

**Report on the Implementation of the 2018-22 Strategic Plan,
“Putting Education to Work”**

Background

Strategic plans are developed to drive action in key priority areas and serve as a “North Star” to organizations or systems in a time of change. Although the challenges that faced the North Carolina Community College System between 2018 and 2022 could not have been foreseen when the plan was developed in 2017 and early 2018, the System’s 2018-2022 strategic plan provided a consistent direction throughout a public health crisis, political and societal shifts, System leadership changes, and economic shocks to the economy and certain groups of workers. One set of [revisions to the plan in 2021](#) captured significant adjustments needed to the System strategy and enabled the plan to be, as envisioned by the State Board in 2018, a “living plan.”

Changes in the Use of the Strategic Plan

The State Board of Community Colleges and System Office built on a foundation of strategic planning that has been continued by the State Board over the decades to offer a framework for how the System of community colleges can move the State of North Carolina forward. Some changes were made in the use of the System strategic plan during the 2018-2022 plan implementation cycle that reflect an emphasis on strategy alignment, informed decision making, and performance management:

- Requiring many types of State Board action items to list which strategic plan goals, objectives, and/ or strategies the proposed action would support;
- Expanding the scope of the System’s performance indicators and building data dashboards that describe the experiences of different student groups more effectively;
- Tracking the impact of a significant crisis (the pandemic) on the ability of the Community College System to successfully pursue its strategic plan aims;
- Revising the strategic plan to reflect changes in the external environment; and
- Introducing a performance management element to enable System Office staff and State Board members to better understand progress toward plan aims through tactic implementation.

Tactics

Over the course of the four-year plan, the System Office developed and implemented 34 tactics to carry out the strategies of the strategic plan. Thirteen of the tactics were “fully implemented” before the end of 2021, meaning the original aims of the tactics were fulfilled and the tactics no longer needed to be tracked. Most of the remainder of the tactics were scoped in a way that the tactics aimed for continuous improvement or tactic owners continually set new aims for the tactic.

Some tactics were impacted negatively by the pandemic. Most severely impacted were tactics related to Work-based Learning and “Courage to Credits.” Student enrollment in Work-based Learning courses and arrangements with employers decreased significantly due to the pandemic’s negative economic impact on employers, as well as employer or student reticence to engage in a work-based learning partnership when public health risks were high. The “Courage to Credits” tactic relied on IT staff from the UNC System Office, who had to be reallocated to emergency pandemic response duties. Student-services related

tactics were also negatively impacted by the suspension or reduction of in-person attendance at community colleges. Most tactics that were impacted were only impacted in a minimal way, such as moving professional development and meetings online, and the impact has eased as the pandemic has eased.

A summary of the 34 strategic planning tactics for the 2018-2022 strategic planning cycle is shown below.

Strategic Planning Tactics: 2018-2022

| Tactics, Organized by Goal | Highlights |
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| Student Interest and Access | |
| Basic Skills Plus & Integrated Education and Training | The goal of expanding Basic Skills Plus and Integrated Employment and Training was to facilitate and accelerate credential attainment for College and Career Readiness students. The Basic Skills Plus Advisory committee recommended ways to increase the use of Basic Skills Plus. A major barrier identified was the fact that the majority of College and Career Readiness students are functioning at a federal level that is lower, such as adult basic education, than what is required for Basic Skills Plus eligibility. Through the Workforce Development Leadership Committee, the System Office promoted an expanded use of Basic Skills Plus in Continuing Education certificate programs. |
| Construction & Contractor Careers Rebranding | The System Office partnered with the Carolinas AGC (general contractors) to develop rebranded construction marketing materials and a joint website in 2019. (See https://buildyourcareer.us/) Since 2019, CAGC and the System Office worked together to create summer construction academies at several community colleges and articles on college faculty. (https://www.ednc.org/women-of-construction-education/) Additionally, the relationship developed between CAGC and the System Office has led to the System's involvement in the HUB Construction Academies and participation of SO staff on CAGC Foundation Board (first time an education entity representative has served on their board). |
| Career Coach Implementation | <p>The Career Coach program places community college Career Coaches in high schools to help students set career goals and identify postsecondary education or training programs to achieve those goals. The coaches work alongside school counselors and reach out to students that might not be on a four-year college path. As a result of the Career Coach program, high school students make better informed decisions regarding career choices and select academic pathways that effectively prepare them for those choices.</p> <p>There are currently 84 Career Coaches affiliated with 39 community colleges, serving 143 high schools. Career coaches served 22,958 students in 2018-19, 24,422 students in 2019-20, and 27,103 students in 2020-21. The RFP will open in fall 2022 for the next cohort of coaches, with the cohort length changed to five years and a limit of two coaches per college.</p> |
| DHHS Education Navigator | The DHHS Education Navigator program was created and first funded in NC in collaboration with NC Department of Health and Human Services in late 2017 to connect low-income SNAP (a.k.a. Food and Nutrition Services) participants to community college education/training opportunities. The aim is to help the participants gain the education needed to earn family-sustaining wages, so they do not have to rely on public assistance. With allocations approved by the State Board of Community Colleges, the System provides funds for Education Navigator positions at community colleges to serve SNAP participants, scholarships for education/training, and resources to reimburse other education-related costs. At present (FFY |

| Tactics, Organized by Goal | Highlights |
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| | 2021–22), the program involves 14 community colleges supporting 15 counties. (Local Departments of Social Services opt into the federal SNAP Employment and Training program, upon which this initiative is based.) |
| Hispanic/Latino Outreach Initiative | In 2018, the strategic plan put a focus on underserved populations. System Office staff met with a group of nonprofit organizations serving Hispanic/Latino individuals to learn how the System could do a better job of outreach/service to this population. The group of nonprofits formed the Hispanic/Latino Education and Workforce Action Coalition that is currently composed of participants from 40 organizations. The Action Coalition developed education and workforce goals and is now working directly with the Governor's Community Affairs group to ensure policy and issues impacting the state's Hispanic/Latino population are addressed. The relationship between the Action Coalition and the System Office has led to the formation of a system-wide group of college staff and faculty (Global Educators), the implementation of a Latino Student Success Summit (June 2019), the Latino Initiative (yearlong cultural proficiency program for college leaders), ELEET (Engaged Law Enforcement Equity Training) program jointly training police and college law enforcement educators in cultural proficiency, and connections of Latino businesses to our colleges. |
| Marketing and Communications | <p>The “Your Hire Education” marketing campaign was created in partnership with a vendor to unite the 58 community colleges in a statewide presence, educate audiences on the mission and value of the NCCCS, and shift and elevate overall perceptions of NCCCS. The “Your Hire Education” campaign evolved into a comprehensive, statewide enrollment recruitment campaign in 2021 that included marketing of the Longleaf Commitment Grant. Activities were launched statewide across Paid Search, High Impact Display, Facebook, Influencers, YouTube, Display & OLV (online video), Direct Mail, and Diverse Print & Digital. Marketing Toolkits were also provided to the marketing communications teams of The Great 58 for use in their service area.</p> <p>“Time for a New You” marketing promoted GEER (federal pandemic) funds for adult learners ages 25-44 to complete short-term workforce training.</p> <p>Beyond major marketing efforts overseen by the Communications Office in the Executive Division, there are program-specific communications or marketing efforts in areas such as Career and Technical Education and ApprenticeshipNC.</p> |
| NC Student Aid Study Group | <p>Multiple efforts have occurred over the years to study how to improve student aid. In 2018, the most recent study group was formed in partnership with NCSEAA and UNC resulting in recommendations published in May 2019. Fifteen key recommendations were made in four core areas:</p> <ul style="list-style-type: none"> - creating a financial aid system that is simple, transparent, targeted, and accessible; - promoting early awareness of financial aid offerings; - incentivizing student success to reduce time to degree completion; and |

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| | <p>- testing innovative ideas and evaluating the effectiveness of current programs.</p> <p>The details of the study can be found on the following website: https://www.northcarolina.edu/Serving-Locally-and-Globally/NC-Student-Aid-Study-Group.</p> <p>Recently, the UNC System, NCSEAA, and the Community College System jointly recommended consolidation of the public need-based aid programs, resulting in the Senate Bill 653 included in the 2021 Appropriations Act. This provision guarantees the reserves of two funds – UNC & NCCCS unless the two system presidents approve funding changes – and consolidates the UNC Need-Based Grant, the Community College Grant, and the Education Lottery scholarship into one program. The consolidation improves the transparency of student awards and the clarity of marketing.</p> |
| Online Learning Innovation | <p>Following the onset of the coronavirus pandemic, the System Office created an Online Learning Director position that reports to both the Programs/Student Services Division and the Technology Services and Distance Learning Division. Dr. Lane Freeman was hired as the System Office’s first Director of Online Learning in August 2021. He has visited colleges and engaged heavily with Chief Academic Officers to share best and promising practices related to online learning. A major focus of his current work is developing training for technical (Career and Technical Education) faculty to be aware of new technologies for delivering content.</p> |
| Clear and Supported Pathways | |
| Accelerating Student Readiness | <p>The Accelerating Student Readiness tactic has addressed remediation that occurs on a college campus and remediation needs identified for students while still in high school.</p> <ul style="list-style-type: none"> • North Carolina community colleges have explored different ways to provide co-requisite education (remediation provided at the same time as the core course). 52 community colleges have indicated that they are implementing co-requisite remediation at a GPA above 2.2 for both Math and English. • The Career and College Ready Graduates (CCRG) program, a partnership between the NC Community College System and the Department of Public Instruction that involves community colleges helping to define what high school students need to know for postsecondary success, provided professional development in spring 2022, in preparation for delivery of CCRG remediation to high school students in fall 2022. |

| Tactics, Organized by Goal | Highlights |
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| Advising and Student Support Redesign | Coordination with the two state-wide advising associations has produced a collaborative partnership that schedules ongoing professional development for advisors as well as contributions to the Advising Leadership Academy. The content includes successful models of advising and student support, whether the college's approach to advising is more faculty-led or advising staff-led. The academy has been a runaway success with over 100 advisors applying to the most recent cohort with only 20 openings. The System Office continues to work with advising leaders to modify content in the academy as needed. |
| Articulation of Credit and Alignment of Pathways | <p>The NC Community College System continues to develop and revise articulation agreements to ensure that students can seamlessly transfer credits to senior (4-year) institutions and move toward their career and academic goals. In addition to management of the Comprehensive Articulation Agreement and Independent Comprehensive Articulation Agreement, the State Board and System Office have supported the development of new articulation agreements in the following areas since the 2018 Strategic Plan was approved:</p> <ul style="list-style-type: none"> • Early Childhood Education • Fine Arts (multiple agreements) • Psychology and Sociology • Teacher Preparation <p>Articulation agreements are formed with constituent institutions of the UNC System and NC Independent Colleges and Universities (signatory institutions).</p> |
| Courage to Credits | Courage to Credits engaged military and higher education experts to define how military training and experience equates to certain community college programming, allowing a member of the military or veteran to gain credit for past training or experience. Crosswalks have been developed and are used by advisors at the community colleges. Development of the <i>online</i> component stalled when the pandemic hit, and the UNC System resources that had been assigned to the work had to be shifted to pandemic response. At this point, the online work is on hold until the UNC System's course numbering system is revamped. Meanwhile, System Office staff and college personnel have been reviewing the course equivalents for community college courses to ensure that the colleges have an up-to-date list of credits. |
| Diversity, Equity, and Inclusion | The System Advisory Council partnered with Jobs for the Future (JFF) to conduct a study on Diversity, Equity, and Inclusion and present findings to a DEI Task Force co-led by President Don Tomas (Southwestern Community College) and President Thomas Walker (Wayne Community College). The report was completed at the end of July 2021, reviewed by the Task Force and System Advisory Council, and then brought to the State Board in October 2021. The System Advisory Council made |

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| | <p>recommendations to the State Board to address equity concerns. As of April 2022, Legal Affairs is reviewing State Board Code to determine recommendations for the State Board, and DEI training is being scheduled for System Office employees.</p> |
| Finish First Credential Tool | <p>The Finish First North Carolina tool is a computer program developed and initially piloted at Wake Tech to identify current or past students that are within a short distance of completing a credential (e.g., one or two semesters). Colleges use the tool to be able to focus their outreach and help students quickly earn credentials. This helps the individual students, as well as the State and its need for a credentialed labor force.</p> <p>The FFNC tool, as of March 2022, is in use at 54 of the 58 community colleges. Final preparations are being made to implement at the remaining colleges. According to the most recent FFNC report, for the 50+ partner colleges that adopted FFNC through the 2020-21 academic year (excluding the one college that opted-out of using FFNC), the number of credentials awarded increased from 56,780 to 63,421 credentials, or 11.7%. The impact was greater for early adopter colleges that have used the tool for longer. Institutions in the initial group of colleges that piloted the technology saw an overall increase from 26,111 to 30,361 credentials awarded, a 16.3% jump.</p> <p>The tool has received national attention and will be highlighted at the national “Credentials As You Go” summit in April 2022.</p> |
| Guided Pathways | <p>A “guided pathways” approach is an institution-wide approach to student success. It streamlines students’ journey through college by giving each student a clear, coherent, and structured educational experience that builds in a variety of academic and nonacademic supports. When colleges implement guided pathways, they replace the longstanding cafeteria model, which leads many students to unintended dead ends, excess credits, and out-of-sequence credits, all of which are costly and delay completion.</p> <p>In 2018, the North Carolina Student Success Center (NC SSC) first implemented Guided Pathways through a cohort model through a partnership with 17 “Cohort A” colleges. The cohort model has been continued with 15 “Cohort B” Colleges. Cohort C is being recruited now. The Guided Pathways work has involved college self-assessments, coaching, and professional development.</p> |
| Minority Male Success Initiative | <p>The goals of the Minority Male Success Initiative are to: (1) Increase the progression and completion rate of minority males, and (2) Increase the utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</p> |

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| | <p>For the current three-year grant cycle, the focus of the MMSI grant was on scalable interventions proven to have significant impact at-risk students: Early Alert, Success Coaching, and Programming.</p> <ul style="list-style-type: none"> • Early Alert Project: The System Office partnered with 12 colleges to develop and implement an early alert project geared towards helping at-risk students overcome academic and non- academic barriers using proactive advising supported through technology. See the Performance Report from Aviso: https://www.watermarkinsights.com/resources/ebooks-guides/minority-male-success-initiative-mmsi-performance-progress-report-spring-2022 • Success Coach Project: The System Office provided funding for six institutions to hire success coaches to assist at risk students persist, as well as provide proactive and intrusive advising. Colleges will be reporting on their cohorts in the end of grant report. • Programmatic Project: The System Office provided funding for four institutions to continue programmatic efforts to improve retention and persistence of at-risk students such as: professional development for faculty, staff, and students; self-efficacy seminars; and mentoring. Colleges will be reporting on their cohorts in the end of grant report. <p>The System Office recently completed the RFP process for the upcoming grant cycle. Applications were received from 44 of 58 institutions, and selections will be proposed for the April 2022 State Board Meeting.</p> |
| Prior Learning Sources and Assessments | <p>Work has occurred since 2018 to develop and vet policies to standardize the process for awarding credit for prior learning to students attending North Carolina community colleges. Awarding of credit for prior learning can significantly reduce the number of credits students have to take to complete a community college credential. Policies, procedures, and State Board Code were approved in 2021. Crosswalks are in progress for industry credentials to curriculum credit, scheduled to be vetted by colleges and the CCRC in Summer 2022. Professional Development is anticipated in Summer 2022.</p> |
| Study of Programs for Students with Intellectual and Developmental Disabilities (I/DD) | <p>The purpose of the project was to map existing services for students with Intellectual and Developmental Disabilities and study ways to serve them better in the Community College System, including ensuring access to various community college academic programs. Cansler Collaborative Resources (CCR) presented the findings of its study at the July 2020 SBCC Strategic Planning Committee Meeting. CCR submitted the final report, which was shared with the State Board in October 2020.</p> <p>The report makes various recommendations related to the following:</p> <ul style="list-style-type: none"> • credentials/micro-credentials • access to community colleges' employability skills training and cross-departmental supports |

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| | <ul style="list-style-type: none"> • development of a clearer framework for serving students with disabilities • leveraging other funding sources to serve students with I/DD, such as Medicaid |
| Economic and Workforce Impact | |
| Apprenticeship Expansion | <ul style="list-style-type: none"> • The aims of the Apprenticeship Expansion tactic included increasing the number of apprentices, increasing the diversity of apprentices and expanding into new sectors. The number of apprentices served by ApprenticeshipNC increased from 9,963 in June 2018 to 16,894 in June 2021. For the period of July 2021 through January 2022, 36% of apprenticeship registrations were women, and 36% were minorities. • The COVID-19 pandemic negatively affected the number of active apprentices over the past couple of years. Legislation was passed to allow all youth apprentices who were furloughed due to COVID-19 to continue with their community college education through December 31, 2020 tuition waived. • A new aim for the ApprenticeshipNC program is greater focus on apprenticeships in rural areas. |
| Employability Skills Alignment Project | <p>The System Office initiated an “Employability Skills Alignment Project” in 2018 to establish a unified response to the identified need for effective “soft skill” training. This alignment project, led by Nash Community College, developed content modules in partnership with the VLC. Nash Community College hosted an ESAP Professional Development event on June 5-6, 2019, attended by approximately two-hundred participants representing 57 community colleges. During the event, some of the modules were presented and demonstrated by the VLC, industry partners shared the importance of soft skills to the success of their companies, and breakout sessions were held on methods to incorporate the modules in the different service areas at the colleges.</p> |
| NC Workforce Credentials | <p>In October 2019, Education Strategy Group, Advance CTE, and Council of Chief State School Officers with support from the Lumina Foundation brought together teams from five states (including NC) to participate in a Credentials of Value Institute. The purpose was to bring together a cohort of states committed to more reliably determining the non-degree credentials that lead to in-demand, high-skill, high-wage occupations and increasing the number of learners who earn them. In North Carolina, these credentials are now known as NC Workforce Credentials. A core team with representatives of NCCCS, the Department of Public Instruction, the Department of Commerce, myFutureNC, and the Governor’s Office worked to flesh out the concept of a system of employer-validated credentials.</p> <p>In summer to fall 2020, the North Carolina team collected input on credentials in demand from 237 employers and sector partners from Information Technology, Construction & Trades, Manufacturing, Transportation and Logistics, Hospitality/Tourism, and Healthcare. A draft list of non-degree credentials was developed and vetted, and an NC Workforce Credentials Advisory Committee was formed. In March 2022, the initial NC Workforce Credentials list was published. The</p> |

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| | Advisory Council has begun to consider how to adjust the list going forward, to include additional sectors and as business needs change. |
| Proactive Industry Engagement/ Economic Recovery | Industry engagement efforts continue to be strong and expanding. Council of Associations for Engagement (CAFE) is a group of industry associations that has been convened as a full group once or twice a year since 2017 for input and feedback for the system. Most recently, CAFE met in February and provided input for the upcoming strategic plan. The CAFE group also has resulted in connections between both the System Office and individual community colleges. Example, Carolinas Associated General Contractors has invited a System Office representative to serve on their foundation and NC Trucking Association has increased engagement with community colleges offering CDL. Other examples include Carolinas Energy Workforce Consortium that helped expand electric lineman training and awareness, Hispanic/Latino Action Coalition connected colleges to Mexican Consulate and the 'Ventilla on Education', and the NC Restaurant and Lodging Association has provided assistance to colleges in setting up their certification programs. |

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| Work-based Learning | <p>The purpose of the tactic was to seize upon various opportunities to promote and expand Work-based Learning for community college students including:</p> <ul style="list-style-type: none"> • Work-based Learning courses offered by community colleges (formerly known as Cooperative Education) • Apprenticeships and pre-apprenticeships (see Apprenticeship Expansion tactic) • Internships and other work/experiential learning, and work exploration experiences <p>Overview of WBL over the past four years:</p> <ul style="list-style-type: none"> • WBL coursework was approved as a supplemental to Workforce Continuing Education 96-hour or greater industry-certification courses through a revision to State Board Community College Code (SBCCC) • A revision to SBCCC allows WBL in Correctional Settings • The addition of a Credit for Prior Learning section in SBCCC included the allowance of credit for prior learning for the experiential component of a Registered Apprenticeship as WBL course credit • WBL was negatively impacted by the Covid Pandemic beginning in Spring 2020. Although WBL enrollments were above 6,400 for the previous four years, data from the Data Dashboards indicates a drop of over 1,000 student enrollments in 20-21 • The NGA Policy Academy on Work-based Learning, with support from the Governor’s Office, supported the expansion of WBL with the development of The Navigator—an online platform for connecting students and employers with WBL experiences <p>Key Milestones achieved:</p> <ul style="list-style-type: none"> • Policy revisions to SBCCC in support of WBL • Enrollment number above 6,000 except during the pandemic • A cultural shift in the acceptance of WBL/apprenticeship as ways to support student and employer success |
| System Effectiveness | |
| Business Intelligence (Data Warehouse) | <p>Tactic purposes:</p> <ul style="list-style-type: none"> • Provide a comprehensive and accessible repository of data/business intelligence to allow timely, informed decision-making and reporting of student and institutional outcomes. • Establish a framework to enable identification, definition, governance, and reporting of core data. <p>Progress has been made on a Data Dictionary and automated processes to extract data. System Office staff will be working in 2022 to develop a plan for data storage solutions moving forward.</p> |

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| Establishment of System Advisory Council | <p>The State Board voted to adopt a rule establishing the System Advisory Council (1A SBCCC 200.5) at its July 2018 meeting. The Rule begins, “To promote communication, transparency, and the consideration of diverse perspectives, the System Advisory Council is established as a standing body whose charge is to discuss and make recommendations to the State Board of Community Colleges on issues of system-wide or inter-college importance.” Members of the Council as set forth in the rule include State Board members, community college presidents, and community college trustees, appointed by the leader of each of the Board/their associations; the president of the N4CSGA; and (serving as presiding officer) the president of the Community College System. The Council held its first meeting on September 7, 2018 in Asheville. The System Advisory Council continues to convene core System partners on critical topics.</p> |
| Financial Aid Leadership Academy | <p>The Financial Aid Leadership Academy trains cohorts of future and new financial aid directors, establishing a pool of well-trained financial aid officers ready to serve as directors. (Several graduates have since been appointed to director positions.) The six-month program includes sessions on topics such as leadership, federal and state reporting, using professional judgment, financial aid and the business office, audits and program reviews, and default management. The Leadership Academy was developed to build the pipeline of financial aid directors after turnover among financial aid leaders left colleges vulnerable.</p> |
| IT Infrastructure Transformation and Cybersecurity | <p>The aims of this tactic included moving the System Office and community college IT systems “to the Cloud” for greater efficiency and cybersecurity; providing two phases of grants to support rural community colleges with their IT infrastructure, particularly for broadband needs; and improving cybersecurity for the 58 colleges and the System Office. Significant work by System Office and colleges moved colleges to the Cloud via Amazon Web Services Infrastructure as a Service (AWS IaaS). The Rural College Broadband Access Project (phase I and II) has provided a variety of broadband improvements for 45 rural community colleges, ranging from campus WiFi to SMART board equipment for online courses to improved capacity of fiber on campus. The FY 2021-22 state budget allocated \$1.49 million in recurring funds to hire nine regional IT security and compliance manager positions for the Community College System. Cybersecurity professional development has been provided to System Office and college staff.</p> |
| NCCCS Dashboards | <p>The Community College System Office completed approximately 800 public facing Tableau dashboards across 52 dashboard focus areas: https://www.nccommunitycolleges.edu/analytics/dashboards</p> <ul style="list-style-type: none"> • Many previously published dashboards are being enhanced. • All dashboards are updated soon after new data becomes available • Webinars and professional development to orient users is an ongoing area of focus |

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| | Publicly released and soon to be released dashboards have been released in the following areas: Access; Student, Program, and Course Enrollment; FTE; State Performance Measures; Curriculum Student Progress and Success; Transfer and Employment Outcomes; Basic Skills/College & Career Readiness; High School Dual Enrollment; CTE Perkins V; Faculty and Staff; Enrollment Management. In addition, a number of dashboards have been developed for internal use. |
| Short-term Workforce Training Funding | The purpose of the tactic was to seek FTE parity for Continuing Education programs leading to an industry-recognized credential. Partial funding (\$6.4 million recurring and \$8.3 million nonrecurring) was appropriated in the 2018 Short Session. In 2019, the full \$12.05M requested was funded through state appropriations on a recurring basis. Parity funding has meant that colleges do not have a disincentive to offer workforce development programming through short-term formats. Faster training programs tied to industry-recognized credentials benefit both the student and employers that are seeking trained workers. Parity funding for short-term training programs has been sought in North Carolina by economic and workforce development proponents since the 1990s. |
| Strategic Plan Implementation and Oversight | <p>The State Board and System Office use the strategic plan as the guiding framework for System decision making and prioritizing. The System Office's Strategic Planning Team (consisting of Strategic Initiatives staff and others from the Executive and Programs Divisions) has put in place the following during this planning implementation period (2018-22):</p> <ul style="list-style-type: none"> • Required reference to strategic plan goals and objectives in SBCC Finance Committee items and various other decision-making processes. • Use of the strategic plan as a base for annual "Planned Accomplishments" of NCCCSO divisions. • Use of strategic plan concepts for "strategy sessions" to stretch System Office leadership thinking and encourage cross-division conversation on key topics. • Use of a dashboard (SBCC Strategic Plan Dashboard) for quarterly updating on key tactics by staff responsible for the tactics. • Periodic review by the SBCC Strategic Planning Committee of the progress of tactics, with special attention to tactics that need to be "escalated" due to challenges or those that should be "celebrated" for achieving outcomes or milestones. • Adjustments to the strategic plan due to COVID-19 and societal challenges. <p>The tactic was considered Implemented in 2021. Insights from the implementation of the current strategic plan will be used in the development and implementation of the next strategic plan.</p> |
| Student Services Leadership Academies | The following Student Services Leadership Academies were designed and launched to address colleges' succession planning needs, growing leaders in specific functional areas of Student Services: |

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| | <ul style="list-style-type: none"> - Advising GPS Leadership Academy - Chief Student Development Administrators Leadership Academy - College Access Leadership Academy - Disability Services Leadership Academy - Financial Aid Leadership Academy - Student Life Leadership Academy |
| Transform IT Service Management | <p>The purpose of the tactic: improve IT services for colleges and the System Office through a responsive incident and work request management system, complemented with Agile management professional development to focus staff on fulfillment of high-priority needs. Progress includes:</p> <ul style="list-style-type: none"> • Automation of IT requests using the ServiceNow application. Results: The ServiceNow application is now in full use in the System Office. As of spring 2022, System Office ServiceNow administrators, in collaboration with staff at each partner college, have successfully configured and delivered the System Office ServiceNow baseline application configuration to three community colleges. This baseline platform is scalable to community colleges and is delivered as software as a service (SaaS) model. • Ensure Technology Solutions and Distance Learning Division staff and community college staff have required knowledge, skills, and ability to leverage benefits of Agile methodologies. Results: The System Office created and delivered ACP-400 NCCCS Agile Certified Practitioner and ACP-500 NCCCS Certified Scrum Master technical training classes to staff at community colleges and the System Office. |
| Workforce Development Focused IT | <p>The Workforce Development Focused IT tactic was developed to simplify community college and System Office processes by aligning business systems analysis with technology solutions. The two major aspects of the work include...</p> <ol style="list-style-type: none"> 1. Enterprise Resource Planning Proof of Concept (Ellucian Banner) 2. Competitively bid, procure, and begin implementation of modern business automation modules for workforce development programs. These include Apprenticeship NC (Salesforce), Adult Education and Literacy (ADVANSYS), and Short-term Workforce Training (Destiny One by Modern Campus). <ul style="list-style-type: none"> • As of spring 2022, the Technology Solutions and Distance Learning Division is continuing work on the ERP Proof of Concept with Ellucian Banner. • The Salesforce platform is configured and has been in production use since September 2020 at the System Office to serve ApprenticeshipNC. |

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| | <ul style="list-style-type: none"> • During the first quarter of 2022, the project team continued its collaboration with three pilot colleges for implementation testing and validation of ADVANSYS to support the Adult Education and Literacy program. The project schedule plans delivery to all 58 community colleges in summer 2022. • For Short-term Workforce Training, baseline functionality is available for the three pilot community colleges, and the project plan calls for all community colleges to receive the STWD solution by end of summer 2022. |
| Workforce Program Cost Study | The System Office, in partnership with the Friday Institute for Education Innovation at North Carolina State University, examined instructional costs of delivering workforce development focused courses at the 58 community colleges. A final report was provided by the Friday Institute in 2019. The study found a wide range of costs across the 58 colleges. |