

**DRAFT NON-BUDGET LEGISLATIVE CHANGES  
2016 SHORT SESSION**

**These draft proposals will be presented to the NCACCP at their January meeting.**

**CODIFY MANUFACTURING SOLUTIONS CENTER AUTHORIZATION**

In 2010, the Appropriations Act included language that authorized all fees collected by the Manufacturing Solutions Center of Catawba Valley Community College for the testing of products to be retained by the Center and used for the operations of the Center. Further, the provision exempted Center purchases from the provisions of Article 3 of Chapter 143 of the General Statutes. Currently, a similar center, the Center for Applied Textile Technology at Gaston College, is codified in the General Statutes. This provision would simply codify the authorization for the Manufacturing Solutions Center.

**MAKE VOLUNTARY SHARED LEAVE FOR COMMUNITY COLLEGE EMPLOYEES  
THE SAME AS FOR STATE EMPLOYEES.**

Voluntary Shared Leave is a program which allows State employees, community college employees, and public school employees to donate leave to immediate family members in any State agency, community college, or public school who have been approved to receive voluntary shared leave because of a medical condition that will require the employee's absence for an extended period of time. Community college employees may also donate leave to a co-worker's immediate family provided that both the donating employee and the co-worker are employed at the same community college.

In addition, State agency employees may also donate leave to a non-family member in any State agency. However, this option is not available to community college employees. This provision would allow community college employees to donate leave to non-family members who are employees at a community college.

**UPDATE PERFORMANCE MEASURES.**

**These performance measures changes were requested but not included in the General Assembly's final budget last session.**

***Delete High School Equivalency Passing Rate***

Colleges are still transitioning to offering the new high school equivalency exams and the State Board only recently approved the Multiple Pathways to High School Equivalency Model as an alternative for earning a high school equivalency diploma. Therefore, with these changes, it is uncertain what the ultimate impact will be on the outcomes associated with this measure, and there is limited source data available to establish baselines and goals. The performance measures review committee is recommending that this measure be reconsidered in three years during the next measure review in which the transition to the new HSE exams will be complete and there will be at least two years of consistent data to establish baselines and goals.

***Measure Success Rate of All Students in Credit-Bearing English and Math Courses***

Currently, only the success rate of developmental students in credit bearing courses is being measured. Since student success in credit-bearing coursework is highly correlated with program completion, the committee recommended replacing the success rate of developmental students as a measure with new measures that assesses the success of all students in credit-bearing English and math courses. While developmental students are still assessed in these measures, it is also inclusive of students who were not required to complete a developmental course.