B

Course ID	Course Title
AHR-3030	HVAC: Industrial Systems
AHR-3131	HVAC: Heating and Air Conditioning
APP-3200	HVAC: Apprentice
APP-3500	Carpentry Apprentice
APP-3601	Metal Apprentice
APP-3607	Welding
APP-3608	Inside Wiremen Apprentice:
APP-3612	Electrical Apprentice
APP-3618	Maintenance Mechanic Apprenticeship
APP-3701	Plumber Apprentice
AUT-3109	Auto Body Repair
AUT-3137	Automotive Mechanics
BAR-3100	Registered Barber
CAR-3108	Carpentry: Core Skills
CAR-3112	Building Construction Trades
CAR-3124	Carpentry: Framing
CAR-3200	Construction Management
CAT-3100	Computed Tomography
EDT-3100	Intraoperative Neuro Monitoring
EGY-2002	Green Construction
EGY-3001	Alternative Fuels Technology
EGY-3002	Photovoltaic (PV) Technology
EGY-3003	Solar Thermal Technology
EGY-3004	Wind Power Technology
EGY-4005	Building Energy Retrofitting
ELC-3014	Electricity and Electronics
ELC-3119	Wiring: Commercial/Residential
ELN-3025	Electronic Systems
ELN-3030	Electricity: Industrial
FSD-3100	Fire Sprinkler Installation (construction)
FUR-3300	Furniture Technology
HEO-3100	Heavy Equipment Operations
ICV-3111	Cardiovascular Technician/Moni
ISC-3138	Electro-Mechanical Skills
MEC-3010	Machine Shop Practices
MNT-3065	Maintenance Mechanics
MNT-3111	Mfg. Production Technician
MNT-3200	Alarm System Installation
NUR-3354	Magnetic Resonance Image/MRI
PLU-3020	Pipe Fabrication
PLU-3024	Plumbing
REF-3100	Ammonia Refrigeration
TCT-3102	Network Cable Installation
TCT-3105	Broadband Communications
WLD-3106	Welding

TIER 2

Course ID	Course Title
AUT-3200	Small Engine Mechanic
CAB-3100	Cabinetmaking
CAS-3000*	Networking Technology
CJC-3938	Basic Law Enforcement Training (BLET)
CJC-3941	Detention Officer
CJC-4004	Search & Rescue Special Ops
CJC-5001	Crime Scene Technician
CJC-5055	Security and Enforcement Training
CJC-5060	Animal Handling and Control (K-9)
COM-3800	Braille Reading & Writing
COM-3801	Braille Tactile Graphics
COS-3101	Manicurist
COS-3102	Esthetician
COS-3201	Cosmetology
COS-3206	Cosmetology Instructor Trng
DIA-3100	Dialysis Technology
ELN-3006	Computer Repair
EMS-3027	Bridge: Medical Responder to EMT Basic
EMS-3029	Bridge: EMT Intermediate to Paramedic
EMS-3031	EMT - Paramedic
EMS-3044	EMT - Basic
EMS-3045	EMT - Intermediate
FIP-xxxx	Firefighter 1 and 2 Certification Courses
HEA-3009	Nutritional Dietary Manager
HEA-3021	Massage Therapy
HIT-3700	Electronic Health Records
HOS-4040	Hotel & Lodging Operations
HSE-3300	Direct Support Professional
ICT-3100	Heart and Vascular Invasive
LOG-3400	Distribution and Logistic Mgmt
MAS-3002	Masonry
MED-3002	Central Sterile Processing
MED-3004	Sleep Disorders Technician
MED-3200	Critical Care Transport
MED-3300	Medical Assisting
MLA-3022	Phlebotomy
MNT-3066	Apartment Maint. Tech
MNT-3067	Healthcare Facilities Mgmt
NET-3100	Networking Technology
NUR-3240	Nurse Aide Level I
NUR-3241	Nurse Aide Level II
NUR-3218	Home Care Nurse Aide
NUR-3252	Geriatric Nurse Aide
OPT-3020	Ophthalmic Assistant
OSC-3608	Health Unit Coordinator
PHM-3250	Pharmacy Technician
PSF-3100	Physical Fitness Methodology
UPH-3000	Furniture Fundamentals
UPH-3100	Manual Cutting
UPH-3101	Sewing
UPH-3102	Inside Upholstery
UPH-3106	Pattern Making
UPH-3107	Spring Up
UPH-3108	Outside Upholstery
UPH-3110	Intro to Upholstery
UPH-3161	Automated Cutting

*Course ID N/A after December 2015.

APPENDIX D

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 "Quality" Performance-Based Funding

	Developmental English Subsequent Success		Developmental Math Subsequent Success		First Year Progresssion		Curriculum Completion		Licensure Passing Rates	
College	Pot. PBF $	Act. PBF $	Pot. PBF $	Act. PBF $	Pot. PBF $	Act. PBF $	Pot. PBF $	Act. PBF $	Pot. PBF $	Act. PBF $
Alamance CC	60,498	40,995	71,162	24,508	62,976	60,703	64,712	55,689	60,190	26,170
Asheville-Buncombe TCC	79,232	65,710	127,429	51,299	58,689	50,885	63,104	46,457	105,780	75,192
Beaufort County CC	27,156	0	24,272	19,304	26,391	1,632	21,063	15,770	30,479	26,615
Bladen CC	14,609	0	14,527	3,611	16,292	2,691	16,411	8,681	23,564	8,265
Blue Ridge CC	23,203	16,180	24,456	11,089	30,583	21,921	31,552	32,431	43,029	24,400
Brunswick CC	9,968	7,392	18,020	16,766	22,580	21,778	24,531	10,428	36,626	19,141
Caldwell CC and TI	46,405	36,408	50,935	33,885	39,920	32,099	50,754	42,878	64,031	25,365
Cape Fear CC	130,793	78,074	121,361	78,741	141,197	112,017	119,273	149,860	113,208	119,006
Carteret CC	14,781	5,855	22,249	18,134	17,149	9,460	22,501	14,343	34,321	14,675
Catawba Valley CC	54,827	69,295	68,587	72,350	63,453	68,419	73,002	48,695	50,713	26,504
Central Carolina CC	40,218	17,477	28,317	34,814	51,829	33,663	51,516	58,012	75,813	82,702
Central Piedmont CC	330,507	352,094	286,669	162,422	244,188	189,453	222,050	161,850	108,597	85,326
Cleveland CC	31,109	22,661	40,270	26,341	37,062	13,837	40,773	22,378	42,517	28,632
Coastal Carolina CC	58,608	56,021	118,786	86,412	63,548	73,522	75,793	102,691	68,642	66,469
College of the Albemarle	21,656	11,591	32,547	23,012	35,347	24,771	36,374	41,723	33,552	32,158
Craven CC	26,640	19,048	48,360	25,092	33,441	31,284	45,594	32,664	65,568	12,670
Davidson County CC	54,139	43,730	40,086	17,434	53,258	51,026	53,377	42,940	49,176	37,961
Durham TCC	73,045	26,531	58,290	33,229	52,401	20,674	49,401	22,773	75,557	62,547
Edgecombe CC	54,311	23,799	50,567	0	27,915	0	24,193	17,464	29,967	23,423
Fayetteville TCC	177,714	52,955	119,890	58,194	143,102	0	121,303	67,848	141,894	108,464
Forsyth TCC	152,793	103,605	117,131	43,129	116,044	107,753	112,505	85,645	91,693	81,441
Gaston College	62,905	44,854	75,207	40,018	88,796	90,008	89,750	75,210	79,911	83,494
Guilford TCC	202,292	52,580	163,469	78,247	156,726	71,659	179,247	161,792	131,136	94,630
Halifax CC	28,359	27,424	20,227	1,819	18,769	7,216	21,655	25,219	22,539	9,305
Haywood CC	21,484	10,696	23,721	4,438	20,198	12,121	23,347	20,878	28,942	0
Isothermal CC	42,280	47,313	25,008	11,468	21,818	17,887	27,154	23,920	44,822	34,336
James Sprunt CC	22,171	8,492	20,043	6,741	13,720	13,086	15,903	17,494	22,539	10,542
Johnston CC	48,983	50,997	43,028	20,991	61,357	59,832	57,691	66,019	66,849	36,736
Lenoir CC	30,077	10,924	21,882	4,931	39,444	13,704	37,727	37,951	122,940	39,842
Martin CC	7,390	902	4,045	4,315	7,908	3,495	9,136	7,002	10,757	0
Mayland CC	9,797	4,762	11,217	12,533	14,101	10,359	19,456	28,425	27,918	8,179
McDowell TCC	6,359	3,629	12,136	10,969	11,433	7,197	20,471	14,280	29,198	26,058
Mitchell CC	41,421	23,167	36,224	20,708	48,304	26,846	46,609	43,390	40,724	19,933
Montgomery CC	8,250	7,694	6,620	0	8,670	6,941	12,350	17,009	2,049	2,871
Nash CC	39,702	15,369	63,071	56,708	43,921	25,274	36,374	28,789	51,737	16,803
Pamlico CC	2,062	333	3,494	3,278	2,858	3,134	5,245	8,580	3,330	3,428
Piedmont CC	22,515	13,755	29,972	16,195	17,530	20,527	27,661	16,598	17,417	0
Pitt CC	129,762	82,536	77,597	28,050	121,189	42,467	94,318	82,442	76,838	53,205
Randolph CC	26,296	26,513	54,612	40,142	45,636	39,257	36,205	22,608	45,078	21,084
Richmond CC	37,812	32,131	46,338	36,435	28,392	20,690	27,746	17,451	16,648	1,052
Roanoke Chowan CC	13,234	2,423	9,930	12,747	9,242	5,966	10,574	10,052	19,466	3,762
Robeson CC	41,421	8,126	31,443	7,766	33,537	0	38,066	14,003	38,675	20,775
Rockingham CC	21,656	7,542	35,489	16,691	32,965	20,454	35,528	20,762	34,065	5,655
Rowan-Cabarrus CC	76,654	46,493	62,335	23,714	94,131	33,148	95,249	67,445	97,328	54,690
Sampson CC	19,421	0	17,836	0	17,149	13,909	17,595	17,133	23,564	19,402
Sandhills CC	58,092	30,772	45,234	25,140	56,879	44,703	64,289	45,458	63,007	51,151
South Piedmont CC	34,890	12,279	18,020	12,157	26,963	8,666	38,742	33,755	33,809	11,482
Southeastern CC	15,468	11,172	9,930	7,479	21,723	0	26,308	17,883	29,198	9,973
Southwestern CC	23,031	13,549	31,260	16,640	20,389	13,427	26,561	22,429	34,065	29,164
Stanly CC	26,640	25,411	49,831	58,151	33,346	21,287	39,335	45,692	47,127	21,480
Surry CC	39,702	36,195	34,386	27,129	46,684	50,892	40,180	44,266	44,054	39,446
Tri-County CC	5,672	5,254	12,320	120	12,195	10,643	12,350	8,056	20,746	0
Vance-Granville CC	44,686	25,718	19,859	11,664	46,208	20,484	67,080	44,240	46,615	22,000
Wake TCC	172,386	24,617	251,548	118,105	283,632	194,259	225,772	155,583	115,513	116,049
Wayne CC	42,452	26,226	45,051	24,136	57,450	45,062	53,038	73,852	63,007	48,676
Western Piedmont CC	32,484	22,304	27,030	23,833	35,537	29,637	36,628	45,772	26,381	19,636
Wilkes CC	41,421	28,374	35,489	29,203	44,017	46,396	46,186	46,589	48,152	34,051
Wilson CC	18,561	8,778	41,187	22,141	19,818	13,958	18,692	15,776	28,939	21,985
	3,000,000	**1,848,725**	**3,000,000**	**1,674,568**	**3,000,000**	**1,992,179**	**3,000,000**	**2,525,023**	**3,000,000**	**1,978,001**

APPENDIX D

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 "Quality" Performance-Based Funding

	College Transfer Performance		(excluding Basic Skills) Total Quality PBF$		Basic Skills Student Progress		GED Dipolma Passing Rate		Basic Skills Total Quality PBF$	
College	Pot. PBF $	Act. PBF $	Pot. PBF $	Actual PBF$	Pot. PBF $	Act. PBF $	Pot. PBF $	Act. PBF $	Pot. PBF $	Actual PBF$
Alamance CC	46,726	37,759	366,264	245,824	63,690	34,513	38,936	26,557	102,626	61,070
Asheville-Buncombe TCC	117,123	108,407	551,357	397,950	57,314	61,217	136,517	124,900	193,831	186,117
Beaufort County CC	21,211	18,861	150,572	82,182	16,346	12,058	14,901	8,405	31,247	20,463
Bladen CC	13,526	895	98,929	24,143	12,819	16,432	23,073	22,537	35,892	38,969
Blue Ridge CC	25,515	20,260	178,338	126,281	26,317	13,327	45,185	55,334	71,502	68,661
Brunswick CC	26,437	13,264	138,162	88,769	20,213	24,762	49,031	40,732	69,244	65,494
Caldwell CC and TI	67,937	38,915	319,982	209,550	37,237	28,598	59,606	57,119	96,843	85,717
Cape Fear CC	171,841	104,601	797,673	642,299	78,747	58,532	64,893	56,501	143,640	115,033
Carteret CC	19,059	14,756	130,060	77,223	12,345	8,765	26,438	33,626	38,783	42,391
Catawba Valley CC	78,082	69,548	388,664	354,811	42,053	34,893	51,434	57,674	93,487	92,567
Central Carolina CC	35,659	16,846	283,352	243,514	98,892	106,858	108,156	70,669	207,048	177,527
Central Piedmont CC	347,679	251,066	1,539,690	1,202,211	265,883	254,132	168,723	167,465	434,606	421,597
Cleveland CC	35,659	30,464	227,390	144,313	17,364	19,804	9,614	9,023	26,978	28,827
Coastal Carolina CC	56,871	60,220	442,248	445,335	30,047	31,224	31,726	33,008	61,773	64,232
College of the Albemarle	36,274	35,333	195,750	168,588	29,708	22,578	49,511	42,945	79,219	65,523
Craven CC	29,511	25,353	249,114	146,111	27,131	25,425	30,764	43,267	57,895	68,692
Davidson County CC	56,256	43,094	306,292	236,185	67,963	73,787	58,164	65,166	126,127	138,953
Durham TCC	60,252	53,634	368,946	219,388	83,292	58,577	37,975	35,349	121,267	93,926
Edgecombe CC	14,448	14,327	201,401	79,013	40,900	58,744	86,044	52,559	126,944	111,303
Fayetteville TCC	95,911	81,375	799,814	368,836	153,561	91,096	47,108	59,783	200,669	150,879
Forsyth TCC	108,515	93,352	698,681	514,925	117,409	124,775	56,722	52,650	174,131	177,425
Gaston College	73,163	41,490	469,732	375,074	37,102	24,031	53,838	56,993	90,940	81,024
Guilford TCC	163,849	113,482	996,719	572,390	199,073	50,888	84,121	95,109	283,194	145,997
Halifax CC	7,685	5,708	119,234	76,691	15,465	13,541	87,005	0	102,470	13,541
Haywood CC	13,219	8,675	130,911	56,808	9,021	7,677	48,550	51,736	57,571	59,413
Isothermal CC	28,282	23,786	189,364	158,710	24,079	19,273	34,610	33,071	58,689	52,344
James Sprunt CC	12,296	7,499	106,672	63,854	9,225	14,196	15,863	15,770	25,088	29,966
Johnston CC	57,793	31,435	335,701	266,010	38,051	29,825	13,940	2,509	51,991	32,334
Lenoir CC	33,200	25,968	285,270	133,320	57,857	56,636	98,061	96,150	155,918	152,786
Martin CC	3,689	1,978	42,925	17,692	17,228	16,123	27,399	21,897	44,627	38,020
Mayland CC	5,841	3,358	88,330	67,616	34,456	21,820	37,013	36,796	71,469	58,616
McDowell TCC	9,530	5,336	89,127	67,469	16,482	11,745	26,919	31,434	43,401	43,179
Mitchell CC	50,722	40,128	264,004	174,172	30,522	22,474	25,477	29,199	55,999	51,673
Montgomery CC	4,304	1,399	42,243	35,914	13,565	13,045	16,344	22,390	29,909	35,435
Nash CC	34,737	27,927	269,542	170,870	22,790	13,485	26,438	7,189	49,228	20,674
Pamlico CC	2,767	3,526	19,756	22,279	8,071	7,207	7,691	8,981	15,762	16,188
Piedmont CC	15,678	11,809	130,773	78,884	25,774	14,802	44,224	40,626	69,998	55,428
Pitt CC	114,049	70,443	613,753	359,143	58,806	39,134	47,108	27,471	105,914	66,605
Randolph CC	34,122	21,696	241,949	171,300	44,834	8,615	21,150	15,151	65,984	23,766
Richmond CC	22,133	7,779	179,069	115,538	59,688	54,293	57,202	53,394	116,890	107,687
Roanoke Chowan CC	8,607	6,884	71,053	41,834	9,292	0	8,652	1,659	17,944	1,659
Robeson CC	21,211	21,584	204,353	72,254	77,866	62,899	17,786	24,625	95,652	87,524
Rockingham CC	20,904	17,107	180,607	88,211	15,600	9,899	27,880	34,392	43,480	44,291
Rowan-Cabarrus CC	78,697	51,266	504,394	276,756	75,627	30,462	57,683	52,671	133,310	83,133
Sampson CC	21,211	5,242	116,776	55,686	44,969	36,699	15,863	18,707	60,832	55,406
Sandhills CC	52,874	44,232	340,375	241,456	43,952	14,534	39,897	23,640	83,849	38,174
South Piedmont CC	20,289	19,047	172,713	97,386	64,232	56,776	76,430	53,817	140,662	110,593
Southeastern CC	18,137	5,410	120,764	51,917	40,222	40,343	107,675	53,768	147,897	94,111
Southwestern CC	36,889	40,203	172,195	135,412	18,856	23,457	49,031	49,544	67,887	73,001
Stanly CC	29,819	24,383	226,098	196,404	24,553	23,168	17,786	18,750	42,339	41,918
Surry CC	32,893	31,024	237,899	228,952	35,135	24,691	47,108	62,720	82,243	87,411
Tri-County CC	14,141	11,212	77,424	35,285	7,936	2,861	19,228	19,516	27,164	22,377
Vance-Granville CC	36,274	27,162	260,722	151,268	55,076	25,231	94,216	82,847	149,292	108,078
Wake TCC	322,779	290,149	1,371,630	898,762	285,281	265,464	264,381	209,954	549,662	475,418
Wayne CC	44,574	26,845	305,572	244,797	65,318	100,196	80,756	76,677	146,074	176,873
Western Piedmont CC	45,189	28,991	203,249	170,173	44,834	0	41,340	39,094	86,174	39,094
Wilkes CC	30,741	21,473	246,006	206,086	40,018	35,155	30,764	40,330	70,782	75,485
Wilson CC	13,220	10,038	140,417	92,676	29,913	29,986	36,050	30,898	65,963	60,884
	3,000,000	**2,268,004**	**18,000,000**	**12,286,500**	**3,000,000**	**2,380,728**	**3,000,000**	**2,654,744**	**6,000,000**	**5,035,472**

APPENDIX D

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

FY 2015-16 "Impact" Performance-Based Funding

College	Developmental English Subsequent Success # of Successful Students	Developmental English Subsequent Success $104.04 per student PBF $	Developmental Math Subsequent Success # of Successful Students	Developmental Math Subsequent Success $129.00 per student Prod. PBF $	First Year Progresssion # of Successful Students	First Year Progresssion $47.72 per student Prod. PBF $	Curriculum Completion # of Successful Students	Curriculum Completion $31.18 per student Prod. PBF $	Licensure Passing Rates # of Successful Students	Licensure Passing Rates $103.17 per student Prod. PBF $
Alamance CC	230	23,929	221	28,508	488	23,288	331	10,322	188	19,396
Asheville-Buncombe TCC	322	33,500	407	52,501	442	21,093	307	9,574	354	36,522
Beaufort County CC	58	6,034	92	11,868	151	7,206	103	3,212	106	10,936
Bladen CC	36	3,745	43	5,547	97	4,629	73	2,276	72	7,428
Blue Ridge CC	89	9,259	80	10,320	220	10,499	172	5,364	139	14,341
Brunswick CC	39	4,057	72	9,288	175	8,351	104	3,243	117	12,071
Caldwell CC and TI	185	19,247	183	23,606	295	14,078	258	8,046	198	20,428
Cape Fear CC	479	49,834	433	55,855	1,040	49,630	705	21,985	410	42,300
Carteret CC	49	5,098	85	10,965	117	5,583	105	3,274	107	11,039
Catawba Valley CC	264	27,466	287	37,022	508	24,242	345	10,759	162	16,713
Central Carolina CC	136	14,149	126	16,253	365	17,418	291	9,075	277	28,578
Central Piedmont CC	1,478	153,767	987	127,319	1,789	85,373	1,077	33,586	370	38,173
Cleveland CC	121	12,588	144	18,575	238	11,358	183	5,707	141	14,547
Coastal Carolina CC	251	26,113	438	56,500	520	24,815	463	14,439	244	25,173
College of the Albemarle	77	8,011	119	15,351	253	12,073	207	6,455	119	12,277
Craven CC	103	10,716	163	21,026	257	12,264	220	6,861	192	19,809
Davidson County CC	218	22,680	130	16,769	412	19,661	267	8,326	167	17,229
Durham TCC	238	24,761	201	25,928	339	16,177	213	6,642	260	26,824
Edgecombe CC	184	19,143	120	15,479	154	7,349	117	3,649	102	10,523
Fayetteville TCC	559	58,157	398	51,340	754	35,982	547	17,058	481	49,625
Forsyth TCC	581	60,446	368	47,470	890	42,472	553	17,245	320	33,014
Gaston College	243	25,281	255	32,894	698	33,309	455	14,189	289	29,816
Guilford TCC	623	64,815	541	69,787	1,036	49,439	932	29,064	440	45,395
Halifax CC	122	12,693	55	7,095	121	5,774	124	3,867	70	7,222
Haywood CC	75	7,803	68	8,772	140	6,681	121	3,773	78	8,047
Isothermal CC	193	20,079	82	10,578	162	7,731	140	4,366	152	15,682
James Sprunt CC	73	7,595	62	7,998	106	5,058	89	2,775	71	7,325
Johnston CC	217	22,576	143	18,446	477	22,763	328	10,229	215	22,181
Lenoir CC	98	10,196	64	8,256	251	11,978	204	6,362	373	38,482
Martin CC	21	2,185	17	2,193	52	2,481	45	1,403	29	2,992
Mayland CC	34	3,537	48	6,192	102	4,868	123	3,836	84	8,666
McDowell TCC	23	2,393	48	6,192	80	3,818	98	3,056	102	10,523
Mitchell CC	149	15,502	125	16,124	330	15,748	245	7,640	129	13,309
Montgomery CC	35	3,641	13	1,677	64	3,054	76	2,370	8	825
Nash CC	131	13,629	249	32,120	302	14,412	181	5,644	157	16,198
Pamlico CC	6	624	14	1,806	23	1,098	35	1,091	12	1,238
Piedmont CC	83	8,635	102	13,158	144	6,872	127	3,960	45	4,643
Pitt CC	484	50,354	243	31,346	772	36,841	485	15,125	256	26,411
Randolph CC	115	11,964	202	26,057	343	16,368	168	5,239	142	14,650
Richmond CC	155	16,126	175	22,574	205	9,783	129	4,023	47	4,849
Roanoke Chowan CC	39	4,057	45	5,805	65	3,102	56	1,746	57	5,881
Robeson CC	123	12,797	93	11,997	138	6,586	157	4,896	124	12,793
Rockingham CC	70	7,283	117	15,093	230	10,976	162	5,052	99	10,214
Rowan-Cabarrus CC	282	29,338	197	25,412	600	28,633	458	14,283	314	32,395
Sampson CC	46	4,786	45	5,805	127	6,061	94	2,931	81	8,357
Sandhills CC	206	21,432	155	19,994	418	19,947	309	9,636	216	22,285
South Piedmont CC	113	11,756	65	8,385	170	8,113	199	6,206	103	10,626
Southeastern CC	60	6,242	37	4,773	111	5,297	125	3,898	89	9,182
Southwestern CC	84	8,739	106	13,674	144	6,872	135	4,210	118	12,174
Stanly CC	114	11,860	217	27,992	234	11,167	225	7,017	148	15,269
Surry CC	167	17,374	130	16,769	375	17,895	225	7,017	154	15,888
Tri-County CC	24	2,497	32	4,128	92	4,390	58	1,809	55	5,674
Vance-Granville CC	162	16,854	69	8,901	304	14,507	316	9,854	147	15,166
Wake TCC	496	51,602	829	106,938	2,020	96,397	1,077	33,586	414	42,712
Wayne CC	157	16,334	153	19,736	422	20,138	328	10,229	214	22,078
Western Piedmont CC	124	12,901	106	13,674	265	12,646	216	6,736	89	9,182
Wilkes CC	158	16,438	136	17,543	350	16,702	250	7,796	161	16,610
Wilson CC	64	6,657	140	18,058	142	6,775	95	2,965	98	10,113
	11,066	**1,151,275**	**10,275**	**1,325,432**	**21,119**	**1,007,821**	**15,231**	**474,977**	**9,906**	**1,021,999**

APPENDIX D

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 "Impact" Performance-Based Funding

College	College Transfer Performance # of Successful Students	$84.95 per student Prod. PBF $	(excluding Basic Skills) Total Impact PBF$ Prod. PBF $	Basic Skills Student Progress # of Successful Students	$ 31.24 per student Prod. PBF $	GED Diploma Passing Rate # of Successful Students	$ 70.73 per student Prod. PBF $	Basic Skills Total Impact PBF$ Prod. PBF $
Alamance CC	136	11,553	116,996	349	10,904	58	4,103	15,007
Asheville-Buncombe TCC	351	29,817	183,007	450	14,059	225	15,915	29,974
Beaufort County CC	63	5,352	44,608	104	3,249	21	1,485	4,734
Bladen CC	32	2,718	26,343	113	3,530	39	2,759	6,289
Blue Ridge CC	74	6,286	56,069	140	4,374	84	5,942	10,316
Brunswick CC	71	6,031	43,041	173	5,405	78	5,517	10,922
Caldwell CC and TI	186	15,800	101,205	242	7,561	100	7,073	14,634
Cape Fear CC	475	40,350	259,954	503	15,715	105	7,427	23,142
Carteret CC	55	4,672	40,631	77	2,406	50	3,537	5,943
Catawba Valley CC	232	19,708	135,910	285	8,904	92	6,508	15,412
Central Carolina CC	95	8,070	93,543	782	24,432	159	11,247	35,679
Central Piedmont CC	990	84,098	522,316	1,953	61,018	287	20,301	81,319
Cleveland CC	105	8,920	71,695	142	4,437	16	1,132	5,569
Coastal Carolina CC	176	14,951	161,991	232	7,248	55	3,890	11,138
College of the Albemarle	110	9,344	63,511	192	5,999	80	5,659	11,658
Craven CC	87	7,390	78,066	197	6,155	61	4,315	10,470
Davidson County CC	162	13,762	98,427	539	16,840	104	7,356	24,196
Durham TCC	179	15,206	115,538	517	16,153	63	4,456	20,609
Edgecombe CC	44	3,738	59,881	389	12,154	124	8,771	20,925
Fayetteville TCC	282	23,955	236,117	877	27,400	89	6,295	33,695
Forsyth TCC	320	27,183	227,830	919	28,713	94	6,649	35,362
Gaston College	200	16,990	152,479	221	6,905	94	6,649	13,554
Guilford TCC	463	39,331	297,831	834	26,057	151	10,681	36,738
Halifax CC	22	1,869	38,520	108	3,374	87	6,154	9,528
Haywood CC	37	3,143	38,219	62	1,937	85	6,012	7,949
Isothermal CC	83	7,051	65,487	160	4,999	58	4,103	9,102
James Sprunt CC	34	2,888	33,639	92	2,874	27	1,910	4,784
Johnston CC	157	13,337	109,532	250	7,811	16	1,132	8,943
Lenoir CC	96	8,155	83,429	431	13,466	166	11,742	25,208
Martin CC	10	849	12,103	125	3,905	43	3,042	6,947
Mayland CC	16	1,359	28,458	203	6,342	63	4,456	10,798
McDowell TCC	26	2,209	28,191	103	3,218	49	3,466	6,684
Mitchell CC	147	12,487	80,810	194	6,061	46	3,254	9,315
Montgomery CC	11	934	12,501	100	3,124	32	2,264	5,388
Nash CC	101	8,580	90,583	130	4,062	32	2,264	6,326
Pamlico CC	9	765	6,622	57	1,781	14	990	2,771
Piedmont CC	45	3,823	41,091	145	4,530	73	5,164	9,694
Pitt CC	316	26,844	186,921	355	11,091	67	4,739	15,830
Randolph CC	95	8,070	82,348	175	5,468	32	2,264	7,732
Richmond CC	57	4,842	62,197	426	13,310	95	6,720	20,030
Roanoke Chowan CC	25	2,124	22,715	25	781	10	707	1,488
Robeson CC	65	5,522	54,591	520	16,246	35	2,476	18,722
Rockingham CC	61	5,182	53,800	92	2,874	52	3,678	6,552
Rowan-Cabarrus CC	220	18,689	148,750	367	11,466	95	6,720	18,186
Sampson CC	53	4,502	32,442	302	9,435	29	2,051	11,486
Sandhills CC	155	13,167	106,461	199	6,217	57	4,032	10,249
South Piedmont CC	61	5,182	50,268	451	14,091	115	8,134	22,225
Southeastern CC	46	3,908	33,300	304	9,498	147	10,398	19,896
Southwestern CC	115	9,769	55,438	163	5,093	84	5,942	11,035
Stanly CC	87	7,390	80,695	179	5,593	31	2,193	7,786
Surry CC	99	8,410	83,353	218	6,811	91	6,437	13,248
Tri-County CC	41	3,483	21,981	37	1,156	33	2,334	3,490
Vance-Granville CC	104	8,835	74,117	281	8,779	153	10,822	19,601
Wake TCC	961	81,635	412,870	2,063	64,455	414	29,284	93,739
Wayne CC	123	10,449	98,964	650	20,308	135	9,549	29,857
Western Piedmont CC	126	10,703	65,842	118	3,687	69	4,881	8,568
Wilkes CC	87	7,390	82,479	280	8,748	59	4,173	12,921
Wilson CC	38	3,226	47,794	226	7,063	58	4,102	11,165
	8,617	**731,996**	**5,713,500**	**19,821**	**619,272**	**4,881**	**345,256**	**964,528**

Appendix E: Revised Purpose and Vocational Codes

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 PURPOSE CODES

110	Executive Management
120	Financial Services
130	General Admin
140	Information Systems (Admin)
220	Curriculum Instruction
310	Occupational
311	Occupational Extention - Support
320	Basic Skills Plus
321	ABE/ESL
322	Adult High School
323	Compensatory Ed
324	General Ed Dev - GED
325	Basic Skills Administration
358	Project Skill Up - Calendar Year 2015
359	Local Capacity Building 10%/5%
360	Regional Capacity Building 8%
361	Customized Training Projects
363	Small Business
364	Business and Industry Support - Administrative
365	Business and Industry Support - Instructional
367	BioNetwork Special Projects
369	BioNetwork Centers
370	FTCC - Military Business Center
371	Kannapolis - Rowan
373	Literacy Special Projects
410	Library
421	Curriculum Admin
422	Continuing Education Admin
430	Information Systems (Academic)
450	HB275 Technology
510	Student Services
530	Child Care - State Appropriation
680	Innovation Quarters (Forsyth Tech CC)
920	Equipment
921	Equipment Reserve
922	HB275 Equipment
923	Equipment - Literacy
930	Instructional Resources - Books
940	Categorical Equipment

Note: Colleges are prohibited from creating purpose codes for use with state funds and may only use the purpose codes listed above as prescribed by the Accounting Procedures Manual.

Appendix E: Revised Purpose and Vocational Codes

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
FY 2015-16 VOCATIONAL CODES

10	Aca. Integ/Post 2Nd.	55	Accounts Receivable Clearing
11	All Aspects of an Industry	56	Voed Prof Development
12	Use Tech. & Prof Dev	57	Vacant
13	Administration	58	Vacant
14	Mod.& Exp-Upgrading Curriculum	59	Kannapolis-Rowan-Eq.
15	Services & Activities	60	Vacant
16	Equipment	61	Office Admin Alignment Project (OAAP)
17	Guidance & Counseling	62	CBE Incubator Project
18	Non-Trad.Trng.& Empl.	63	Vacant
19	Supp Per/Instr Sup, Aids, and Devices	64	Vacant
20	Non-Federal Matching	65	Job-Driven National Emergency
21	Vacant	66	Vacant
22	Vacant	67	Gaston-Textile
23	Vacant	68	Vacant
24	Vacant	69	Vacant
25	Vacant	70	Vacant
26	Vacant	71	Hicost (Marine Technology)
27	Vacant	72	Vacant
28	Vacant	73	Vacant
29	Vacant	74	ABE CASAS
30	Vacant	75	ABE Ideal/Path/Family Literacy
31	VLC - St Appropriation	76	ABE English Literacy/Civics
32	Vacant	77	ABE Innovations/Transitions
33	Vacant	78	CTE Leadership/NC Works
34	Vacant	79	Vacant
35	Vacant	**80**	**Misc Non-Formula Allotment**
36	Vacant	81	Prison - Designated
37	Vacant	82	Prison - Discretionary
38	Voed Teaching Excellence	83	SBC Equipment
39	Vacant	84	Vacant
40	FTCC-Military Business Eq	85	Vacant
41	Military CBE Training	86	Vacant
42	Feasibility Study for Oil/Gas Drilling	87	CVCC - CEMS
43	Bio Eq Ctrs Approp.	88	Project Skill-Up Equipment
44	Bio Eq.-Grant	89	Vacant
45	LCC - Motorcycle Safety	90	Vacant
46	Vacant	91	Vacant
47	FTCC - Botanical Lab	92	Campus Security
48	Vacant	93	Vacant
49	Vacant	94	Minority Male Mentoring
50	*Vacant*	95	Vacant
51	*Vacant*	96	Vacant
52	*Vacant*	**97**	**Formula Expenditure**
****53*	*Enroll. Reserve Op.****	98	Vacant
****54*	*Enroll. Reserve Eq.****	99	Vacant

****Vocational Codes 53-54 N/A For Fiscal Year 2015-16****

Note: Colleges are prohibited from creating vocational codes for use with state funds and may only use the vocational codes listed above as prescribed by the Accounting Procedures Manual.

Appendix F: Key Formula Values

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
KEY FORMULA VALUES
FY 2015-16 Baseline

Curriculum Values:

Base		$393,005
Tier 1A	Ratio	16.4322
	Equivalent Value	$4,170.62
Tier 1B	Ratio	18.6773
	Equivalent Value	$3,691.47
Tier 2	Ratio	21.6627
	Equivalent Value	$3,208.16
Unit Value		$48,936
Other Cost		$184.50

Non-Curriculum Values:

Base		$65,501
Tier 1A	Ratio	16.4322
	Equivalent Value	$4,170.62
Tier 1B	Ratio	18.6773
	Equivalent Value	$3,691.47
Tier 2	Ratio	21.6627
	Equivalent Value	$3,208.16
Tier 3	Ratio	25.7832
	Equivalent Value	$2,724.95
Unit Value		$48,936
Other Cost		$184.50

Institutional Support:

Base Allotment		$2,202,021	
MCC Level 1		$512,706	
MCC Level 2		$858,341	
Enrollment Allotment		$1,699	per FTE above 750
FICA	7.65%		
Retirement	15.21%		
Health Ins	$5,378		
Position Values:			
Senior Administrator		$86,552	
Supervisor of Programs		$74,710	
General Institution		$56,323	
Student Services		$56,323	
Technical/Paraprofessional		$38,343	
Clerical		$31,891	

Appendix G: Per Capita Rates

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
PER CAPITA COSTS FOR BUDGET FTE
FY 2015-16 Baseline

Tier 1A		
Instruction	$	4,170.62
Institutional and Academic Support		1,699.00
Total	**$**	**5,869.62**
Tier 1B		
Instruction	$	3,691.47
Institutional and Academic Support		1,699.00
Total	**$**	**5,390.47**
Tier 2		
Instruction		3,208.16
Institutional and Academic Support		1,699.00
Total	**$**	**4,907.16**
Tier 3		
Instruction		2,724.95
Institutional and Academic Support		1,699.00
Total	**$**	**4,423.95**

*Note that these values do not include any base or performance-based funding.

STATE BOARD OF COMMUNITY COLLEGES
Specialized Training Course List for Waivers Authorized Under G.S. 115D-5(b)(2)

Summary: The State Board is asked to approve the attached specialized course list to provide guidance on the training course tuition and registration fees that may be waived by colleges for eligible employees and volunteers affiliated with public safety entities outlined in G.S. 115D-5(b)(2). The State Board is also asked to approve a process for making revisions to this specialized list.

Rationale: Consistent with G.S. 115B-2 and G.S. 115D-5(b), the State Board has the authority to grant waivers of tuition and registration fees for eligible groups, with waivers for public safety entities being granted based on a specialized course list approved by the State Board.

Request: The State Board is asked to approve the attached **Specialized Course List for Public Safety Waivers** to be maintained by the Finance and Operations Division of the NC Community College System Office (System Office) and documented for reference as part of the *Tuition and Registration Fee Waiver Reference Guide.*

Further, the State Board is asked to approve the following process for making revisions to the list:

- A committee consisting of System Office staff will review all requests for revisions to the Specialized Course List for Public Safety Waivers and make recommendations to the Executive Vice President and Chief Financial Officer and the Senior Vice President and Chief Academic Officer.
- The two Vice Presidents will jointly make a recommendation to the NC Community College System (NCCCS) President who will make the final decision based on authority granted by the State Board through approval of this process.
- If approved by the NCCCS President, the revision will be documented in the *Tuition and Registration Fee Waiver Reference Guide.*
- An updated specialized course list will be presented to the State Board on an annual basis.

It is anticipated that the specialized course list and waiver reference guide will require updating as legislative and State Board changes occur and when emerging or changing training needs are identified by colleges as they respond to workforce training requests of local and state public safety agencies.

Contacts:
Jennifer Haygood,Executive Vice President and Chief Financial Officer
Tracy McPherson, Director of Public Safety Training Programs

Specialized Course List for Public Safety Waivers

Relevant excerpt from G.S. 115D-5 (b): "… The State Board of Community Colleges may provide by general and uniform regulations for waiver of tuition and registration fees for the following: (2) Courses requested by the following entities that support the organizations' training needs and are on a specialized course list approved by the State Board of Community Colleges:

Organizations	Eligible Training
Fire Departments (Volunteer, Eastern Band of Cherokee, Eligible Lake Authorities, & Municipal, County, or State)	**Continuing Education:** • Courses with an FIP, EPT, WLF, HAZ, or OSH course prefix. • Courses with an SAF prefix related to first aid/CPR training. • Courses with an EMS or CJC prefix and courses with a COD prefix related to Law and Administration or Fire Inspection when such training is for firefighters whose duties within the department necessitate such training. **Curriculum:** • None.
EMS - Emergency Medical Services (Volunteer, Eastern Band of Cherokee, Eligible Lake Authorities, & Municipal, County, or State)	**Continuing Education:** • Courses with EMS, EPT, or OSH course prefixes. • Courses with an SAF prefix related to first aid/CPR training. • MED-3200 Critical Care Transport and courses with an FIP or CJC prefix when such training is for authorized persons whose duties within the EMS department necessitate such training. • SMAT team training is limited to EMS-4000 for initial training or continuing education training. SMAT continuing education course content is limited to specific topics verified by the SMAT Lead Representative as being part of the SMAT's approved training plan. **Curriculum:** • None.
Rescue and Lifesaving Departments, including Emergency Management (Volunteer, Eastern Band of Cherokee, Eligible	**Continuing Education:** For Volunteer, Municipal, County, or State Rescue Squad Members:

Organizations	**Eligible Training**
Lake Authorities, & Municipal, County, or State)	• Courses with an EMS or FIP course prefix when such training is for authorized persons whose duties within the rescue squad necessitate such training. • Courses with an SAF prefix related to first aid/CPR For Volunteer, Municipal, County, or State Emergency Management Personnel: • Courses with an EPT course prefix. • Courses with an SAF prefix related to first aid/CPR. • Courses with an HAZ or FIP prefix that are related to Hazardous Materials. • *Other courses may be added to this list if approved by the Division of Emergency Management as meeting the agency's training needs.* For members of the North Carolina National Guard: • Courses with an EPT prefix. For other individuals identified in Emergency Operations Plans (EOPs): • Courses with an EPT prefix. **Curriculum:** • None.
Law Enforcement Agencies (Volunteer, Eastern Band of Cherokee, Eligible Lake Authorities, & Municipal, County, or State)	**Continuing Education:** • Courses with a CJC, EPT, HAZ, or OSH course prefix. • Basic Law Enforcement Training with sponsorship letter from an authorized organization. • Courses with SAF prefix related to first aid/CPR training. • Courses with an FIP or EMS prefix, when such training is for authorized persons whose duties within the agency necessitate such training. **Curriculum:** • Basic Law Enforcement Training with sponsorship letter from an authorized organization.
Division of Adult Correction of the Department of Public Safety, and **The Division's Section of Community Corrections**	**Continuing Education:** • Courses with a CJC course prefix. • Courses with an SAF prefix related to first aid/CPR. • FIP-4711 Self-Contained Breathing Apparatus for eligible employees identified by the Division of Adult Corrections as needing this training. **Curriculum:** • None.
Division of Juvenile Justice of the	**Continuing Education:** • Courses with a CJC course prefix.

Organizations	**Eligible Training**
Department of Public Safety	• Courses with an SAF prefix related to first aid/CPR. **Curriculum:** • None.

STATE BOARD OF COMMUNITY COLLEGES
Contract Amendment with Ellucian for Financial Aid Self-Service

Request: The State Board is asked to approve an amendment to the Contract for College Information System Software Maintenance with Ellucian for license, maintenance, and services required to support the implementation of the new Self-Service Financial Aid module which is a replacement for the current Financial Aid module, at a cost not to exceed $725,017. The amendment includes a perpetual license, nine months of maintenance, consulting services, implementation services, and training.

Background: The North Carolina Community College System's CIS project, which is based on Ellucian's Colleague® System, has been in ongoing maintenance and operation since implementation of the system completed in March 2008. Ellucian, as part of a continuing effort to meet educational market needs, developed a new set of software development tools based on web technology. The Self-Service Financial Aid module is written with new web technology and is a replacement for the student on-line financial aid modules utilized by the North Carolina Community College System as part of the CIS Project.

Currently there are two components to the on-line Financial Aid modules. One is related to student Financial Aid notifications utilized at all 58 community colleges and the second is a Financial Aid Awards Acceptance module utilized at some of the colleges. The new Self-Service Financial Aid module merges these two modules into a single system to better guide students through the Financial Aid approval process which will improve student service and support.

Rationale: The amendment provides for the licensing of the Financial Aid Awards Acceptance module component currently not part of the CIS Project as well as services for the implementation and deployment of the Self-Service Financial Aid module to the 58 community colleges. The cost break down is $640,632 for the licenses, $3,000 for implementation support and $81,385 for maintenance.

The benefits and justification for implementing Financial Aid Self Service include the following:

- The module can be accessible via a mobile device. This feature allows community college students to access their financial aid data anywhere anytime.
- This module allows a student to access all of their financial aid information in one seamless location. The current Financial Aid module has information spread over multiple screens and locations.
- The module gives the student an interactive checklist of things needed for the completion of a financial aid packet that will help the student to 'see' what is next on the 'to do' list - what has been submitted and what is still missing without having to contact college staff.
- The module has the ability to view Satisfactory Academic Progress (SAP). This means the student can track their SAP status to make sure they are taking the courses and making the grades necessary to continue their financial aid eligibility.
- The module allows students to receive loan counseling, accept their loan, and/or change their loan amount on-line without having to make a phone call, wait in a line or see a financial aid counselor.

- The module will reduce the necessary mail communications between Finanical Aid staff and students which will free up time for Financial Aid staff to respond to higher level student questions and will result in cost savings for the colleges.
- This module will supply the student with detailed information concerning Financial Aid which will result in fewer calls to Student Services staff and allow for Financial Aid consulting with students.This module will supply students with on-demand Financial Aid information which will allow them to make decisions concerning registration which will decrease barriers to student enrollment.
- This module when implemented could save a college on average $6,000 per year depending on size. This would result in a $344,000 per year savings for the System.

Method of Procurement: In accordance with the procurement practice of the State of North Carolina approval is being sought by outside purchasing authorities. Approval of the contract by the State Board is contingent upon approval by the State IT Procurement Office.

Contract Amount and Time Period: The contract is not to exceed $725,017 from date of award through June 30, 2016.

Fund Source and Availability: Funding is available from State General Fund appropriations that have been transferred to a non-reverting special funds specifically dedicated for CIS upgrades.

Contacts:
Dr. Saundra W. Williams
Senior Vice President and Chief of Technology, Technology Solutions and Distance Learning

Arthur Hohnsbehn
Assistant CIO, Chief Architect – ERP Systems, Technology Solutions and Distance Learning

STATE BOARD OF COMMUNITY COLLEGES
Allocations for Customized Training – Local Capacity Building

Request: The State Board of Community Colleges is asked to approve $461,481 to be allocated to community colleges in support of the Customized Training - Local Capacity Building program.

Background and Rationale: Per G.S. 115D-5.1(f2), up to ten percent of college-delivered training expenditures and up to five percent of contractor-delivered training expenditures of the prior fiscal year may be allotted to each college for capacity building at that college. Colleges utilize these funds to build the internal capacity of the college to provide customized training through instructor/trainer skill-specific training, certifications, and development of instructional materials at the local level. To maximize funds available for Customized Training projects, the total amount recommended for each college shall not exceed $30,000.

Method of Allocation: Colleges may access a maximum of $461,481 for local capacity building. The following page outlines the maximum amount of local capacity building funds that each college may access, based on the amount of college- and contractor-delivered training expenditures incurred by the college in FY 2014-2015. In order to access these funds, colleges must identify instructional delivery deficiencies and submit a description of how receipt of the funds will address such deficiencies. Colleges must also submit a projected budget for approval by the Associate Vice President, NCWorks Customized Training.

Allocation Amount and Time Period: The allocation amount is $461,481 for the period September 18, 2015 through June 30, 2016.

Funding Source: Funding is contingent upon the FY 2015-16 State General Fund appropriations.

Contact:
Maureen Little
Associate Vice President, NCWorks Customized Training

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Customized Training Capacity Building - Local
FY2015-16

College	10% College Delivered Training Exp.	5% Contractor Delivered Training Exp.	Total	Amount Recommended*
AB Tech	$11,508	$7,673	$19,181	$19,181
Alamance	$17,350	$5,663	$23,013	$23,013
Beaufort	$923	$759	$1,682	$1,682
Bladen	$450	$1,042	$1,492	$1,492
Blue Ridge	$7,316	$4,535	$11,851	$11,851
Brunswick	$0	$0	$0	$0
Caldwell	$0	$0	$0	$0
Cape Fear	$10,120	$3,160	$13,280	$13,280
Carteret	$654	$248	$902	$902
Catawba Valley	$5,010	$1,465	$6,475	$6,475
Central Carolina	$5,791	$1,390	$7,181	$7,181
Central Piedmont	$51,533	$28,706	$80,239	$30,000
Cleveland	$8,102	$8,243	$16,345	$16,345
Coastal Carolina	$862	$0	$862	$862
College of The Albemarle	$456	$400	$856	$856
Craven	$949	$2,254	$3,203	$3,203
Davidson Co.	$5,932	$5,935	$11,867	$11,867
Durham Tech	$18,680	$10,364	$29,044	$29,044
Edgecombe	$2,582	$240	$2,822	$2,822
Fayetteville	$3,677	$747	$4,424	$4,424
Forsyth	$33,086	$12,258	$45,344	$30,000
Gaston	$16,028	$9,578	$25,606	$25,606
Guilford Tech	$27,064	$15,197	$42,261	$30,000
Halifax	$408	$1,283	$1,691	$1,691
Haywood	$0	$844	$844	$844
Isothermal	$1,360	$1,636	$2,996	$2,996
James Sprunt	$191	$0	$191	$191
Johnston	$5,536	$3,286	$8,822	$8,822
Lenoir	$12,405	$3,310	$15,715	$15,715
Martin	$476	$482	$958	$958
Mayland	$499	$1,475	$1,974	$1,974
McDowell	$0	$0	$0	$0
Mitchell	$2,446	$1,333	$3,779	$3,779
Montgomery	$61	$0	$61	$61
Nash	$1,155	$1,591	$2,746	$2,746
Pamlico	$0	$0	$0	$0
Piedmont	$3,261	$3,716	$6,977	$6,977
Pitt	$9,897	$1,055	$10,952	$10,952
Randolph	$3,598	$435	$4,033	$4,033
Richmond	$1,829	$3,238	$5,067	$5,067
Roanoke-Chowan	$399	$0	$399	$399
Robeson	$798	$580	$1,378	$1,378
Rockingham	$8,631	$5,410	$14,041	$14,041
Rowan-Cabarras	$13,916	$5,574	$19,490	$19,490
Sampson	$88	$0	$88	$88
Sandhills	$2,013	$720	$2,733	$2,733
South Piedmont	$2,303	$0	$2,303	$2,303
Southeastern	$300	$744	$1,044	$1,044
Southwestern	$1,036	$3,432	$4,468	$4,468
Stanly	$1,765	$800	$2,565	$2,565
Surry	$6,860	$7,442	$14,302	$14,302
Tri-County	$0	$1,320	$1,320	$1,320
Vance-Granville	$883	$2,624	$3,507	$3,507
Wake Tech	$111,499	$40,837	$152,336	$30,000
Wayne	$273	$0	$273	$273
Western Piedmont	$3,597	$2,303	$5,900	$5,900
Wilkes	$16,222	$304	$16,526	$16,526
Wilson	$3,788	$464	$4,252	$4,252
Grand Total	**$445,566**	**$216,095**	**$661,661**	**$461,481**

* Total amount recommended for each college shall not exceed $30,000.

STATE BOARD OF COMMUNITY COLLEGES
Allocations for NCWorks Customized Training - Regional Trainers

Request: The State Board of Community Colleges is asked to approve the allocation of $796,309 to seven community colleges with the option to adjust for any legislatively mandated salary increase or bonus. These community colleges will serve as hosts for seven Customized Training regional trainers who will deliver training services to business and industry statewide.

Background and Rationale: G.S. 115D-5.1(f3) states, "[o]f the funds appropriated in a fiscal year for the Customized Training Programs, the State Board of Community Colleges may approve the use of up to eight percent (8%) for the training and support of regional community college personnel to deliver Customized Training Program services to business and industry." These funds support much-needed depth in the training services delivery capacity of the NC Community College System.

Funds will be used to support salary and fringe benefits as well as travel and subsistence, supplies and materials, long distance telephone expenses, and training certification costs for these regional positions. Even though the regional trainers are employees of the host colleges, these positions function as regional resources for training and support for approved Customized Training Program projects. Regional trainers may not be utilized for instruction generating budget FTE.

Method of Allocation: A total of $796,309 is allocated to seven colleges for Customized Training regional trainers. Host community colleges were determined based on: 1) the college having adequate infrastructure to support either an East, Central, or West region, 2) the availability of dedicated space with appropriate office furniture and equipment at the college, and 3) the convenience of the location for the regional trainer. Specific expertise in the areas of Continuous Improvement, Industrial Safety and Leadership/Employee Involvement is a hiring requirement for the regional training directors. Colleges may not transfer or use funds provided through this allocation for any other purpose. Colleges may not use any of these funds to meet their management flexibility reduction or for any reversion (if required) unless specifically directed by the North Carolina Community College System Office. Recommended allocations are as follows:

College	Instructional Area	Allocation Amount
Beaufort County CC	Safety/Continuous Improvement, East	$129,879
Blue Ridge CC	Safety, West	$98,823
Central Piedmont CC	Leadership, Central	$107,569
Durham Tech CC	Leadership and Interpersonal Skills, East	$111,763
Rowan-Cabarrus CC	Continuous Improvement, Central	$135,059
South Piedmont CC	Leadership and Interpersonal Skills, West	$105,293
Western Piedmont CC	Safety, Central	$107,923
Total		**$796,309**

Funding Source and Allocation Period: Funding is contingent upon FY 2015-16 General Fund Appropriation for Customized Training. The allocation period is July 1, 2015 – June 30, 2016.

Contact:
Maureen Little
Associate Vice President, NCWorks Customized Training

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Virtual Learning Community Course Development

Request: The State Board is requested to approve an allocation of $250,000 to Surry Community College for the Virtual Learning Community Quality and Assessment Center (VLC) to develop 11 online curriculum courses.

Background: The Virtual Learning Community is a collaborative effort of the North Carolina Community College System to increase the quality and availability of online learning and support services for the benefit and success of distance learning students. When the VLC began in 1999, its sole purpose was to develop quality online courses that could be shared by colleges throughout the System. In 2006, the role of the VLC was expanded when VLC strategic objectives moved beyond course development to support all functions of distance learning across the State. Centers were created to support professional development, technology enhancement, and quality and assessment.

The VLC Professional Development Center at Wake Technical Community College coordinates efforts to deliver the training opportunities necessary to deliver online courses and programs based on sound pedagogy and the latest technology tools. The VLC Technology Center at Fayetteville Technical Community College coordinates an evaluation process for learning technologies to address the rapid changes in online course delivery. Course redesign, editing or content development, research, best practices or standards development, and needs assessment are coordinated by the Quality and Assessment Center located at Surry Community College, as are any projects that may be funded through various grant resources or state appropriations. This Center is tasked with the coordination of efforts by all three centers.

For FY 2015-16, the State Board on May 15, 2015 (FC-3), approved an allocation to the Quality and Assessment Center in the amount of $415,000 consisting of $125,000 for operational costs and $290,000 for collaborative projects. The funding for VLC collaborative projects is managed by Surry Community College but the responsibilities for the projects are shared by all three centers. Projects for 2015-16 include continued development of web accessibility guidelines, course content accessibility, State Authorization content and distribution, ADA compliance support for local colleges developing mandated five-year compliance plans, a course evaluation pilot project to review the courses developed in 2014-15, research and professional development of Open Educational Resources (OER), content mapping of North Carolina Learning Object Repository (NCLOR) resources to Universal General Education Transfer Component (UGETC) courses, and digital applications mapped to UGETC courses.

Rationale: The Virtual Learning Community (VLC) will complete the development of the UGETC courses with the development of seven of these eleven courses. The UGETC courses and four language courses are all included on the Comprehensive Articulation Agreement Transfer Course List. These VLC courses will be shared by faculty at all 58 community colleges. The courses will be available to colleges in both Blackboard® and Moodle® learning management systems. The courses were selected in collaboration with the Senior Vice President of Academic and Student Services.

VLC Courses to be developed are:

- AST 111 – Descriptive Astronomy *(UGETC course)*
- AST 111A – Descriptive Astronomy Lab *(UGETC course)*
- AST 151 – General Astronomy I *(UGETC course)*
- AST 151A – General Astronomy I Lab *(UGETC course)*
- PHY 251 – General Physics I *(UGETC course)*
- PHY 252 – General Physics II *(UGETC course)*
- HIS 112 – World Civilizations II *(UGETC course)*
- SPA 111 – Elementary Spanish I
- SPA 112 – Elementary Spanish II
- SPA 181 – Spanish Lab I
- SPA 182 – Spanish Lab II

Allocation Amount and Time Period: Surry Community College, VLC Quality and Assessment Center, will coordinate the course enhancement project allocation of $250,000, for the period of September 18, 2015 through June 30, 2016.

Fund Source and Availability: Funding is contingent upon FY 2015-2016 State General Fund appropriations for the 2 + 2 E-Learning Initiative.

Contact:

Dr. Saundra Williams
Senior Vice President and Chief Technology Officer
Technology Solutions and Distance Learning

Katherine Davis
eLearning Specialist
Learning Technology Systems

STATE BOARD OF COMMUNITY COLLEGES
BioNetwork Allocation Request for Host Colleges

Request: The State Board is asked to approve **$4,200,000** to be allocated to the BioNetwork host colleges from July 1, 2015 through June 30, 2016. This amount represents the current operational funds for salaries, equipment, and other costs for the fiscal year (FY) 2015-2016.

Background: The NC Community College System (NCCCS) has been vital in supporting the NC economy through training and education programs that have consistently produced a steady stream of qualified workers and high quality training for new processes and technologies. As the manufacturing base of the state shifted from traditional to high-technology, skill-intensive biomanufacturing in the 1980s and 1990s, the NCCCS was at the forefront in supporting the rising preeminence of the bioscience industry with the establishment of BioNetwork in 2004. Originally funded through a Golden LEAF Foundation grant, BioNetwork was funded on a recurring basis by the NC Legislature in fiscal year 2005-2006.

The bioscience sector has flourished in NC through the help of BioNetwork. In 2015, Battelle, the world's largest independent, non-profit research and development organization, released a report for the North Carolina Biotechnology Center revealing that North Carolina experienced a 30.9% increase since 2000 in bioscience jobs, which is significantly higher than the 1% growth in the North Carolina private sector, equating to $73 billion in annual economic activity. The report also reveals that nearly 50% of all “net” new jobs in North Carolina are bioscience jobs. (A "net" new job is a newly created position versus a replacement position.) BioNetwork has supported this growth through the provision of industry relevant, hands-on training at the industry-site and in strategically located BioNetwork laboratories, including a Natural Products Lab facility and Food Manufacturing Lab facility hosted by Asheville-Buncombe Technical Community College (A-B Tech), an Analytical Laboratory facility hosted by Forsyth Technical Community College, and a Biomanufacturing Lab facility, which includes an aseptic training center, a validation academy, and a microbiology laboratory hosted by Wake Technical Community College. BioNetwork also extends training and education for the bioscience workforce by hosting training and education workshops for students and teachers in K12 and community colleges. These engagement sessions include classroom visits, week-long and month-long faculty training workshops, and career and education fairs that help connect educational activities to the core skills needed in the bioscience industry. The engagement services, which also include a mobile training laboratory, are hosted by Pitt Community College. In addition to the direct, face-to-face industry training and the student and faculty industry engagement activities, BioNetwork also has a media development team, hosted by Gaston College, that supports both industry training and education-industry engagement through the development of virtual, interactive learning modules, 3-D simulations of actual industry training scenarios, and videos that support BioNetwork training services and NCCCS college programs. BioNetwork serves as the bioscience training component of NCWorks Customized Training and its services extend to all 58 community colleges.

BioNetwork serves as a key economic development resource by helping to produce and sustain a high-quality workforce for the bioscience industry. In the last year, BioNetwork partnered with economic development teams to lure an additional 1,300 bioscience jobs to the state. In addition, BioNetwork recently celebrated the opening of the first biofuels testing lab in the southeastern United States at the BioNetwork Natural Products Laboratory hosted by A-B Tech. With the current and expected growth in the bioscience industry sector, BioNetwork is poised to offer education, training, and laboratory resources to this critical North Carolina industry sector to help employers find qualified workers and to help individuals gain critical employment skills. In the 2014-15 fiscal year, BioNetwork conducted training for 2,361 individuals totaling 229,729 membership hours (contact hours multiplied by attendees) at 77 unique companies, which is a 49% increase in the number of individuals trained and a 45% increase in membership hours over the prior fiscal year. BioNetwork also hosted 213 career-focused workshops, educational activities, and public engagement events serving 48,402 K-12 and community college students and faculty as well as the general public. The recommended allocations will be used to fund personnel,

equipment, and operating expenses at the host colleges to ensure the responsive, qualified, and relevant service to North Carolina's growing bioscience workforce needs.

Method of Allocation: The recommended allocations are based on input from the BioNetwork host colleges, evaluation of the prior year's metrics, and industry growth projections derived from engagement with workforce development stakeholders. The proposed funding will enable the host colleges to meet their education and training needs for the 2015-2016 fiscal year. The Executive Director of BioNetwork and Life Science Initiatives reserves the right to recall unused funding for reallocation to other BioNetwork host colleges as needed.

Recommended Host College Budget Allocations:

Asheville-Buncombe Technical Community College **$1,092,582**

Focus Area: Industry Training - Food, Beverage, and Natural Products; Engagement
Location: A-B Tech's Enka Site

The BioNetwork staff in the Food, Beverage, and Natural Products industry sector provides relevant onsite and industry-site training and education through NCWorks Customized Training in addition to continuing education short courses. The Natural Products Laboratory has become a national center for natural products innovation where researchers and entrepreneurs can find start-up information, educational programs, support coordination, mentoring, and referrals to launch their enterprise. BioNetwork also operates a Food Laboratory for quality testing of food products and the Southeast's first Biofuels Laboratory offering analytical quality testing on finished biodiesel. A-B Tech's BioNetwork staff also assists the North Carolina Community College System (NCCCS) Small Business Center Network (SBCN) and offers a variety of seminars and workshops on biotechnology and life science topics for industry, educators, and NCCCS students.

Forsyth Technical Community College **$479,540**

Focus Area: National Center for Biotechnology Workforce; Analytical Laboratory
Location: Wake Forest University's Innovation Quarter

The National Center for the Biotechnology Workforce (NCBW) represents, enables, and provides leadership at the national level for the biotechnology workforce with compatible organizations, educational, and training institutions. The NCBW currently manages two federally funded programs that highlight career pathways and connect technical skills with educational activities. The US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACT) grant created the Community College Consortium for Bioscience Credentials, which identified core technical skills in biomanufacturing and created relevant learning modules that can be used by community college faculty in related life science programs. The National Science Foundation Advanced Technology Education (ATE) grant created the Biosciences Industrial Fellows Program, which immerses educators in a month-long workshop that includes industry visits, laboratory skill development, and classroom learning designed to enhance the participants' knowledge of industry-relevant core skills. The NCBW currently receives approximately 49% of its salary and benefit costs through funding from national grants, but gap funding is provided for the remaining salary and benefit costs as well as operational costs through BioNetwork. Funding for Forsyth Community College also includes operational costs for the Analytical Laboratory, which provides hands-on training and lab services for biotechnology and life science industry training.

Gaston College **$729,046**

Focus Area: Technology Services and Media Development
Location: Gaston College Campus

The BioNetwork staff hosted by Gaston College creates videos; interactive, electronic modules; and virtual learning objects that are utilized by the NCCCS colleges in NCWorks Customized training projects, continuing education short courses, and curriculum courses. The virtual media products are created in partnership with companies and consist of 3-D simulations of industrial processes, environments, and equipment; educational modules that incorporate video demonstrations, interactive simulations, and assessment tools; and virtual learning tools, such as the virtual microscope, that can be used in a variety of educational and training sessions. In addition, the BioNetwork staff at Gaston College maintains the Web presence for BioNetwork.

Pitt Community College **$614,683**

Focus Area: Education and Industry Engagement; Biomanufacturing Industry Training; Mobile Training Laboratory
Location: Technology Enterprise Center

The activities at Pitt Community College focus on developing and coordinating statewide education and industry engagement activities. Educational engagement includes training community college faculty to understand and incorporate learning tools within their curriculum to advance the knowledge and skills of their students for successful entry into the biotechnology and life science workforce; developing and delivering presentations that help K-12 and community college students connect educational pathways to career goals, and presenting workshops and seminars to help educators and students understand the benefits and the variety of careers in the life science sector. The staff also provides biomanufacturing industry training and host the Mobile Training Laboratory, which provides 650 square feet of mobile laboratory space that can be customized for specific industry and education training.

Robeson Community College **$5,377**

Focus Area: Food Manufacturing
Location: Robeson Community College Campus

Previously Robeson Community College hosted an Industry Trainer that supported the food manufacturing industry. The activities of the Industry Trainer included providing industry-site training, curriculum development, and subject matter expertise to support the NCCCS colleges that are involved in offering education and training to local companies that serve the food manufacturing industry. Robeson Community College no longer hosts this position. The requested allocation is provided to support close out costs associated with not continuing this position.

Wake Technical Community College **$1,278,772**

Focus Area: Industry Training - Biomanufacturing; Engagement
Location: BTEC on NCSU's Centennial Campus

The BioNetwork Capstone Center focuses on offering hands-on, short course training in biomanufacturing and pharmaceutical operations to incumbent workers, new hires, and community college students in a simulated cGMP (current Good Manufacturing Practice) facility. The activities of the Capstone Center include providing biomanufacturing training through NCWorks Customized Training and providing continuing education short courses, workshops, and seminars to industry, educators, and NCCCS students.

Fund Source and Allocation Period: Funding is contingent upon approval of the FY 2015-2016 State General Fund appropriations for BioNetwork. The allocation time period is July 1, 2015 through June 30, 2016.

Contact Person:
Maria Pharr
Executive Director of BioNetwork and Life Science Initiatives

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Space Grant Allocation

Request: The State Board is asked to allocate a total of $10,000 ($5,000 each) to Caldwell Community College and Technical Institute (CCCTI) and Lenoir Community College (LCC), from the North Carolina Space Grant funds.

Background: The North Carolina Space Grant (NC Space Grant) is a consortium of universities, industries, government agencies, and non-profit organizations committed to addressing the Nation's science, technology, engineering, and mathematics workforce development needs. The NC Community College System Office has been participating in and allocating the funds for this program since FY 2010-2011.

Rationale: The NC Space Grant, in partnership with NASA, advocates for Science, Technology, Engineering and Mathematics (STEM) Career Pathway development for students at Universities and Community Colleges. As an affiliate, the NC Community College System developed a plan to expend funds received from the program, which includes providing $10,000 in funding split between two community colleges addressing NASA's goals to enhance and better promote STEM Career Pathways in North Carolina.

Method of Allocation: Out of the 58 community college STEM programs, two colleges demonstrated STEM career pathways that not only align to NC Community College's Align4NCWorks Strategic Plan, but also align with NASA's STEM and education goals. CCCTI and LCC are both leaders among their regions, and will be asked to lead teams that include other regional community colleges and local workforce development boards. The teams, referred to as the *Boots on the Ground East* team and the *Boots on the Ground West* team, will work to scale STEM career pathway components which are aligned to the Align4NCWorks Strategic Plan goals. They will also provide feedback to the Align4NCWorks project management team regarding barriers to scaling aligned initiatives in their respective regions.

Allocation Amount and Time Period: The allocation of $10,000 is for the period of September 18, 2015 through May 30, 2016.

Fund Source and Availability: These funds are available through NC Space Grant Affiliate Program for the period July 1, 2015 – June 30, 2016.

Contact Person:
Matthew Meyer
Associate Vice President, STEM Innovations

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
September 18, 2015

Acquisition and Disposal of Real Property

The Board of Trustees of Haywood Community College requests permission as per G.S. 115D-20 to acquire approximately 11.13 acres of property with a building approximately 1,280 square feet located at 1684 Jones Cove Road, Clyde, North Carolina.

Contact:
Dorrine Fokes or Wilma Lee
Finance and Operations

AGENDA

State Board of Community Colleges
POLICY COMMITTEE
Caswell Building, Conference Room 201A
September 17, 2015 - 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – August 20, 2015

For Information

- SBCC Code Report – September 2015 (Attachment POL 1)

For Future Action

- Initiation of Rulemaking Process to Amend 2A SBCCC 400.2 – "Admission Requirements" (Attachment POL 2)
- SBPS Initial Recommendation to the SBCC re: Miller-Motte, Wilmington Investigation (Attachment POL 3)

New Business

Adjourn

***The Policy Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda. The Full Board will then be asked to suspend the rules and place this item on the ACTION agenda.**

***NOTE*: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu**

Policy Committee Minutes
State Board of Community Colleges
August 20, 2015

Policy Committee Members in Attendance:

Mr. Lynn Raye
Mr. Bobby Irwin
Mr. Todd Johnson
Ms. Janet Lowder
Mr. Ernie Pearson
Mr. Jim Rose (via telephone)
Mr. Scott Shook
Mr. Clark Twiddy

Others in Attendance:

Ms. Shanté Martin
Mr. Scott Corl
Ms. Sondra Jarvis
Ms. Mary Shuping
Barbara Tansey – President, Beaufort County CC
Stacy Gerard – Beaufort County CC
Crystal Ange – Beaufort County CC

Welcome and Ethics Statement: Mr. Raye called the meeting to order at 3:00 pm in Conference Room 201A of the Caswell Building. He welcomed the Policy Committee members and other persons present at the meeting. He read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

Approval of the Agenda: Mr. Raye requested a motion to approve the August 20th agenda. Mr. Twiddy made a motion to approve the agenda as presented and Ms. Lowder seconded the motion. It was unanimously approved by the Committee.

Approval of Minutes: Mr. Raye requested a motion to approve the July 16th minutes. Mr. Irwin made a motion to approve the agenda as presented and Ms. Lowder seconded the motion. The minutes were unanimously approved by the Committee.

For Information

Policy Committee Agenda Items (Discussion Only)

Ms. Martin reviewed the purpose of the Policy Committee and the rule / State Board Code process. Most code changes are reviewed and approved by the committee that the change most affects. The Policy Committee will handle any of the rules that don't fit well into a category.

The Policy Committee also reviews Proprietary School for profit schools as well as any rules suggested by that group. There is a State Board of Proprietary Schools as well.

Mr. Raye asked Ms. Shuping to give a brief overview on the legislative session. Ms. Shuping said that currently we are in another continuing resolution and still waiting on a budget. We have heard that sub-committee chairs are being asked to stay in Raleigh She reviewed the major focus points. Mr. Raye asked about the governor's bond package. Ms. Shuping said that currently it will not make the November ballot, but it is not dead. Mr. Shook said that he spoke to Senator Barefoot and shared the system's concerns about the bond. Ms. Shuping said that we have shown legislators the capital priorities

SBCC Code Report – August 2015 (Attachment POL 1)

Ms. Martin reviewed the report with updates for this month.

Annual Report of Proprietary Schools (Attachment POL 2)
Mr. Corl gave an overview of Proprietary Schools. The schools are for profit and there are about eighty-one in North Carolina. Mr. Corl reviewed the report for the board members. The increase in closures were mainly due to schools just closing after being in business for a long period. There were two catastrophic claims that have been discussed.

There is no funding for Proprietary Schools, it is all supported by license fees. There are two funds, an operating/general education fund and the Student Protection Fund which reimburses students if there is a catastrophic closure. The schools are required to be bonded as well.

Mr. Raye asked if there are any limitations to Proprietary Schools being located near or in a service area of a community college. Mr. Corl said there is not currently a location requirement in the statute. Mr. Raye said that can be quite competitive and pull students. Mr. Corl said that much of the focus for community colleges are degree oriented and many of the proprietary schools are more task or certification focused.

Suspensions of Proprietary School Licenses to Offer Specific Programs (Attachment POL 3)
Mr. Corl said some of the licenses to offer programs have to have approval through another agency. The two schools listed in the agenda item informed DHHS that they were not renewing their program, so there is no reason to renew their license with us.

Update on Miller-Motte (Discussion Only)
Mr. Corl said there is an investigation going on that will be presented in September. He outlined the investigation process that they follow.

For Future Action
Mr. Raye asked for a motion to suspend the rules and bring the two For Future Action items forward to For Action. Mr. Twiddy made a motion for approval and Mr. Johnson seconded the motion. The motion was unanimously approved.

*Recommendations for Initial Proprietary School Licensing (Attachment POL 4)
The State Board of Proprietary Schools recommends approval to license the schools listed in the agenda item for specific programs.

Mr. Irwin made a motion for approval and Mr. Twiddy seconded the motion. The motion was unanimously approved.

*Designate All of Washington County to be in the Service Area of Beaufort County Community College (Attachment POL 5)
Session Law 2015-167 (HB390) was signed on 23 July 2015 which directs the State Board of Community Colleges to "designate all of Washington County in the service area of Beaufort County Community College" effective 1 August 2015. Ms. Martin said that the State Board has also been asked to review other service areas that there is more than one county in the service area. President Tansey said that unfortunately it means that a college could be limited on the training they could offer within the county.

Mr. Twiddy made a motion for approval and Ms. Lowder seconded the motion. The motion was unanimously approved.

New Business

Adjournment

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:41 pm.

Respectfully submitted,
Sondra C. Jarvis
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND "Title 1, Chapter H – Fiscal Management"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

AMEND "1E SBCCC 700.7 - Excess Fee Receipts"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
REPEAL "1D SBCCC 700.99 – Live Projects"	Initiation of Rulemaking Process	August 21, 2015	**COMPLETED**
	Publication on NCCCS Website	August 24, 2015	**COMPLETED**
	Written Comment Period Ends	September 23, 2015	**PENDING**
	Review Comments with SBCC Committee	October 29, 2015	
	2nd Written Comment Period Ends (if substantive changes)	November 10, 2015	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	December 4, 2015	
	Prospective Effective Date of Rule	January 1, 2016	
AMEND "2A SBCCC 400.2 – Admission Requirements"	Initiation of Rulemaking Process	October 30, 2015	**PENDING**
	Publication on NCCCS Website	November 3, 2015	
	Written Comment Period Ends	December 3, 2015	
	Review Comments with SBCC Committee	January 14, 2016	
	2nd Written Comment Period Ends (if substantive changes)	January 26, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 19, 2016	
	Prospective Effective Date of Rule	March 1, 2016	

2A SBCCC 400.2 is proposed for amendment as follows: **Attachment POL 2**

State Board of Community Colleges Code
TITLE 2 –PROPRIETARY SCHOOLS

CHAPTER A. PROPRIETARY SCHOOLS

SUBCHAPTER 400 GENERAL PROVISIONS

2A SBCCC 400.2 Admission Requirements

(a) The admission requirements for schools licensed under Article 8 of Chapter 115D of the General Statutes of North Carolina shall be made available to the public and administered as written.

(b) As a prerequisite to enrolling in a certificate or diploma course ~~offered by the school~~, the school shall require one of the following:

(1) Graduation from a ~~public~~public, ~~or private~~private, or home high school that operates in compliance with ~~State~~state or local law;

(2) ~~Graduation from a state registered home high school~~A certificate of high school equivalency;

(3) ~~A certificate of high school equivalency~~Graduation from a community college or university that operates in compliance with state or local law;

(4) Completion of secondary education that is equivalent to high school education in the United States;

~~(4)~~(5) The student's signed, notarized attestation of ~~either~~ graduation from a ~~public~~public, ~~or private~~private, or home high school that operates in compliance with ~~State~~state or local law, ~~graduation from a state registered home school, or~~ receipt of a certificate of high school ~~equivalency~~equivalency, graduation from a community college or university that operates in compliance with state or local law, or completion of secondary education equivalent to high school education in the United States;

~~(5)~~(6) For persons at least 18 years old who did not graduate from a public, private, or state ~~registered~~ home high ~~school~~school, ~~or~~ obtain a certificate of high school equivalency, graduate from a community college or university that all operate in compliance with state or local law, or complete secondary education equivalent to high school education in the

United States; demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education.

~~(6)~~(7) The school shall only admit a student pursuant to Subsection (b)~~(4)~~(5) if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school ~~transcript~~transcript, ~~or~~ certificate of high school ~~equivalency~~equivalency, community college or university transcript, or completion of secondary education equivalent to high school education in the United States.

The school shall not permit high school students to attend the school during the time that high schools are in regular session, except in individual cases approved by the student's high school principal in writing. The proprietary school shall include a copy of the approved form in the student's record.

(c) Schools shall maintain a copy of the high school transcript in the student's record for students ~~the school admits~~admitted pursuant to ~~Subsections~~Subsection (b)(1) ~~and (b)(2)~~ of this Section.

(d) Schools shall maintain a copy of the certificate of high school equivalency in the student's record for students ~~the school admits~~admitted pursuant to ~~Subsection (b)(3)~~Subsection (b)(2).

(e) Schools shall maintain a copy of the community college or university transcript in the student's record for students admitted pursuant to Subsection (b)(3).

(f) Schools shall maintain a copy of the educational diploma or transcript, translated in English, for students admitted pursuant to Subsection (b)(4).

~~(e)~~(g) Schools shall maintain a copy of the student's signed, notarized attestation for students ~~the school admits~~admitted pursuant to ~~Subsection (b)(4)~~Subsection (b)(5).

~~(f)~~(h) Schools shall maintain the results of the ability to benefit test in the student's record for students admitted pursuant to ~~Subsection (b)(5)~~Subsection (b)(6).

~~(g)~~(i) The school may admit students to special courses or subjects which are part of the approved curriculum offered by the school when the school deems the student can benefit from the instruction offered.

~~(h)~~(j) If total tuition is greater than five-thousand dollars ($5,000), the school may collect up to 50 percent of the total tuition prior to that mid-point of the program. The remainder of the tuition may be collected only when the student has completed one-half of the program. Federal regulations regarding the disbursement of tuition shall supersede state disbursement regulations stated in this Rule.

History Note: *Authority G.S. 115D-89; 115D-90;*
Eff. September 1, 1993;
Amended Eff. *March 1, 2016; August 1, 2014; December 1, 2004.*

STATE BOARD OF COMMUNITY COLLEGES

SBPS Initial Recommendation to the SBCC re: Miller-Motte, Wilmington Investigation

School: Miller-Motte College
5000 Market Street
Wilmington, NC 28405

Background: On or about June 4, 2015, the Office of Proprietary Schools ("OPS") initiated an investigation into the Wilmington campus of Miller-Motte College. After an extensive investigation, OPS recommended to allow the school to retain its proprietary license in the attached Investigative Report. The Report and the school's written response were presented to the State Board of Proprietary Schools ("SBPS") on Friday, August 7, 2015.

The SBPS discussed the three initial recommendation options provided in 2B SBCCC 200.4(b):
(1) Initiate suspension of the proprietary school's license to operate one or more programs; or
(2) Initiate revocation of the proprietary school's license to operate one or more programs; or
(3) Take no further action.

Recommendation: Pursuant to 2B SBCCC 200.4(b)(3), the State Board of Proprietary Schools recommends to take no further action on this concluded investigation.

INVESTIGATIVE REPORT:

MILLER-MOTTE COLLEGE-WILMINGTON, NC

The North Carolina State Board of Proprietary Schools submits this Investigation Report to the North Carolina State Board of Community Colleges, pursuant to Chapter 150B of the North Carolina General Statutes and 2B SBCCC 200.2.

SUMMARY

Report Overview:

1. Copy of Documentation of Noncompliance …….Page 3

2. The laws or rules allegedly violated and a detailed description of how the proprietary school allegedly violated each of the specified laws …….. Page 8

3. Description of investigative process ……... Page 12

4. Recommendation to allow the proprietary school to retain its license to operate one or more programs with supporting rational for why suspension or revocation is not warranted …..Page 13

Investigation Overview:

1. Investigation – Approximately 40 days

2. 3 site visits to MMC-Wilmington; review of approximately 75 academic and/or graduate files

3. Former MMC-Wilmington faculty interviewed – 12+

4. Former students interviewed -76 contacted; 25 reached and interviewed

5. Additional interviews: Current School Director; Coordinators at MMC-Wilmington Externship sites

Recommendation Overview:

1. Alleged violations in Documentation of Noncompliance - 4

2. Unsubstantiated violations – 3

3. Substantiated violations that do not rise to the level of revocation – 1

5. Initial Recommendation to State Board of Community Colleges – License Retention

PART 1: COPY OF DOCUMENTATION OF NONCOMPLIANCE

On June 4, 2015, the Office of Proprietary Schools presented the following Documentation of Noncompliance to the school administrator of the Wilmington campus of Miller-Motte College:

The North Carolina State Board of Proprietary Schools submits this Documentation of Noncompliance to the North Carolina State Board of Community Colleges, pursuant to 2B SBCCC 200.2 and Article III, Chapter 150B of the North Carolina General Statutes.

Proprietary School: Miller-Motte College-Wilmington
5000 Market Street
Wilmington, NC 28405

School Administrator: Erin Easton

Pursuant to rules adopted by the North Carolina State Board of Community Colleges, a copy of this document as compiled has been presented to the following:

1. Chair of the North Carolina State Board of Proprietary Schools
2. NCCCS Executive Vice President
3. NCCCS General Counsel
4. NCCCS Director of Marketing and Public Affairs

Pursuant to rules adopted by the North Carolina State Board of Community Colleges, a copy of this document as compiled will be presented to the Chief Administrator of the proprietary school at issue within five (5) business days of documenting the noncompliance with the individuals above.

Submitted this 29th day of May, 2015

Scott Corl, Executive Director
Office of Proprietary Schools

DOCUMENTATION OF NONCOMPLIANCE OF MILLER-MOTTE COLLEGE-WILMINGTON

The North Carolina State Board of Proprietary Schools submits this Documentation of Noncompliance to the North Carolina State Board of Community Colleges, pursuant to 2B SBCCC 200.2 and Article III, Chapter 150B of the North Carolina General Statutes.

I. Receipt of Complaint/Evidence of Noncompliance and Investigation

The State Board of Proprietary Schools ("SBPS"), by and through its Executive Director of the Office of Proprietary Schools ("OPS") shall initiate and conduct an investigation of a proprietary school subject to Article VIII, Chapter 115D of the North Carolina General Statutes for either of the following:

(1) The SBCC, acting by and through the NCCCS President or the SBPS receives a written complaint alleging that a proprietary school subject to Article VIII of Chapter 115D has failed to comply with either the requirements of the law or the rules adopted by the SBCC; or

(2) If the State Board of Community Colleges ("SBCC"), acting by and through the State Board of Proprietary Schools ("SBPS"), has evidence that a proprietary school subject to Article VIII, Chapter 115D of the North Carolina General Statutes has failed to comply with either the requirements of law or the rules adopted by the SBCC.

If the SBCC, acting by and through the SBPS, has evidence that a proprietary school failed to comply with either the requirements of the law or the rules adopted by the SBCC, the SBPS shall document all of the evidence of noncompliance in a document to be titled, "Documentation of Noncompliance."

EVIDENCE OF NONCOMPLIANCE

Proprietary School: Miller-Motte College-Wilmington (hereafter "MMC")

1. MMC may have violated N.C.G.S. §115D-93(c)(2), by knowingly presenting to the State Board of Community Colleges false or misleading information relating to approval or license.

§ 115D‑93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.

§115D-93(c)(2) – The applicant for or holder of such a license has knowingly presented to the State Board of Community Colleges false or misleading information relating to approval or license.

Documentation of possible violation:

The Office of Proprietary Schools, and on information and belief other state and federal agencies, received a written allegation of various fraudulent practices at the Wilmington campus of Miller-Motte College. It is specifically alleged:

- The school reported false graduate placement information from 2013-2014: false placement information was put into the annual Campus Accountability Report; students were listed as "placed" despite not changing jobs after graduation or otherwise having employment verified; placement parameters were stretched to inappropriately consider students as placed in their field; and there are students listed as having medical waivers without any medical documentation.
- Graduating students were required to sign "blank waivers" so that information could be entered afterward.
- The Senior Director of Career Services directed staff to enter false data with the sole goal of attaining a placement rate on paper of at least 70%.

2. MMC may have violated N.C.G.S. §115D-93(c)(9), by failing to provide and maintain adequate standards of instruction.

§ 115D‑93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.

§115D-93(c)(9) – That the licensee has failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff.

Documentation of possible violation:

The Office of Proprietary Schools, and on information and belief other state and federal agencies, received a written allegation of various fraudulent practices at the Wilmington campus of Miller-Motte College. It is specifically alleged:

- The school used non-existent, or inappropriate externships: there is a lack of liability insurance coverage during externships; a lack of externship site contracts; and a lack of documentation of externship site visits.
- The school permitted students to make up clinical hours in school labs or classrooms.
- Students who stopped attending classes were not dropped from the official class roster: students at risk of being dropped would be given "credit" by meeting with the dean, and emphasis was placed on not dropping students during the first few weeks of the quarter to avoid refunding student loan money.
- Students and faculty were advised not to complain to the Accrediting Counsel For Independent Colleges and Schools ("ACICS"), and Program Directors were terminated prior to an audit by ACICS to prevent disclosure of fraudulent activity.

3. MMC may have violated N.C.G.S. §115D-90(c)(7), by and through §115D-93(c)(1), by not retaining adequate records as prescribed by the State Board of Community Colleges.

§ 115D‑93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.

§115D-93(c)(1) – That the applicant or holder of a license has violated any of the provisions of this Article or any of the rules promulgated thereunder.

§ 115D‑90. License required; application for license; school bulletins; requirements for issuance of license; license restricted to courses indicated; supplementary applications.

§115D-90(c) After due investigation and consideration on the part of the State Board, acting by and through the State Board of Proprietary Schools, as provided herein, a license shall be granted to the applicant when it is shown to the satisfaction of the State Board that said applicant, school, programs of study or courses are found to have met the following criteria:

§115D-90(c)(7) Adequate records as prescribed by the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, are kept to show attendance and progress or grades and satisfactory standards relating to attendance, progress and conduct are enforced.

Documentation of possible violation:

The Office of Proprietary Schools, and on information and belief other state and federal agencies, received a written allegation of various fraudulent practices at the Wilmington campus of Miller-Motte College. It is specifically alleged:

- The school reported false graduate placement information from 2013-2014: false placement information was put into the annual Campus Accountability Report; students were listed as "placed" despite not changing jobs after graduation or otherwise having employment verified; placement parameters were stretched to inappropriately consider students as placed in their field; and there are students listed as having medical waivers without any medical documentation.
- The school permitted students to make up clinical hours in school labs or classrooms.
- Students who stopped attending classes were not dropped from the official class roster: students at risk of being dropped would be given "credit" by meeting with the dean, and emphasis was placed on not dropping students during the first few weeks of the quarter to avoid refunding student loan money.
- The Senior Director of Career Services directed staff to enter false data with the sole goal of attaining a placement rate on paper of at least 70%.

4. MMC may have violated 2A SBCCC 400.11, by failing to maintain current, complete, and accurate records.

2A SBCCC 400.11 Student Records

(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:

(1) An application for admission that includes the student's educational and personal background, age, and other personal characteristics.

(2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule; this record shall be in a form which permits accurate preparation of transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies, or for such other purposes as the needs of the student might require.

Documentation of possible violation:

The Office of Proprietary Schools, and on information and belief other state and federal agencies, received a written allegation of various fraudulent practices at the Wilmington campus of Miller-Motte College. It is specifically alleged:

- The school reported false graduate placement information from 2013-2014: false placement information was put into the annual Campus Accountability Report; students were listed as "placed" despite not changing jobs after graduation or otherwise having employment verified; placement parameters were stretched to inappropriately consider students as placed in their field; and there are students listed as having medical waivers without any medical documentation.
- The school permitted students to make up clinical hours in school labs or classrooms.
- Students who stopped attending classes were not dropped from the official class roster: students at risk of being dropped would be given "credit" by meeting with the dean, and emphasis was placed on not dropping students during the first few weeks of the quarter to avoid refunding student loan money.
- The Senior Director of Career Services directed staff to enter false data with the sole goal of attaining a placement rate on paper of at least 70%.

II. Request to Provide Written Response:

Pursuant to 2B SBCCC 200.2(c), it is requested that the chief administrator or other agent of the Wilmington campus of Miller-Motte College submit a written response within ten (10) business days of receiving this Notice. The response must be signed and directed to the Executive Director of the Office of Proprietary Schools on behalf of the State Board of Proprietary Schools.

PART 2: THE LAWS OR RULES THE PROPRIETARY SCHOOL ALLEGEDLY VIOLATED AND A DETAILED DESCRIPTION OF HOW THE PROPRIETARY SCHOOL ALLEGEDLY VIOLATED EACH OF THE SPECIFIED LAWS

I. UNSUBSTANTIATED VIOLATIONS INVOLVING CERTIFICATE AND DIPLOMA PROGRAMS LICENSED BY THE STATE BOARD OF COMMUNITY COLLEGES:

The following alleged violations as contained in the foregoing Documentation of Noncompliance were not substantiated by evidence collected during the investigation.

2. MMC may have violated N.C.G.S. §115D-93(c)(9), by failing to provide and maintain adequate standards of instruction.

3. MMC may have violated N.C.G.S. §115D-90(c)(7), by and through §115D-93(c)(1), by not retaining adequate records as prescribed by the State Board of Community Colleges.

4. MMC may have violated 2A SBCCC 400.11, by failing to maintain current, complete, and accurate records.

The allegations above arose from an anonymous complaint received by the Office of Proprietary Schools on or about May 22, 2015. The letter made certain specific allegations involving the Wilmington campus of Miller-Motte College including:

- The school used non-existent, or inappropriate externships: there is a lack of liability insurance coverage during externships; a lack of externship site contracts; and a lack of documentation of externship site visits.
- The school permitted students to make up clinical hours in school labs or classrooms.
- Students and faculty were advised not to complain to the Accrediting Counsel For Independent Colleges and Schools ("ACICS"), and Program Directors were terminated prior to an audit by ACICS to prevent disclosure of fraudulent activity.

The evidence obtained through the investigation did not substantiate these alleged violations. Certain programs licensed by the State Board of Community Colleges required externships, while others did not. The academic files of programs requiring an externship contained proper documentation, including a copy of the externship agreement with the partner location, and date, times and total hours completed by the student. All such students interviewed by OPS confirmed they completed externships at the hours documented in their respective student files. In addition, all coordinators at the externship locations of MMC verified that students were completing the externships as documented. Finally, no individual interviewed by OPS—former faculty or student--alleged they were advised or threatened against speaking with ACICS representatives.

II. SUBSTANTIATED VIOLATIONS INVOLVING CERTIFICATE AND DIPLOMA PROGRAMS LICENSED BY THE STATE BOARD OF COMMUNITY COLLEGES:

The following alleged violation as contained in the foregoing Documentation of Noncompliance was substantiated by evidence collected during the investigation.

1. MMC may have violated N.C.G.S. §115D-93(c)(2), by knowingly presenting to the State Board of Community Colleges false or misleading information relating to approval or license.

The allegation above arose from an anonymous complaint received by the Office of Proprietary Schools on or about May 22, 2015. The letter made certain specific allegations involving the Wilmington campus of Miller-Motte College including:

- The school reported false graduate placement information from 2013-2014: false placement information was put into the annual Campus Accountability Report; students were listed as "placed" despite not changing jobs after graduation or otherwise having employment verified; placement parameters were stretched to inappropriately consider students as placed in their field; and there are students listed as having medical waivers without any medical documentation.
- Graduating students were required to sign "blank waivers" so that information could be entered afterward.
- The Senior Director of Career Services directed staff to enter false data with the sole goal of attaining a placement rate on paper of at least 70%.

Presentation of Information

An application for the renewal of a proprietary license must be filed in the form and manner prescribed by the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools. All licensed proprietary schools are required to complete and submit a license renewal application provided to them by the Office of Proprietary Schools. Schools complete the renewal application by compiling multiple pieces of documentation under specific numbered "tabs" and submitting the documents in a 3-ring binder to the Office of Proprietary Schools. The renewal application includes an "Annual Report" form requesting documentation about the prior calendar year. In addition to basic administrative information, the Annual Report asks schools to submit specific information about enrollment and graduate placement. Schools are required to document the number of students enrolled in programs licensed by the Community College Board during the previous year, the number of students who graduated from programs licensed by the Board, and the number of graduates who were placed in jobs.

Review of MMC-Wilmington Annual Reports and Academic/Placement Files

The MMC Annual Report covering the time period January 1, 2013 – December 30, 2013 lists 17 graduates from programs licensed by the State Board of Community Colleges. The 17

graduates were divided among 4 programs: CDL, Phlebotomy Technician, Network Administration & Security and Phlebotomy-ECG Technician. According to the Annual Report, all 17 graduates were placed in jobs.

- On or about June 22, 2015, OPS visited the Wilmington campus of MMC to review graduate placement files. The school produced a total of four (4) placement files regarding graduates for the reported period. According to the Director, the school did not maintain graduate placement files for students in all programs licensed by the State Board of Community Colleges.
    - One student file contained a waiver for pregnancy with supporting documentation. OPS made unsuccessful attempts to contact this student.
    - Two (2) student files contained placement documentation. OPS made unsuccessful attempts to contact these students.
    - The file of the fourth student indicated she was continuing her education in a degree program. This student confirmed to OPS that she was currently enrolled in a degree program at the school.
- OPS inquired whether the academic files of the other 13 students (those in programs where no placement file was maintained) contained documentation of employment. According the Director, no documentation was available to review.
    - OPS attempted to contact all 13 students to verify placement. OPS was able to speak with three (3) students. All three denied being placed in jobs related to their respective field of study.
- The school Director advised OPS that four (4) additional students should have been included as graduates in the 2013 Annual Report. The Director advised that two students were placed in jobs and two were not.
    - OPS attempted to contact all four students. OPS successfully reached one of the students who was listed as placed. This student denied that he was placed in a job related to his specific field of study.

The MMC Annual Report covering the time period January 1, 2014 – December 30, 2014 lists 55 graduates from programs licensed by the State Board of Community Colleges. According to the Annual Report, 39 graduates were placed in jobs.

- On or about June 22, 2015, OPS visited the Wilmington campus of MMC to review graduate placement files. The school produced a total of twenty-one (21) placement files regarding graduates for the reported period. According to the Director, the school did not maintain graduate placement files for students in all programs licensed by the State Board of Community Colleges.
    - 10 student files indicated that the respective student was not placed. OPS attempted to contact all 10 students. OPS was able to speak with 2 students: both

students had positive things to say about the school and reported that they were employed in jobs related to their field of instruction at MMC.

  - 4 student files indicated the respective students were placed in jobs. OPS attempted to contact all 4 students to verify placement. OPS was able to speak with 3 students: two students confirmed placement to OPS; one student confirmed he was employed upon graduation, but denied the job was related to his field of study at MMC.
  - 4 student files indicated the respective student continued their education. OPS attempted to contact all 4 students to verify placement. OPS was able to speak with 2 students: One student reported that he did not continue his education--rather, he was placed in a job related to his field upon graduation but terminated his employment due to the commute; the second student stated that she enrolled in, but did not start, a degree program at the school—this student stated that she has been unable to locate a job related to her field of instruction.
  - 1 student was listed as self-employed. This student confirmed to OPS that she was self-employed.
  - 1 student file contained documentation that the student declined assistance from MMC's placement office because she was pregnant. OPS made unsuccessful attempts to contact this student.
  - 1 student file contained waiver documentation that the student was leaving for military service. OPS made unsuccessful attempts to contact this student.
- OPS inquired whether the academic files of the other 34 students (those in programs where no placement file was maintained) contained documentation of employment. According the Director, no documentation was available to review.
- The school produced a total of 35 student files (rather than 34). OPS attempted to contact all 35 students to verify placement. OPS was able to speak with twelve (12) students; one student reported that he was continuing his education for his current job, nine students confirmed they were employed in jobs related to their field of study at MMC, and two students denied they were placed in jobs upon graduating from MMC.

<u>Allegations Made By Former MMC-Wilmington Employees</u>

OPS interviewed at least four former MMC employees who worked in the Career Services Department of the Wilmington campus during the time period referenced in this report. All described there was a "by-the-book" method of employment verification in which employers were contacted to confirm graduate placement. All alleged that there were times during 2013-2014 when this method was not followed. Specifically, the former employees alleged they were purposely directed to make certain "placements" or "waivers" that they believed to be inaccurate and/or unsupported by any type of documentation. At least two individuals alleged they were given a 70% graduation placement mandate. Finally, all confirmed that it was the common

practice of MMC during their employment to have students sign certain "placement" and "waiver" forms in advance of graduation

Conclusion

The graduate placement figures on the 2013 and 2014 Annual Reports submitted by the Wilmington campus of Miller-Motte College to the State Board of Community Colleges are not accurate. This conclusion is based on a review of the documentation provided by the school and interviews conducted with MMC students. Combined with the statements and allegations of former MMC faculty, the evidence suggests that it is more probable than not, that the Wilmington campus of Miller-Motte College knowingly presented false or misleading information to the State Board of Community Colleges. This is true regardless of whether the information was also intended for ACICS purposes.

PART 3: DESCRIPTION OF INVESTIGATIVE PROCESS

I. INITIATION OF INVESTIGATION:

On or about May 22, 2015, the Office of Proprietary Schools received an anonymous letter involving the Wilmington campus of Miller-Motte College. The letter made certain specific allegations including:

- The school reported false graduate placement information from 2013-2014: false placement information was put into the annual Campus Accountability Report; students were listed as "placed" despite not changing jobs after graduation or otherwise having employment verified; placement parameters were stretched to inappropriately consider students as placed in their field; and there are students listed as having medical waivers without any medical documentation.
- Graduating students were required to sign "blank waivers" so that information could be entered afterward.
- The Senior Director of Career Services directed staff to enter false data with the sole goal of attaining a placement rate on paper of at least 70%.
- The school used non-existent, or inappropriate externships: there is a lack of liability insurance coverage during externships; a lack of externship site contracts; and a lack of documentation of externship site visits.
- The school permitted students to make up clinical hours in school labs or classrooms.
- Students who stopped attending classes were not dropped from the official class roster: students at risk of being dropped would be given "credit" by meeting with the dean, and emphasis was placed on not dropping students during the first few weeks of the quarter to avoid refunding student loan money.

- Students and faculty were advised not to complain to the Accrediting Counsel For Independent Colleges and Schools ("ACICS"), and Program Directors were terminated prior to an audit by ACICS to prevent disclosure of fraudulent activity.

Following consultation with the General Counsel for the North Carolina Community College System, the Office of Proprietary Schools initiated an investigation into the Wilmington campus of Miller-Motte College pursuant to 2B SBCCC 200.2. The foregoing Document of Noncompliance was presented to the school's Director on June 4, 2015.

During the investigation, the Office of Proprietary Schools conducted three site visits to MMC; reviewed 21 graduate and academic files from the January 1 – December 31, 2013 reporting period; reviewed 56 graduate and academic files from the January 1 –December 31, 2014 reporting period; initiated contact with all 2013 MMC graduates (programs licensed by the Community College Board)—reaching and interviewing 5 students; initiated contact with all 2014 MMC graduates—reaching and interviewing 20 students; contacted and interviewed placement coordinators at MMC externship locations; and contacted and interviewed at least 12 former MMC employees, as well as the current school Director.

PART 4: RECOMMENDATION TO ALLOW THE PROPRIETARY SCHOOL TO RETAIN ITS LICENSE TO OPERATE ONE OR MORE PROGRAMS WITH A SUPPORTING RATIONALE FOR WHY REVOCATION OR SUSPENSION IS NOT WARRANTED:

The State Board of Proprietary Schools should not initiate suspension or revocation at this time for the following reasons:

1. **Prior history of compliance**:

Miller-Motte College has provided vocational training in the Wilmington area for decades. This training has provided countless employment opportunities for its graduates. To the knowledge of the Executive Director of Proprietary Schools, the school has remained in good standing over that time regarding the status of its license and compliance with statutory and administrative rules governing proprietary schools in North Carolina. Prior to the anonymous letter, the Office of Proprietary Schools (established in 2012) had not received a written student complaint against the school.

2. **Actions of school since receiving the Document of Noncompliance:**

As required by the rules adopted by the State Board of Community Colleges, the Document of Noncompliance requested a written response from the school within ten (10) business days. The school provided a response addressing each specific allegation. The school's written response is attached hereto. During the investigation process, OPS conducted three site visits to the Wilmington campus of Miller-Motte College. The school Director made herself available throughout each visit to answer questions and provide additional information and/or

documentation. When requested information could not be located, the Director followed up via email after locating it.

3. **Unsubstantiated allegations as they specifically relate to programs licensed by the State Board of Community Colleges:**

The information and allegations contained in the anonymous letter are serious and concerning. The investigative process in 2B SBCCC 200.1, however, is specifically limited to programs licensed by the State Board of Community Colleges. As related to certificate and diploma programs, evidence collected during investigation did not substantiate 3 of 4 allegations in the Document of Noncompliance.

4. **Ability of school to take corrective action regarding substantiated allegation:**

The school can take corrective measures to ensure accurate recording and reporting of placement information, including but not limited to: submitting revised 2013 and 2014 Annual Reports to the Office of Proprietary Schools; and recording verifiable placement information in the files of all students graduating from programs licensed by the Community College Board and making them accessible for review by the Office of Proprietary Schools.

5. **Ability to take future action based on new information:**

The recommendation to allow the school to retain its license is based exclusively on the evidence collected and known at this time. The anonymous letter referenced herein was addressed to numerous other regulatory agencies including the Accrediting Counsel For Independent Colleges and Schools (ACICS), North Carolina Board of Governors and the US Department of Education. It is likely that some or all have initiated independent investigations.

Should the Wilmington campus of Miller-Motte College fail to take appropriate corrective action to ensure accurate reporting of graduate information—or should new evidence emerge that the inaccurate graduate placement reporting was part of a purposeful, systematic scheme among any or all other North Carolina campuses of Miller-Motte College—the State Board of Community Colleges, by and through the State Board of Proprietary Schools, can initiate license suspension or revocation after proper investigation and due process.

Respectfully submitted this 7th day of August, 2015,

Scott Corl
Executive Director
Office of Proprietary Schools