STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
April 15, 2016

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

Thursday, April 14, 2016
COMMITTEE MEETING
Personnel Committee 11:30 a.m. AW North Carolina Conference Room

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

2016 Bellwether Award – Instructional Programs and Services
Presenters: Gaston College Bellwether Award Team – Heather Woodson, Dean of Arts and Sciences; Dr. Melissa Armstrong, Science and Math Department Chair; Ashley Hagler, Program Coordinator and Biology Instructor; along with students Chelsey King, Madison Staves, and Janna Stover.

COMMITTEE MEETINGS
Finance Committee 1:30 p.m. Conference Room 201-A
Programs Committee 1:30 p.m. J. Gregory Poole Conference Room
Strategic Planning Committee 1:30 p.m. AW North Carolina Conference Room
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, April 15, 2016
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 March 18, 2016 and March 31, 2016 Meetings
❖ 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
COMMITTEE REPORTS

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Information
Estimated Receipts – March 2016 (Attachment FC 1)
Budget and Bond Update – March 2016 (Attachment FC 2)

For Action
Allocation for Align4NCWorks Pilot: Taste of Industry (Attachment FC 3)
Allocation for Virtual Learning Community Centers (Attachment FC 4) [CA]
Service Agreement for College Information Systems Enhancement and Support Services
(Attachment FC 5)
Construction and Property (Attachment FC 6) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

For Information
Applications as Approved by the System President (Attachment PROG 1)
Terminations as Approved by the System President (Attachment PROG 2)
Career and College Promise Operating Procedures Update – 2016 SAT College Readiness Benchmarks
(Attachment PROG 3)
SBCC Code Report – April 2016 (Attachment PROG 4)

For Action
Career and College Promise College Transfer Pathway Leading to the Associate in Engineering
(Attachment PROG 5) [CA]
Associate in Engineering (A10500) Program Application (Attachment PROG 6) [CA]
Curriculum Standard Revisions (Attachment PROG 7) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
Combined Course Library – Continuing Education (Attachment PROG 9) [CA]

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

For Information
Governor’s 67% Postsecondary Education Goal (Attachment PLAN 1)
NCWorks Career Coaches
SBCC Align4NCWorks Initiatives:
   Career Development Facilitator Training (Attachment PLAN 2)
   Allocations for Align4NCWorks Pilot – Taste of Industry (Attachment FC 2)
Career and College Ready - 12th Grade Remediation
POLICY COMMITTEE, Mr. Ernie Pearson, Chair
For Information
SBCC Code Report – April 2016 (Attachment POL 1)

For Action
Initiation of the Rulemaking Process to Amend Title 1, Chapter A – “State Board Governance”
(Attachment POL 2)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair
For Information
Legislative Priorities Material (Attachment LEG 1)

NEW BUSINESS

PRESIDENT’S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS
The next State Board meeting is scheduled on Thursday, May 19, 2016 through Friday, May 20, 2016 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 vacancy 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

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Allocation for Virtual Learning Community Centers (Attachment FC 4)
Construction and Property (Attachment FC 6)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (Attachment PROG 5)
Associate in Engineering (A10500) Program Application (Attachment PROG 6)
Curriculum Standard Revisions (Attachment PROG 7)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8)
Combined Course Library – Continuing Education (Attachment PROG 9)
CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in Building 200, Room 267 at Montgomery Community College. Mr. Bryan Jenkins called the roll and the following members were present:

- Ms. Priya Balakrishnan
- Dr. Breeden Blackwell
- Mr. Schorr Johnson (Rep. for Treasurer Janet Cowell)
- Ms. Lisa Estep*
- Representative Jimmie Ford
- Mr. Bobby Irwin
- Ms. Janet Lowder
- Mr. Bill McBrayer
- Mr. Ernie Pearson*
- Dr. Samuel Powell
- Mr. Lynn Raye
- Mr. Lee Roberts
- Mr. James Rose
- Dr. Darrell Saunders
- Mr. Scott Shook
- Ms. Yolanda Stith
- Mr. Clark Twiddy
- Mr. Jerry Vaughan
- Mr. Hal Weatherman (Rep. for Lt. Governor Dan Forest)*
- Dr. Candler Willis

*Attended by telephone

Absent: Mr. Todd Johnson

Chairman Shook welcomed Mr. Lee Roberts and Ms. Yolanda Stith and asked them to give a brief introduction to the board.

President Fouts spoke about the passing of Dr. Ben Fountain and his service to the community colleges.

Chairman Shook thanked President Bledsoe and his staff for hosting the committee and State Board meetings. Chairman Shook also thanked Dr. Blackwell and his wife, Cathy, for their hospitality.

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.

APPROVAL OF THE MINUTES
Mr. Raye made a motion to approve the minutes of the February 19, 2016 meeting of the State Board of Community Colleges. Mr. McBrayer 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. Jerry Vaughan, Chair
Mr. Vaughan stated Presidential Search Committee has no changes.

PERSONNEL COMMITTEE, Ms. Lowder, Chair
Ms. Lowder stated Personnel Committee has no changes.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Mr. Raye asked on behalf of Finance Committee to move FC 3 – Asheville-Buncombe Technical Community College Request for Multi-Campus Center Approval and FC 4 – Flexibility to Use State Funds for Campus Security Expenses from future action to action.

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair
Dr. Powell asked on behalf of Program Services Committee to move PROG 8 – Associate in Engineering (A10500) Program Applications to the consent agenda.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
Dr. Saunders asked on behalf of Strategic Planning Committee to move PLAN 2 – NCCCS Data Governance Committee Scope and Procedures from future action to action.

POLICY COMMITTEE, Mr. Bobby Irwin, Member
Mr. Irwin asked on behalf of Policy Committee to move POL 2 – Initiation of the Rulemaking Process to Amend 3C SBCCC 200.1 – “Rule Formatting Specifications”, POL 4 – Recommendations for Initial Proprietary School Licensure, and POL 5 – Refusal to Recommend Initial Proprietary School Licensure for One or More Programs from future action to action.

APPROVAL OF THE AGENDA
Representative Ford made a motion to approve the agenda, Mr. McBrayer seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA
Mr. Raye made a motion to approve the consent agenda as recommended, Mr. McBrayer seconded the motion, and the motion was unanimously approved by voice vote.
Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Allocation for Small College Prison Program Start-Up (Attachment FC 5)
Contract for Learning Management System, Online Helpdesk and Video Conferencing (Attachment FC 6)
Contract for Moodle Hosting Services (Attachment FC 7)
Contract for North Carolina Learning Object Repository (NCLOR) (Attachment FC 8)
Contract for Integrated Library System (Attachment FC 9)
FY 2016-17 NC Community College Grant Program Payment Schedule (Attachment FC 10)
FY 2016-17 State Financial Aid Allocation for the Targeted Assistance Student Program (Attachment FC 11)
Construction and Property (Attachment FC 14)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Associate in Engineering (A10500) Program Applications (Attachment PROG 8)
  • Haywood Community College
  • Wayne Community College
Basic Skills Plus Program Request for Cleveland Community College (Attachment PROG 10)
Curriculum Standard Revision (Attachment PROG 11)
  • Randolph Community College – Photographic Technology (A30280)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 12)
  • Sampson Community College
    o Emergency Management (A55460)
    o Emergency Medical Science (A45340)
    o Medical Assisting (A45400)
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 13)
  • Continuing Education
    o Halifax Community College – Odom Correctional Institution
      ▪ Custodial/Environmental Services (Commercial Cleaning)
    o Richmond Community College – Morrison Correctional Institution
      ▪ Truck Driver Training (Truck Driver Training/CDL Prep)
    o Vance-Granville Community College – Polk Correctional Institution
      ▪ Hotel & Lodging Operations (Hospitality START Program)
    o Vance Granville Community College – Warren Correctional Intuition
      ▪ Hotel & Lodging Operations (Hospitality START Program)

REPORTS:
Dr. Robert Shackleford, President of North Carolina Association of Community College Presidents
President Shackleford reviewed the following activities of NCACCP:
  • The association met Wednesday in Raleigh. Celebrated the passing of the bond. The association is grateful to all who supported and participated in passing the bond. Thank you to Mr. Rose. Looking forward to the improvements which are long overdue.
  • Finance committee reviewed and tweaked the legislative priorities document.
  • Programs committee is getting involved in research on a few topics
    o Multiple measures
    o How can colleges maximize student success in online courses?
How to develop better training for Financial Aid staff? It is a very important position on the college campus.

- Institutional Effectiveness/Research training.
- SACS report hit usually comes on staff certification and institutional effectiveness.
- Wednesday, March 23, 2016 is the collaboration work session with Public School Superintendents and community colleges.

- April, the presidents will have their meeting in conjunction with the Law and Legislative conference. Legislative Reception will be on April 21, 2016.

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

Ms. Austin shared that the Law and Legislative Seminar will conduct training for the trustees. Sessions on primaries and general elections and how that will affect the colleges. She invited the State Board members and asked each member to invite their legislators to attend. The conference will be held at the Crabtree Marriott on April 20-22, 2016.

N4CSGA, Ms. Priya Balakrishnan, President

Ms. Balakrishnan shared

- Three division meetings were conducted in February where leadership workshops, advisor and delegate roundtable discussions, issue management sessions, and a business meeting occurred.
- Connect NC Bond campaign went well. N4CSGA is very glad that it has passed.
- Spring conference planning is in full swing. It will be in Durham on April 1 – 3, 2016. Mr. Fouts and Ms. Shuping will be speaking and the N4CSGA invites all members and system staff to attend.
- Leadership Retreat will be this weekend on the Outer Banks.
- Introduced two SGA officers.

COMMITTEE REPORTS

PRESIDENTIAL SEARCH COMMITTEE, Mr. Jerry Vaughan, Chair

The Board went into closed session pursuant to North Carolina General Statute sections 143-318.11(a)(1) and 143-318.11 (a)(6) following a motion by Mr. Vaughan, seconded by Mr. Raye, and approved via voice vote.

Mr. Vaughan updated the board on candidate information and the interviews.

The board remained in closed session to discuss personnel committee items.

Ms. Lowder moved to go back into open session with second from Mr. Raye, approved via voice vote.

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

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

Ms. Margaret Robert be approved as Associate Vice President, Continuing Education at a salary of $105,000 effective April 1, 2016.
The motion was unanimously approved by voice vote.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
On behalf of the Finance Committee, Mr. Raye recommended and moved that the following item be approved by the board:

Asheville-Buncombe Technical Community College Request for Multi-Campus Center Approval (Attachment FC 3)

Ms. Haygood reviewed the purpose for the campus. The request for preliminary approval must have viable criteria which include serving at least 300FTE and provide administrative services. If State Board approves, then the General Assembly will have to fund. The item would then return to the State Board for final approval.

The location is owned by the county and they plan to do a long term usage agreement. Staff has requested the college to strengthen the agreement. The county is open to the changes. The campus will be a regional hub for emergency services training.

The above item was approved by voice vote.

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

Flexibility to Use State Funds for Campus Security Expenses (Attachment FC 4)

Ms. Haygood stated the board previously asked about security on campuses and staff has conducted a survey to determine what is on the campus. Out of that survey it was found that the majority of the colleges want the ability to use more state funds for security.

Mr. Irwin asked how the state funds are split for multi campus locations. Ms. Haygood stated it is up to the local board of trustees to distribute.

The above item was approved by voice vote.

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

State Board Reserve Funding for Career Development Facilitators (Attachment FC 12)

Ms. Haygood stated the funding is for career development facilitator training. The agenda item outlines the outcome goals.

The above item was approved by voice vote.
On behalf of the Finance Committee, Mr. Raye recommended and moved that the following item be approved by the board:

State Board Reserve Funding for Align4NCWorks Pilot – Taste of Industry (Attachment FC 13)

Ms. Haygood said this would enable colleges to have a better knowledge of industry needs.

At Mr. Vaughan’s request, Ms. Haygood shared the total State Board Reserve is $250,000. A large amount has been spent on the Presidential Search.

The above item was approved by voice vote.

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board

College and Career Readiness Report (Attachment PROG 6)

Dr. Chapman said this report, once approved, will be presented to the Joint Legislative Education Oversight Committee. The legislation suggested that the branches of education work together to develop a program that will be administered by K-12. There will be regional pilots, an assessment after a year, and then a statewide plan will be implemented.

She reviewed from the report on how the models, partnerships, and programs would work.

Mr. Vaughan said this is an important project and reminds him of what was presented in Strategic Planning committee about Montgomery’s apprenticeship program. That program is funded by private industry. How will this program be funded? Dr. Chapman said there will be funding implications, but there is a request for funding for future years. Alternate funding sources are being researched as well.

Mr. Raye verified that juniors will be the focus in the program assessment. Dr. Chapman said there is also an assessment to determine the success of the student at the end of the program.

The above item was approved by voice vote.

On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board

NC GAP Report (Attachment PROG 7)

Dr. Powell shared with the board the legislation that this report is addressing. The members were given an addendum added at the Programs meeting yesterday.
The legislation is due to the number of 6 year baccalaureate degrees. This program would allow at risk students to complete their associates degree within 3 years and the college will hold a spot for the student and would have a guaranteed acceptance.

The board discussed the fact that the report is recommending a way to incentivize the student. Dr. Chapman said there is concern from UNC about holding a spot with the risk that the student will not complete their associates or decide to go to another college.

Dr. Powell stated the committee does not recommend approving the report and made the motion that the State Board of Community Colleges receive the report and direct staff to forward the report along with the addendum to the General Assembly.

The above item was approved by voice vote.

On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board

**Initiation of the Rulemaking Process to Amend 1D SBCCC Subchapter 300 - Continuing Education (Attachment PROG 9)**

Ms. Martin reviewed the SBCC code changes. This will open the chapter for feedback from the public.

The above item was approved by voice vote.

**STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair**

No items for discussion on the agenda.

**ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Jimmie Ford, Chair**

No items for discussion on the agenda.

**POLICY COMMITTEE, Mr. Bobby Irwin, Member**

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

**Initiation of the Rulemaking Process to Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” (Attachment POL 2)**

Ms. Martin said this covers formatting changes to the code.

The above item was unanimously approved by voice vote.
On behalf of the Policy Committee, Mr. Irwin recommended and moved that the following items be approved by the board:

Recommendations for Initial Proprietary School Licensure (Attachment POL 4)

The above item was unanimously approved by voice vote.

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

Refusal to Recommend Initial Proprietary School Licensure for One or More Programs (Attachment POL 5)

Ms. Martin stated the school in question will only be approved for the one program. The school will have an opportunity to request an informal hearing to be re-evaluated. Mr. Raye asked if the review would be done by Proprietary School or State Board. Ms. Martin stated her office will conduct the informal hearing.

The above item was unanimously approved by voice vote.

NEW BUSINESS
Chairman Shook thanked Mr. Rose for all of his work on the Connect NC Bond Campaign. Mr. Rose stated there was a great team involved and recognized Ms. Balakrishnan, Dr. Shackleford, and Interim President Fouts as MVPs.

Linda Weiner provided information via handouts on community college business impact. Each handout contained graphics detailing said impact.

PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES
Interim President Fouts recognized Chreatha Alston as MVP for the month of March 2016. The President’s Report can be reviewed on the NC Community College website: President's Report

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF NEXT MEETING
The next State Board Meeting will be held on Thursday, April 14, 2016 through Friday, April 15, 2016 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, Mr. Raye made the motion to adjourn, seconded by Mr. McBrayer at 11:23 p.m., unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:  
Secretary

APPROVED BY:  
Mr. Scott Shook, Chair

______________________________ ______________________________
Mr. George Fouts, Interim System President
CALL TO ORDER
Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 10:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building. 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. Bobby Irwin
- Ms. Janet Lowder
- Mr. Bill McBrayer*
- Mr. Ernie Pearson
- Dr. Samuel Powell
- Mr. Lynn Raye
- Mr. Lee Roberts
- Dr. Darrell Saunders
- Mr. Scott Shook
- Ms. Yolanda Stith
- Mr. Clark Twiddy
- Mr. Jerry Vaughan
- Mr. Hal Weatherman (Rep. for Lt. Governor Dan Forest)*
- Dr. Candler Willis*

*Attended by telephone
Absent: Mr. Todd Johnson; Mr. James Rose

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST
Chairman Shook 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.

COMMITTEE REPORTS
PRESIDENTIAL SEARCH COMMITTEE, Mr. Jerry Vaughan, Chair
The Board went into closed session pursuant to North Carolina General Statute sections 143-318.11(a)(1) and 143-318.11 (a)(6) following a motion by Mr. Vaughan, seconded by Mr. Raye, and approved via voice vote.
Mr. Vaughan updated the board on candidate and search information.

Mr. Vaughan moved to go back into open session with second from Mr. Raye, approved via voice vote.

Mr. Vaughan commented on Dr. Jimmie Williamson as the candidate for the next President of the North Carolina Community College System. Mr. Vaughan thanked the committee, staff, and board for all their hard work throughout the process.

Mr. Vaughan, on behalf of the Presidential Search Committee, recommended Dr. James “Jimmie” C. Williamson for the position of System President at a salary of $285,000, beginning July 1, 2016. The motion was approved unanimously via voice vote.

Dr. Williamson spoke to the board to introduce himself and his family.

Various members spoke about the process and supporting the selection.

**NEW BUSINESS**
None noted

**BOARD MEMBERS QUESTIONS/COMMENTS**
None noted

**DATE OF NEXT MEETING**
The next State Board Meeting will be held on Thursday, April 14, 2016 through Friday, April 15, 2016 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, Representative Ford made the motion to adjourn at 10:35 p.m., unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:  
*Secretary*

APPROVED BY:  
______________________________  ______________________________
Mr. George Fouts, Interim System President  Mr. Scott Shook, Chair
AGENDA

State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building
Conference Room 201A
April 14, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
• March 17, 2016

For Information
• Estimated Receipts – March 2016 (Attachment FC 1)
• Budget and Bond Update – March 2016 (Attachment FC 2)

For Future Action

For Action
• Allocation for Align4NCWorks Pilot: Taste of Industry (Attachment FC 3)
• Allocation for Virtual Learning Community Centers (Attachment FC 4) [CA]
• Service Agreement for College Information Systems Enhancement and Support Services (Attachment FC 5)
• Construction and Property (Attachment FC 6) [CA]

New Business

Adjourn
FINANCE COMMITTEE
March 17, 2016 - 1:30 p.m.

Members Present:
Lynn Raye
Priya Balakrishnan
Todd Johnson
Schoor Johnson
Janet Lowder
Lisa Estep (Telephone)
Jim Rose

System Office Staff and Others:
Jennifer Haygood, NCCCS
Katherine Davis, NCCCS
Elizabeth Self, NCCS
Saundra Williams, NCCCS
Matt Meyer, NCCCS
Kennon Briggs, Education Consultant
Ron Kincaid, MCC Trustee
Dr. Dennis King, A-B Tech CC
Jeanette McBride, MCC
David White, A-B Tech CC

CALL TO ORDER
Mr. Lynn Raye called the meeting to order at 1:30 p.m.

ROLL CALL
Jennifer Haygood took the roll of the Finance Committee members.

ETHICS AWARENESS AND CONFLICT OF INTEREST
Mr. Raye read the required ethics statement. There were no conflicts of interest.

AGENDA
Mr. Raye asked for a motion to approve the agenda for the meeting as presented. Mr. Todd Johnson moved, seconded by Mrs. Lowder.

MINUTES
Mr. Raye asked for a motion to approve the minutes of the February 18, 2016, meeting as presented. Mr. Todd Johnson moved and Mr. Rose seconded the motion.

FOR INFORMATION
Estimated Receipts – February 2016 (Attachment FC 1)
Ms. Haygood provided a brief overview of the February 2016 Estimated Receipts. Ms. Haygood stated that receipts collection through end of February is approximately $281 million, which is about 80% of the receipts budget.

Budget Update (Discussion Only)
Ms. Haygood stated that a budget update will be provided at each meeting for the remainder of the fiscal year. Ms. Haygood indicated that the OSBM has directed the System Office to submit Worksheet Two, which is the official mechanism to enter items requested by NCCCS into the
budget preparation system. Ms. Haygood specified that she and her staff will be preparing and submitting these worksheets within the next few days. Ms. Haygood also stated that she and Mary Shuping will be meeting with legislative staff over the next week to review the budget requests in detail.

**Enrollment Update (Attachment FC 2)**

Ms. Haygood provided a detailed summary of the Spring 2015 estimated FTE enrollment data. She indicated that enrollment trends are not uniform among the instructional programs or colleges and the 2016-17 BFTE is estimated to be 2.2% lower than FY 2015-16 BFTE. Ms. Haygood called the committee’s attention to the chart titled “Number of Students Age 25-59 Enrolling in CTE Programs” which shows a clear correlation between the State’s unemployment rates and enrollment of students age 25-59.

Ms. Haygood also stated that enrollment trends among colleges vary when grouped into general size categories: small (< 2500 FTE), mid-sized (2500-6499 FTE), and large (6500+ FTE). As a group, small colleges experienced a much smaller spike in enrollment during the recession and now have total BFTE enrollment that is below pre-recession enrollment levels. Medium colleges experienced a 24% increase in total BFTE between FY 2007-08 and FY 2011-12 and have sustained about 28% of that growth. Large colleges experienced the biggest spike in enrollment during the recession (39%) and has largely sustained 90% of that growth since FY 2011-12.

Ms. Haygood advised that this data should be interpreted with caution as there is significant variation in the change in BFTE enrollment between FY 2007-08 and FY 2016-17 (estimated) among colleges within each category.
FOR FUTURE ACTION
Asheville-Buncombe Technical Community College Request for Multi-Campus Center Approval (Attachment FC 3)

Ms. Haygood introduced Dr. Dennis King, President of Asheville-Buncombe Technical Community College. Dr. King reviewed A-B Tech’s request for multi-campus center (MCC) approval for the Woodfin location. Dr. King talked about the Emergency Services Center facilities and the history of the location. He described the importance of the location to the area and the strong support provided by Buncombe County. Dr. King went on to list each condition that must be met to obtain MCC designation approval and enumerated how A-B Tech met those requirements.

Ms. Haygood reiterated that the System Office staff had reviewed A-B Tech’s application and recommends approval. Ms. Haygood also called attention to a special provision for approval requiring an amendment to the usage agreement that ensures any State investment in capital improvements at the Woodfin location would be protected if the usage agreement was prematurely terminated.

Mr. Rose motioned to have the request moved to For Action, seconded by Mr. Todd Johnson. Hearing no objections, Mr. Raye declared the item approved.

Flexibility to Use State Funds for Campus Security Expenses (Attachment FC 4)
Ms. Haygood stated that the NC Association of Community College Presidents has proposed the State Board increase colleges’ flexibility to use State funds for campus security expenses to an amount equal to 3% of colleges’ enrollment allotments. Ms. Haygood reviewed the attachment which provided an estimate of the proposed 3% maximums for each college.

Mr. Rose motioned to move Attachment FC 4 from For Future Action to For Action. Mr. Johnson seconded the motion, and it was passed.

FOR ACTION
Allocation for Small College Prison Program Start-Up (Attachment FC 5)
Ms. Haygood reviewed the request to allocate $25,000 each to Halifax and Pamlico Community Colleges (total of $50,000) for the Small College Prison Program Start-Up. Ms. Haygood stated that this funding is allocated specifically for course start-up and that colleges will generate FTE to support continuation of instruction.

Mrs. Lowder motioned, seconded by Mr. Todd Johnson. The motion was passed.

Contract for Learning Management System, Online Helpdesk and Video Conferencing (Attachment FC 6)
Ms. Haygood introduced Dr. Saundra Williams, who proceeded to review the Learning Management System, Online Helpdesk and Video Conferencing contract presented for renewal. Dr. Williams stated that this request is for a one-year contract with Blackboard®, Inc. for licenses
for the North Carolina Community College System Office and 20 community colleges for the Blackboard Learn Learning Management System (LMS); system-wide Blackboard Student Services online helpdesk; and Blackboard Collaborate for the NCCC System Office; for the period July 1, 2016, through June 30, 2017. A brief discussion followed.

Mr. Rose motioned, seconded by Mr. Johnson, and the allocation was approved.

**Contract for Moodle Hosting Services (Attachment FC 7)**
Dr. Williams reviewed the request for a one-year extension for the Moodle® hosting services contract with Remote-Learner.Net to provide Moodle learning management system (LMS) software and support services for the NCCCS colleges that choose Moodle as their primary LMS. Dr. Williams indicated that the one-year extension will allow the time needed to issue a request for proposal (RFP), award a new contract for Moodle hosting services, and provide transition time for North Carolina Community Colleges included in this contract.

After a brief discussion, the committee approved the request. Mr. Johnson motioned, seconded by Mrs. Lowder.

**Contract for North Carolina Learning Object Repository (NCLOR) (Attachment FC 8)**
Dr. Williams reviewed the request to approve up to $100,000 for a one year extension of the contract with eCollege.com (formerly Pearson-Equella) for maintenance and support for the North Carolina Learning Object Repository (NCLOR). Dr. Williams provided background on the NCLOR and the agreement with DPI. She indicated that the cost of maintenance and support for this agreement is $250,000, of which DPI agrees to pay $150,000 and NCCCS agrees to pay $100,000 of the total cost.

Mr. Johnson motioned for approval, seconded by Mrs. Lowder, and the request was approved.

**Contract for Integrated Library System (Attachment FC 9)**
Dr. Williams reviewed the request to approve the third year of a three-year contract to continue the current SaaS (Software-as-a-Service) system and the annual integrated library system services agreement with Sirsi-Dynix, Inc., for the Unicorn Symphony Library System used by 50 of our colleges and the System Office.

Mr. Rose motioned approval, seconded by Mr. Johnson. The motion passed.

**FY 2016-17 NC Community College Grant Program Payment Schedule (Attachment FC 10)**
Ms. Haygood reviewed the FY 2016-17 NC Community College Grant Program Payment Schedule. She stated that the grant program is designed to complement grants provided through the federal Pell Grant and North Carolina Education Lottery Scholarship programs and is funded through the Escheat Fund.

After a short discussion, Mr. Rose motioned, seconded by Mrs. Lowder, and the motion passed.
FY 2016-17 State Financial Aid Allocation for the Targeted Assistance Student Program (Attachment FC 11)

Ms. Haygood stated that the Targeted Assistance Student Program provides colleges with a mechanism to offer financial assistance for students who 1) enroll in low-enrollment programs that prepare students for high demand occupations, 2) have disabilities and have been referred by the Division of Vocational Rehabilitation, or 3) enroll on a less than half time basis. Each college is allocated a base of $1,000. The remaining funds are allocated on a pro-rata basis as determined by each college’s percentage of total 2014-15 Pell Grant disbursements.

Mr. Johnson motioned, seconded by Mr. Rose, and the motioned was approved.

State Board Reserve Funding for Career Development Facilitators (Attachment FC 12)

Ms. Haygood introduced Matt Meyer who proceeded to describe the funding request for Career Development Facilitators. Mr. Meyer discussed the Align4NCWorks Collective Impact teams and the program that trains individuals on career development facilitation. He stated that the Career Development Facilitator (CDF) Certification will train individuals on the aspects of the skills and knowledge used in any type of career development setting.

State Board Reserve Funding for Align4NCWorks Pilot – Taste of Industry (Attachment FC 13)

Mr. Meyer continued to discuss the request to use State Board Reserve funds to support and expand an Align4NCWorks piloted initiative called ‘Taste of Industry.’ Mr. Meyer stated that the one-day program will be facilitated by local community college staff/faculty, and will invite public school teachers and community college faculty from core academic areas (English, Math, etc.) to participate in training sessions held in the technical education program labs of our community colleges and in discussions with employers.

A brief discussion followed, after which, Mr. Johnson motioned for approval, seconded by Mrs. Lowder. The requests for State Board Reserve Funding for Career Development Facilitators (Attachment FC 12) and State Board Reserve Funding for Align4NCWorks Pilot – Taste of Industry (Attachment FC 13) were approved.

Construction and Property (Attachment FC 14) [CA]

Ms. Haygood reviewed the four new projects being presented to the board for approval.

Mrs. Lowder moved, seconded by Mr. Rose, and the committee approved the allocations for the following new projects.

A. Cape Fear Community College – Project No. 2102 – Schwartz Center Renovation – Main Campus – Estimated cost is $3,005,090, of which $473,000 local funds are available for planning.
B. Carteret Community College – Project No. 2104 – Hospitality/Culinary Arts Building – Main Campus – Estimated cost is $5,745,355, composed of $2,969,620 local funds, $101,050 (40720) advanced planning funds and $2,674,685 (Connect NC Bonds).

C. Mayland Community College – Project No. 2103 – Phillips Building HVAC/Controls Repairs and Renovations – Main Campus – Estimated cost is $351,890, composed of all state funds (Connect NC Bonds).

D. Randolph Community College – Project No. 2096 – Photography Center Renovation and Addition – Main Campus – Estimated cost is $1,810,000, composed of $1,210,000 local funds and $600,000 state funds (41520).

**New Business**
Mr. Raye inquired if there was any new business to bring forth. Ms. Haygood stated that there was no new business, rather a desire for consultation. Ms. Haygood stated the Board has previously granted authority to the NCCCS President to approve Construction and Property contacts that have sensitive timing issues. In light of the passage of the Connect NC Bond, and the expectation that there will be a large inflow of contracts for approval, Ms. Haygood asked that the Board reconfirm this authority, and its liberal interpretation. The members of the Committee agreed.

Ms. Haygood continued with a brief discussion on supplanting funds. Ms. Haygood asked to reaffirm the Board’s position that approval to supplant previously approved project funding with Connect NC Bond funds will not be granted. The members of the Committee agreed.

**Adjournment**
The meeting was adjourned at 3:06 p.m.
## Estimated Tuition and Fees Collected Through March 31, 2016

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>INC/DECR OVER PRIOR YEAR</th>
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</thead>
<tbody>
<tr>
<td><strong>BUDGETED RECEIPTS</strong></td>
<td>$367,096,183</td>
<td>$357,932,547</td>
<td>$350,495,365</td>
<td>-2.1%</td>
</tr>
<tr>
<td><strong>ACTUAL NET RECEIPTS COLLECTED</strong></td>
<td>324,126,180</td>
<td>309,124,370</td>
<td>295,801,724</td>
<td>-4.3%</td>
</tr>
<tr>
<td><strong>BUDGETED RECEIPTS UNCOLLECTED</strong></td>
<td>$42,970,003</td>
<td>$48,808,177</td>
<td>$54,693,641</td>
<td></td>
</tr>
<tr>
<td><strong>PERCENT OF BUDGET COLLECTED</strong></td>
<td>88.3%</td>
<td>86.4%</td>
<td>84.4%</td>
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</tr>
</tbody>
</table>

### Benchmarks and Percentages

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td><strong>PERCENT OF BUDGET BENCHMARK (3 year average)</strong></td>
<td>92.4%</td>
</tr>
<tr>
<td><strong>COLLECTION BENCHMARK</strong></td>
<td>$323,718,785</td>
</tr>
<tr>
<td><strong>DIFFERENCE BETWEEN ACTUAL &amp; BENCHMARK (3 year average)</strong></td>
<td>$(27,917,061)</td>
</tr>
<tr>
<td><strong>PERCENT OVER-REALIZED / (SHORTFALL)</strong></td>
<td>-8.6%</td>
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<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td><strong>PERCENT OF BUDGET BENCHMARK (last year)</strong></td>
<td>91.2%</td>
</tr>
<tr>
<td><strong>COLLECTION BENCHMARK</strong></td>
<td>$319,623,754</td>
</tr>
<tr>
<td><strong>DIFFERENCE BETWEEN ACTUAL &amp; BENCHMARK (last year)</strong></td>
<td>$(23,822,030)</td>
</tr>
<tr>
<td><strong>PERCENT OVER-REALIZED / (SHORTFALL)</strong></td>
<td>-7.5%</td>
</tr>
</tbody>
</table>

**FY 2015-16 BUDGETED RECEIPTS REFLECTS THE FOLLOWING LEGISLATIVE ADJUSTMENTS:**

- $(13,506,579) ENROLLMENT DECLINE ADJUSTMENT
- $(8,069,397) TUITION INCREASE ADJUSTMENT
- $(2,000,000) IN-STATE TUITION FOR VETERAN ADJ.
- $(23,575,976) -0.07% BUDGETED RECEIPTS DECREASE
STATE BOARD OF COMMUNITY COLLEGES
Budget and Bond Update
2016 Community College Budget Priority: Increase Student Enrollment & Completion By Investing In Student Supports

One of our budget strategies is to improve student completion rates by investing in student supports. To fund these initiatives, we are requesting that we retain funds that would otherwise be cut due to enrollment declines ($26.2 million). Strategies would be “local initiatives, locally driven” – colleges would be able to use these monies to fund locally-determined student supports that promote student completion. Following is information provided by each college on ways in which the funds would be used to support student success.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>STRATEGY/PROBLEM ADDITIONAL FUNDING WOULD ADDRESS</th>
<th>DESCRIPTION OF HOW FUNDS WOULD BE USED</th>
</tr>
</thead>
</table>
| A-B Technical Community College | **Strategy 1:** A-B Tech CC would fully implement a Student Lifecycle Management strategy (IPASS - Integrated Planning and Advising for Student Success) by enhancing its early alert capabilities, deploying a student curriculum mapping tool and developing a timely reporting and analytics framework for proactively identifying at risk students. | - Acquire software and contract a consultant to enhance and fully integrate the early alert solution.  
- Acquire and deploy a student curriculum mapping tool to guide students through their curricula and to proactively monitor their progress.  
- Integrate Career Counseling and Placement into the Student Lifecycle Management system.  
- Acquire software to deploy a data warehouse, data reports and analytics to track progress and identify at-risk students. |
<p>|                              | <strong>Strategy 2:</strong> A-B Tech wants to ensure early success of students taking entry level credit math and English courses in the first year. Students successfully completing these courses in year one are more likely to complete their intended goals. | - Run one credit support sections of math and English for at-risk students entering credit level courses under multiple measures. |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>Alamance Community College</td>
<td></td>
<td>• Lower ENG 111 caps to allow instructors more time for student support.</td>
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<tr>
<td></td>
<td></td>
<td>• Increase skills lab capacity to provide additional tutoring opportunities for students in English and math.</td>
</tr>
<tr>
<td>Beaufort County Community College</td>
<td><strong>Strategy:</strong> Increase the percentage of students who enroll in the College successfully complete their program of study.</td>
<td>Expand temporary advising center to a permanent fully functional advising center to help students with career assessment, program selection and completion. This would include an early warning system to assist advisors in identifying at risk students.</td>
</tr>
<tr>
<td>Bladen Community College</td>
<td><strong>Strategy 1:</strong> Increase the number of students who complete gateway English classes through the implementation of a writing laboratory.</td>
<td>Course materials, hardware, software, and personnel to support students in the writing laboratory.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 2:</strong> Implement an early alert system that will provide information to faculty advisors and counselors regarding student progress in classes to improve student success.</td>
<td>Purchase an early alert system that will fully integrate with our current computer system.</td>
</tr>
<tr>
<td>Blue Ridge Community College</td>
<td><strong>Strategy:</strong> Increase the number of students who are able to overcome inevitable struggles in their courses, particularly in gateway courses in English and math.</td>
<td>Implement an early alert system that would allow students to be contacted as early as possible when they begin to struggle due to academic or non-academic factors. This early alert would allow BRCC to put the students in contact with internal or external sources of help before the student drops out.</td>
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<tr>
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<tr>
<td>Brunswick Community College</td>
<td><strong>Strategy 1:</strong> Engage faculty and staff in a comprehensive student success and completion initiative.</td>
<td>Employ a full-time Academic Support dean to expand an existing division within Academic and Student Affairs.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 2:</strong> Strengthen academic advising by increasing student access to advising through a dedicated year-round Advising Center.</td>
<td>Employ two full-time advisors trained in professional technical/transfer curriculum programs to help students identify and locate resources, complete student-related transactions (drop/add, graduation application, etc.), career/curriculum planning, as well as monitoring students’ progress towards graduation.</td>
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<tr>
<td></td>
<td><strong>Strategy 3:</strong> Increase semester-to-semester persistence rates of students and program completion.</td>
<td>Provide student support using software, e.g., Starfish, Aviso, etc., that interacts with current Information Technology systems to identify at-risk developmental and college-ready students needing academic interventions.</td>
</tr>
<tr>
<td>Caldwell Community College &amp; Technical Institute</td>
<td><strong>Strategy:</strong> Caldwell Community College and Technical Institute wants to increase retention rates and promote goal completion.</td>
<td>Caldwell Community College and Technical Institute would use these funds to expand academic support initiatives including academic planning and coaching, advising, tutoring, supplemental instruction, and veteran’s services. In addition, funds would be utilized to purchase technology enhancements to support student success (i.e. Early alert software and online orientation software).</td>
</tr>
<tr>
<td>Cape Fear Community College</td>
<td><strong>Strategy:</strong> Increase the percentage of new students that attempt and complete 12 credit hours in their first year of enrollment (First Year Progression). Of newly enrolling students in the fall 2012 cohort who attempted at least 12</td>
<td>Significantly expand orientation and academic advising systems and hours of operations. These enhanced services to students will include mandatory orientation and first-year advising, completed degree</td>
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<tr>
<td>CARTERET COMMUNITY COLLEGE</td>
<td>credit hours, only 69.7% successfully completed at least 12 credit hours; the NCCCS goal is 74.6%. This strategy can also affect CFCC’s Fall-to-Fall Retention rate by increasing the numbers of students that re-enroll for a second fall semester (Between 2007 and 2011 only 67.6% of newly enrolling degree seeking students reenrolled for a second fall semester, on average).</td>
<td>plans, purchase of additional equipment and academic planning/resource software that will systemize student tracking/advising processes across the College.</td>
</tr>
<tr>
<td>CARTAWBA VALLEY COMMUNITY COLLEGE</td>
<td><strong>Strategy 1:</strong> Increase the enrollment, retention, and completion of credentials for Hispanic, Hmong, African-American, and other students of diversity.</td>
<td>Hire an Outreach Coordinator and minority ambassadors that represent the targeted communities to intentionally recruit, advise, enroll, and help complete credentials for targeted groups. Offices within the Hispanic, Hmong, African-American, and other diverse communities would be established to develop positive relationships that increase enrollment, retention, and completion of credentials.</td>
</tr>
<tr>
<td>CARTAWBA VALLEY COMMUNITY COLLEGE</td>
<td><strong>Strategy 2:</strong> CARTAWBA VALLEY COMMUNITY COLLEGE wants to increase recruitment and retention efforts for all of our students. CVCC launched a college-wide retention and recruitment plan to address student completion. Our research indicates that mentoring, tutoring, and service learning have positively impacted retention. The college wants the ability to provide support services for diverse student population.</td>
<td>CARTAWBA VALLEY COMMUNITY COLLEGE would use these funds to expand our student completion strategies. Mentoring, tutoring, and service learning have proven to be effective initiatives leading to student completion. The sustainability of these student completion efforts for long-term success is dependent on increased resources.</td>
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<tr>
<td>Central Carolina Community College</td>
<td><strong>Strategy 1:</strong> Central Carolina Community College seeks to increase retention and completion rates of all student groups by reducing inequities to college success for students with significant barriers to achievement. <strong>Strategy 2:</strong> Central Carolina Community College seeks to streamline the academic advising and registration experience to be more consistent, accurate, timely, and student-centered.</td>
<td>Central Carolina Community College will use these funds to expand its capacity to provide success coaches and advisors focused on students with the highest need in academic programs with low completion and retention rates. Central Carolina Community College will use these funds to enhance the student advising experience with technology upgrades to its web-based advising and early alert system using predictive analytics, along with enhanced advising/registration technologies that provide real-time updates to students about their registration/advising status.</td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td><strong>Strategy 1:</strong> Cleveland Community College wants to increase the percentage of students that enroll and successfully complete programs in high-demand occupations. <strong>Strategy 2:</strong> Cleveland Community College wants to improve retention in all courses through the implementation of a mandatory orientation program.</td>
<td>Cleveland CC would use these funds to hire a Success Coach who will work with students in programs that lead to manufacturing jobs in Cleveland County. Cleveland CC would use these funds to produce a high-quality online orientation, to staff face-to-face orientation, and to evaluate both online and face-to-face orientations.</td>
</tr>
<tr>
<td>Cleveland Community College</td>
<td><strong>Strategy:</strong> Coastal Carolina Community College wants to enhance student completion by increasing the percentage of students who utilize academic support services for success.</td>
<td>Coastal Carolina Community College would use these funds to redesign and renovate the Learning Resources Center to further accommodate the centralization and expansion of academic support services.</td>
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<tr>
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<tr>
<td>College of The Albemarle</td>
<td><strong>Strategy 1:</strong> College of The Albemarle wants to increase successful course completion rates in gateway math and English courses by 5%.</td>
<td>COA would use these funds for dedicated advisors for new students; Supplemental Instruction Leaders and training; Writing center assistance (face to face); Math tutoring (face to face); faculty development focused on student learning strategies for content areas.</td>
</tr>
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<td></td>
<td><strong>Strategy 2:</strong> College of The Albemarle wants to create an Advising Model and Early Alert System to offer increased student outreach and targeted support (academic, social, interpersonal, intrapersonal) at key stages of the students’ first two semesters. This initiative will increase retention semester to semester, completion of courses and increased graduation rates.</td>
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<tr>
<td>Craven Community College</td>
<td><strong>Strategy 1:</strong> Craven Community College wants to increase persistence, retention, and completion rates among its student population (developmental and college-level).</td>
<td>Craven Community College would use these funds to develop a credentialed tutoring program; peer mentoring program; and supplemental instruction option.</td>
</tr>
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<td><strong>Strategy 2:</strong> Craven Community College wants to offer students greater support to ensure appropriate, desired, and efficient educational pathways.</td>
<td>Craven Community College would use these funds to implement Starfish software (to assist tracking and advisement)</td>
</tr>
<tr>
<td>Davidson County Community College</td>
<td><strong>Strategy 1:</strong> In Fall 2014, the college enrolled 4,120 students and while 69.2% of those students were retained through Spring 2015, only 39.5% of those students returned in Fall 2015. Davidson County Community College wants to increase</td>
<td>Davidson County Community College would use the funds to improve student success by:  1. Embedding instructional support in the classroom (supplemental instruction).</td>
</tr>
<tr>
<td>COLLEGE</td>
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<td>the percentage of students who are retained from spring to fall semester by 15% each year.</td>
<td>2. Providing group tutoring sessions tailored to the needs of the students built into their course schedule.</td>
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<td></td>
<td>3. Increase summer options for students to stay engaged (e.g. course offerings, internships, apprenticeships, male mentoring opportunities, programs and college events).</td>
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<tr>
<td><strong>Strategy 2:</strong> Students are expected to complete their degree within 150% of time (3 years for a 2 year degree). However, for students starting in 2012, only 45.9 of them were on track at the 67% point to complete the degree within the expected time frame. In addition only 18% of our first-time, full-time degree seeking students earn a degree within 150% of time. Davidson County Community College wants to increase the percentage of students progressing toward degree completion by the 67% of time and thus completing their degree within the 150% timeframe.</td>
<td>Davidson County Community College would use the funds to: 1. Hire completion coaches to connect with students to get them back on track and to stay on track to degree completion. 2. Embed instructional support (supplemental instruction) in the classroom to ensure students are getting the academic support they need to stay engaged and finish their degree. 3. Develop academic options for students to accelerate toward degree completion (e.g. compressed schedule, winter break courses).</td>
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</tr>
<tr>
<td>Durham Technical Community College</td>
<td><strong>Strategy 1:</strong> Durham Tech wants to increase the percentage of new students who enroll and successfully complete a credit-level English and math course in their first year AND ensure first-year students reach an academic momentum point that helps predict future credential completion (NCCCS Performance Measures C, D, and E).</td>
<td>Durham Tech would use these funds to expand our Academic and Early Alert services and implement an Academic Progression Plan. Funds would be used to add academic alert tutorial services and early alert counseling services to students enrolled in credit-level English and math courses (services currently</td>
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<tr>
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<tr>
<td>Edgecombe Community College</td>
<td><strong>Strategy:</strong> Edgecombe Community College seeks to establish a student success center on each campus, designed to increase retention rates and completion rates.</td>
<td>Edgecombe Community College will utilize awarded funds to provide services in two student success centers (one on each campus). Funds will be used to provide tutoring and supplemental instruction for students needing assistance in their coursework, provide intrusive advising to improve students’ course selection, provide faculty training in academic advising, and purchase the STARFISH system to assist faculty and staff in working with students. The goal of the STARFISH system is to enable faculty and advisors to more accurately identify students who are underperforming and to provide them with the support services they need to complete their course of study.</td>
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<td><strong>Strategy 2:</strong> Durham Technical Community College wants to ensure that students have clear pathways to success, use career services to excel, and engage in work-based learning in all career and technical programs (College Goals #2, 5, and 6).</td>
<td>Durham Technical Community College would use these funds to develop a Center for Career Services. This Center would pull together various existing services and add others currently not offered to our students but expressed as a critical need by various constituencies, e.g., Career Counseling, Work-Based Learning, Internships, Work Study, and Job Placement services.</td>
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<td>offered only to Developmental Education and First-Year Experience students).</td>
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SBCC  
04/15/2016
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<tr>
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</table>
| Fayetteville Technical Community College  | **Strategy 1:** Fayetteville Tech wants to increase the passing rate percentage and completion rates of students who are identified as having academic difficulty. Target areas would include:  
  • Students who have been identified by faculty as needing help  
  • First time-First generation students  
  • Minority Males  
  • Students who have failed Financial Aid Satisfactory Academic Progress (SAP)  
  • Students not SAPed but their cumulative GPA is below 2.3  
  
**Strategy 2:** FTCC wants to increase student/faculty/staff touchpoints to encourage strong advising/counseling relationships that will promote student success. | Fayetteville Tech wants to develop identification, counseling/advising, tracking mechanism that will target student populations who historically do not perform well and/or are experiencing academic difficulty. Once the identification/referral/tracking mechanism is in place, advising/counseling/learning lab resources would be expanded to enhance the effort. |
<p>| Forsyth Technical Community College        | <strong>Strategy 1:</strong> Forsyth Tech will improve the success of students in gateway math and English courses by expanding DMA labs and tutoring.                                                                                                                                         | FTCC wants to develop an automated system that will assign advisors/counselors, to include communication and tracking modules that may be monitored by faculty/staff/administration for quality assurance purposes.          |
|                                            | <strong>Strategy 2:</strong> Forsyth Tech will expand college-to-career services.                                                                                                                                                                                                                          | Funds will provide for staffing to expand work-based learning opportunities in AAS, diploma, and certificate programs (credit and non-credit). Career counseling services will be expanded and employer liaisons employed. |</p>
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<tbody>
<tr>
<td>Gaston College</td>
<td><strong>Strategy 1:</strong> Gaston College wants to improve retention rates and completion rates by providing students with individualized advising through face-to-face interactions and through the use of technology that keep students on-track from initial enrollment through completion of their chosen career pathways.</td>
<td>Gaston College would use these funds to institutionalize the Transfer Advising Center pilot project. The center would provide a centralized and permanent location where students can receive intrusive advising and timely graduation checks in a face-to-face environment. In addition, the college would secure the technology needed to make intrusive advising college-wide. The application would facilitate individualized course recommendations; it would allow students to compare implications of switching programs, to identify difficult as well as suitable course combinations, and to review progress towards completion of career pathways/degrees, diplomas or certificates.</td>
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<td></td>
<td><strong>Strategy 2:</strong> Gaston College wants to improve student retention and graduation of all students by continuing to expand student support services such as Early Alert and supplemental instruction.</td>
<td></td>
</tr>
<tr>
<td>Guilford Technical Community College</td>
<td><strong>Strategy 1:</strong> Student retention and completion have been and remain important strategic priorities at GTCC. Very often, it is not unusual for “at risk” student populations to struggle academically two or three semesters before establishing themselves as successful students. New federal “Financial Aid Integrity Guidelines” that were implemented in 2010 have adversely affected many students’ ability to persist and remain enrolled. This is due to more stringent financial aid eligibility.</td>
<td>In order to address this and a variety of other student retention issues GTCC would use these funds to implement a Comprehensive Student Retention Unit. This unit will aggressively work with faculty and staff to identify at risk new, returning, and stop out students needing high touch intervention in order to persist in college toward completion.</td>
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<td>Halifax Community College</td>
<td><strong>Strategy 1:</strong> Halifax Community College wants to improve the passage rates in the following performance measures including licensure and certification, developmental success in college level Math &amp; English, GED passing rate, first year progression, curriculum student completion and the overall graduation &amp; completion rates for all of our students.</td>
<td>Halifax Community College would use the funds to provide innovative support for a broader range of students (i.e. like the PRIDE Male Mentoring Program) to increase student success as noted by the feedback report from the Aspen Institute College Excellence Program. We will hire an Allied Health Success (Nursing) Coach, Academic Success Coach (Transfer Programs) and Academic Success Coach</td>
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<td><strong>Strategy 2:</strong> A review of data from GTCC, indicates that the most significant reason students do not persist is due to non-cognitive variables (e.g., poverty impacts). To address retention in a significant and meaningful way, the college must support students both academically and using other strategies that help individuals and families break the cycle of poverty and make fully informed decisions about their education.</td>
<td>Funds would be utilized to support a comprehensive student support arm entitled, “Titan Link”. Titan Link would strive to address the non-cognitive challenges our student population faces through both referrals and direct services that support financial literacy and remove/ameliorate other barriers to success.</td>
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<td>limits called “Standards of Academic Progress” (SAP). When students lose their financial aid eligibility due to SAP they are no longer able to pay for classes/books, leave, and do not return to the college. Research tells us that this population of students are very needy and require a high touch support network in order to effectively navigate and succeed in college. This is just one example of potential barriers community college students must overcome while on the path to success and completion.</td>
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<td>Haywood Community College</td>
<td><strong>Strategy 1:</strong> Haywood Community College wants to increase the percentage of students who attempt and successfully complete 12 hours of coursework their first year. (Tied to Performance Measure E)</td>
<td>HCC will use the funds to realign the current Academic Advising model to a collaborative model between Student Services and Academic Departments. This model will be a modified Intrusive Advising/Advising Center Model. Funds will also be used to market availability of advising and direct support services to students and provide additional support for students in gateway courses.</td>
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<td>SBCC</td>
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<td>(Career &amp; Technical Programs. The three Academic Success Coaches will also have the credentials to teach at least one course in their discipline and will be 12 month employees to ensure students will receive have someone to provide advice and counsel on student success. Any additional funds would be used to provide targeted outreach to high schools and parents in the service region, including programs that allow students to apply to Halifax Community College online, apply for acceptance in the Career and College Program and evaluate their math and English skills before enrolling at Halifax Community College (Feedback from the Aspen Institute College Excellence Program Report to HCC).)</td>
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<td>Isotermal Community College</td>
<td>Strategy 2: HCC wants to increase the percentage of credential seeking students who persist from fall semester to the following fall semester. (Tied to Performance Measure F) Explore and purchase technology/software for early alert and retention efforts.</td>
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<td>Strategy 1: Isotermal will work with public school personnel to create and communicate 5 year pathways. These pathways will clearly define degree options for students to begin in high school and complete within one year of high school graduation. Isotermal would use funds to support personnel to advise students and to work with high school counselors to help students transition from high school to college.</td>
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<td>Strategy 2: Provide support services to student in gateway college level math courses through multiple measures. These services would include one-on-one tutoring, course co-requisites for students with a 2.6-3.0 High school GPA, and open math labs. Isotermal would use the funds to pay personnel for tutoring and co-requisite course delivery (MAT 001).</td>
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<td>James Sprunt Community College</td>
<td>Strategy 1: JSCC wants to increase the retention and graduation rates of its economically disadvantaged student population. JSCC will use the funds to grow the Single Stop model beyond the initial 2 year grant providing avenues for students to receive valuable financial, tax, and legal support thus enhancing student success.</td>
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<td>Strategy 2: JSCC wants to increase student’s career awareness and employability following completion of academic program of study. JSCC will use the funds to continue to build the Career Coach portal to provide students with specific information regarding career assessment, hot career fields, resume’ building strategies, interview skills, and job openings in the local, regional, and state level.</td>
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<td>Johnston Community College</td>
<td>Strategy: Johnston Community College will open a Student Success Center to increase the success of all students from the first student experience all the way to employment. This Johnston Community College will use these funds to develop a model Student Success Center. This strategy will include adding personnel and the</td>
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<td>Lenoir Community College</td>
<td>center will serve Curriculum, Continuing Education and Basic Skills students. This is an initiative that will involve the Student Services Division and Instructional Division unifying for the success of all students.</td>
<td>purchase of equipment to include computers and furniture.</td>
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<td>Martin Community College</td>
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<td>Mayland Community College</td>
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<td>McDowell Technical College</td>
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<td>Mitchell Community College</td>
<td><strong>Strategy 1:</strong> Implement a comprehensive early alert system                                                                                                      MCC would use funds to increase retention of at risk students, improve student engagement, and improve student advising and academic pathway planning. This will accomplished through the purchase of a software program, such as STARFISH, which will interface between Web Advisor, Web Attendance, Datatel, etc. The software will assist faculty and staff to better track student success and intervene early when warning signs are identified.</td>
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<td><strong>Strategy 2:</strong> Mitchell Community College Implement a College Transfer Advising Center                                                                               MCC would use funds to improve student advising, student engagement, student retention, and student completion. This will be accomplished through the allocation of funds to reallocate some faculty for advising and to hire professional advisors.</td>
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<td>Montgomery Community College</td>
<td><strong>Strategy 1:</strong> Montgomery Community College wants to increase the percentage of students moving from high school equivalency completion to enrollment in curriculum programs to completion of a certificate, diploma, or degree. Montgomery Community College would use the funds to provide a Success Coach to work with students as they move from completion of their high school equivalency certificate to enrollment in a curriculum program, following the student’s progress in the program and providing strategies and assistance to see them through to the successful completion of a certificate, diploma, or degree.</td>
<td>Montgomery Community College would use the funds to provide a Success Coach to work with students as they move from completion of their high school equivalency certificate to enrollment in a curriculum program, following the student’s progress in the program and providing strategies and assistance to see them through to the successful completion of a certificate, diploma, or degree.</td>
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<td><strong>Strategy 2:</strong> Montgomery Community College wants to strengthen and enhance its tutoring program by establishing a tutoring lab. Montgomery Community College would use the funds to establish a tutoring lab managed by the Counseling staff, allowing for a more coordinated and focused approach to providing tutoring to students enrolled in credit courses.</td>
<td>Montgomery Community College would use the funds to establish a tutoring lab managed by the Counseling staff, allowing for a more coordinated and focused approach to providing tutoring to students enrolled in credit courses.</td>
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<td>Nash Community College</td>
<td><strong>Strategy 1:</strong> Nash CC wants to build a stronger bridge program between students outside the K-12 system into programs that lead to associate’s degrees and occupational certificates, a demonstrated need of local industry, and will also provide Nash County students the specialized educational credentials needed to be successful and remain in Nash County. NCC will utilize funds to expand its existing pathway program by providing greater one-on-one tutoring, mentoring, advising and tangible resources (i.e.; equipment &amp; technology) to students as they cross the bridge to success in the educational field they have chosen that best fits their employment direction. This too will reduce the number of students dropping out of college for financial reasons.</td>
<td>Degree seeking students completing their first year enter into their second year needing to take higher level math and computer science courses. Nash CC</td>
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<td><strong>Strategy 2:</strong> Nash CC wants to increase the number of higher level course offerings in mathematics and computer science to returning students successfully completing their first year.</td>
<td>Degree seeking students completing their first year enter into their second year needing to take higher level math and computer science courses. Nash CC</td>
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<td>Pamlico Community College</td>
<td><strong>Strategy 1:</strong> Pamlico CC wants to provide comprehensive tutoring, career &amp; transfer services to all program students with the goal of increasing retention, completion and placement.</td>
<td>will utilize funds to expand high level course offerings, better equip laboratories and provide tutoring not only to second year math and computer science students, but also provide tutoring for life to NCC graduates that transfer to a 4 year college or university. In addition funding will provide professional development opportunities that will support ongoing student success. Pamela CC would use these funds to institutionalize and scale up the Student Success Center by hiring a Student Success Coordinator/Tutor and a Career &amp; Transfer Coach/Advisor. These positions would allow the College to serve students in three ways: 1) provide in-class supplemental instruction and out-of-class tutoring in critical subject areas (e.g. Developmental Education, gateway English and Math courses, computer science, science); 2) teach Academic Success courses and assist students with career discernment, skills development, job placement and transfer opportunities; 3) advise students in the summer when faculty advisors are not available. Funding permitting, the College would purchase predictive analytics software to enhance and expand our early alert capabilities. These funds would help implement the next phase of student...</td>
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| Piedmont Community College | Strategy 1: Piedmont Community College wants to increase the graduation, retention and persistence rates of its new and returning students by developing and implementing initiatives that directly align with three Objectives of the College’s Strategic Plan 2015-2020:  
  Objective 2.3: Program Resources;  
  Objective 2.4: Delivery of Services and Instruction; and  
  Objective 2.5: Student Success Learning Institute Initiative. | Piedmont Community College would use these funds to develop and implement the following initiatives.  
  - Establish a Center for Student Success and Retention, which would include:  
    - an Office of First Year Experience that will provide new students with a variety of services such as tutorials, peer mentoring, supplemental instruction, learning communities, personalized advising, academic skill development workshops, personal academic consultations, and Summer Bridge Program for students entering with deficiencies in math and reading; and  
    - Center for Excellence in Teaching and Learning that will offer faculty a series of workshops on teaching effectiveness, best practices in teaching pedagogy as well as a repository of resources about designing, teaching, and evaluating courses.  
  - Develop and host Summer Orientation, Advising, and Registration Services (SOARS) for first year students. At SOARS, students... |
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<td><strong>Pitt Community College</strong></td>
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<td><strong>Strategy 1</strong>: The experience which a first year student at Pitt Community College has will be improved by helping to ensure students are properly advised financially, academically and in regards to their career objectives. The key to all of these is successful advising and guidance of the first year student.</td>
<td>Pitt Community College would use these funds to revise its advising model / the “Front Door” experience; hiring ten (10) First Year Student Success Navigators, creating a centralized advising center and revising the structure of student success courses.</td>
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<td><strong>Strategy 2</strong>: Pitt Community College wants to increase the number of graduates and local area residents enrolling, successfully, in its programs.</td>
<td>Pitt Community College would like to purchase and implement software to track and manage potential students from the point of recruitment to graduation and job placement.</td>
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<td><strong>Randolph Community College</strong></td>
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<td><strong>Strategy 1</strong>: Randolph Community College Increase retention, persistence, and completion comprehensively for curriculum, career and college promise, and adult basic education students.</td>
<td>Fully implement the success coach philosophy to proactively identify at-risk curriculum, career and college promise, and adult basic education students by hiring sufficient coaches to serve students and purchasing/maintaining Aviso coaching software that assists in managing coaches’ caseloads, communication among stakeholders, and maximizes an early alert system.</td>
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<td><strong>Strategy 2</strong>: Randolph Community College Increase retention in subjects that historically have low retention resulting in lower program completion.</td>
<td>Fully implement tutoring labs that target critical subject areas such as Mathematics, English, Nursing, and others as they are identified. Funding would</td>
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<td>Richmond Community College</td>
<td><strong>Strategy 1:</strong> Richmond CC would improve the year to year retention rate and the 6 year cohort graduation rates by 25% through improved career planning, academic advising, program and course alignment, and expanded student internships.</td>
<td>include hiring tutors, supplies, and potentially equipment.</td>
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<td><strong>1.</strong> Fully equip the Career/Transfer Center with appropriate technology and furniture.</td>
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<td><strong>2.</strong> Expand peer and professional tutoring services.</td>
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<td><strong>3.</strong> Expand summer semester course offerings to allow for quicker program completions.</td>
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<td><strong>4.</strong> Employ full-time Academic Success Coaches to improve advising and retention.</td>
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<td><strong>Strategy 2:</strong> Students who enroll in college level classes while still enrolled in high school are not prepared for the rigors of college work many times. Roanoke-Chowan Community College wants high school students taking classes for college credit to be successful as they begin their college experience. The goal is to increase the success rates of students passing classes and moving forward into future college classes.</td>
<td>With funding R-CCC would hire a success coach to work with high school students enrolling in college classes to better prepare them for college classes and to serve as a support net so that they don’t fail in their initial college experience. The success coach will work at the high schools in the county where college credit classes are taught.</td>
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<td><strong>Strategy 2:</strong> Students who are in their first year on the R-CCC campus as freshman at times have difficulty succeeding academically. We want to increase the retention rates of students for freshman so that they are able to enter their sophomore year with academic skills and confidence to succeed in their second year of college.</td>
<td>With adequate funding R-CCC would hire a retention specialist who will work on the main campus. A great deal of the focus of the retention specialist is with retaining students in the first year after aiding to create successes in the freshman year so that students can enroll in the sophomore year and successfully finish their programs. The retention specialist also will help coordinate activities on campus in our Academic Resource Center also.</td>
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<tr>
<td>Roanoke-Chowan Community College</td>
<td><strong>Strategy 1:</strong> Students who enroll in college level classes while still enrolled in high school are not prepared for the rigors of college work many times. Roanoke-Chowan Community College wants high school students taking classes for college credit to be successful as they begin their college experience. The goal is to increase the success rates of students passing classes and moving forward into future college classes.</td>
<td>With funding R-CCC would hire a success coach to work with high school students enrolling in college classes to better prepare them for college classes and to serve as a support net so that they don’t fail in their initial college experience. The success coach will work at the high schools in the county where college credit classes are taught.</td>
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<td><strong>Strategy 2:</strong> Students who are in their first year on the R-CCC campus as freshman at times have difficulty succeeding academically. We want to increase the retention rates of students for freshman so that they are able to enter their sophomore year with academic skills and confidence to succeed in their second year of college.</td>
<td>With adequate funding R-CCC would hire a retention specialist who will work on the main campus. A great deal of the focus of the retention specialist is with retaining students in the first year after aiding to create successes in the freshman year so that students can enroll in the sophomore year and successfully finish their programs. The retention specialist also will help coordinate activities on campus in our Academic Resource Center also.</td>
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| Robeson Community College    | **Strategy:** Robeson Community College plans to implement student support and success strategies following “best practice” student success models that will be designed to increase the percentage of enrolled students earning a credential, certificate, diploma, and/or associate degree. | Robeson CC will employ academic success coaches to support students enrolled in curriculum programs at the institution. Based on program enrollment, academic success coaches will be strategically assigned and placed in each academic division (University Transfer, Business Technologies, Health Sciences, Industrial Technologies, and Public Services).

Expense 2:
Robeson CC will implement an Early Alert System using current software technology and trained personnel to target students who are at risk of failing to achieve educational objectives. Personnel will work with identified students to develop support and success strategies toward persistence and completion of college goals. |
<p>| Rockingham Community College | <strong>Strategy:</strong> Rockingham Community College has a goal to increase its retention and completion rates.                                                                                                                                          | Rockingham Community College will use these funds to fund its SACSCOC Quality Enhancement Plan (QEP) entitled SOAR (Student Success through Orientation, Advising and Relationships) that is focused on higher retention and completion rates. The college’s QEP was implemented in 2014 with the following three strategies: (1) required new student orientation; (2) the assignment of incoming students to the new Student Advising Center; and (3) required enrollment |</p>
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<td>Rowan-Cabarrus Community College</td>
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<td>of new students into the appropriate ACA course in their first year. Funding will allow the college to fully implement SOAR, which has a clear, direct impact on students by providing them essential tools to transition to college and to form the basis for completion.</td>
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<td>Sampson Community College</td>
<td><strong>Strategy 1:</strong> Sampson Community College will improve student completion rates for new students enrolling in gateway credit courses in English and math during the first year of their enrollment.</td>
<td>Expand tutorial staffing for Academic Support Center, enhance academic advising, and implement an academic early alert system (Aviso, Starfish, etc.).</td>
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<td><strong>Strategy 2:</strong> Sampson Community College will improve course completion rates and student satisfaction in courses delivered through distance education (hybrid, web, and web-assisted courses.)</td>
<td>Funds will be used to expand faculty development opportunities in the effective use of distance education technologies, to expand on-line support for students enrolled in DL classes, and to improve on-line course effectiveness by hiring an educational technologist to work cooperatively with faculty in course development.</td>
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<td>Sandhills Community College</td>
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<td>South Piedmont Community College</td>
<td><strong>Strategy 1:</strong> SPCC wants to increase the percentage of students who are aware of, and utilize, support services such as the Academic Advising Center and the Academic Support Center (tutoring center).</td>
<td>SPCC will use the funds to increase the availability of services in the already existing Academic Advising and Academic Support / tutoring Centers. Funds will also be used to market availability of services.</td>
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<td>Southeastern Community College</td>
<td><strong>Strategy 2:</strong> Southeastern wants to increase the success rate of students in individual courses and to improve overall completion rates.</td>
<td>Southeastern would use funds to purchase a retention/coaching software (i.e., Starfish, Aviso). This software and training would allow us to use predictive analytics to identify students with needs, and it would allow instructors to quickly refer students for counseling and/or intervention. The system consolidates academic information and allows advisors and instructors to use data more effectively. It would also allow instructors to give students...</td>
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<td><strong>Strategy 1:</strong> Southeastern wants to increase the success rates of students enrolled in gateway courses, as well as courses that have low success rates based on grade distributions.</td>
<td>Southeastern would use funds to hire embedded tutors/teaching assistants for indicated courses. The tutors would attend the class meetings and assist students. Tutors would also provide weekly supplemental instruction sessions for students enrolled in the courses. Embedded tutoring would increase the number of students that participate in tutoring and would impact all students in courses that Southeastern has identified.</td>
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<td><strong>Strategy 2:</strong> SPCC students need greater access to newer technology campus-wide to become strong graduates who will be highly sought after in the regional job market.</td>
<td>SPCC will use the funds to: replace outdated computers in classrooms and the Academic Support (tutoring) Centers; purchase new and additional laptops for the library’s student loaner program; upgrade classroom projector systems to interactive / Smart TVs, and upgrade technology in the Academic Advising Center and ITV rooms.</td>
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<td>Southwestern Community College</td>
<td><strong>Strategy 1:</strong> Southwestern Community College seeks to increase the percentage of students who successfully complete gatekeeper math, science, and English courses.</td>
<td>Southwestern Community College would use these funds to establish a supplemental instruction program to help students master content and develop learning and study strategies to increase completion of credit-level gatekeeper math and science courses.</td>
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<td><strong>Strategy 2:</strong> Southwestern Community College seeks to increase the percentage of students who successfully complete STEM courses and programs of study.</td>
<td>Southwestern Community College would use these funds to expand the resources of and access to our Academic Support Programs (Learning Assistance Centers, Library, and Tutoring programs) for natural and health sciences, applied technologies, engineering technologies, and mathematics programs. This would be accomplished through: the addition of technology to connect distance and off-campus students to tutoring and learning support; the expansion of laptops and tablets for student use; and the addition of STEM equipment and manipulatives for use in tutoring and learning support sessions.</td>
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<td>Stanly Community College</td>
<td><strong>Strategy 1:</strong> Stanly Community College wants to increase the percentage of students persisting from Fall Year 1 to Fall Year 2 semesters.</td>
<td>Stanly Community College would use these funds to develop and implement a retention/completion plan to intervene with students most likely to stop out.</td>
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<td><strong>Surry Community College</strong></td>
<td><strong>Strategy 2:</strong> Stanly Community College wants to improve student academic success with a more robust tutoring process.</td>
<td>Stanly Community College would use these funds to enhance the quality of existing tutors available focusing on high risk gateway courses like English, science, and math.</td>
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<td><strong>Strategy:</strong> Surry Community College wants to increase the retention rates of students between fall and spring semesters and from fall to fall.</td>
<td>Surry Community College will increase student retention through purchase and use of Pilot, a software package from Ellucian, which enables faculty to provide early alert notices for students with poor academic performance. Information available through the software system will allow Success Advisors and Faculty Advisors to target their efforts toward those students who are struggling academically, exhibiting problems with attendance, preparedness, etc.</td>
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<td><strong>Tri-County Community College</strong></td>
<td><strong>Strategy:</strong> Tri-County Community College wants to increase the retention and success rates of first time, first semester students. In a related issue, the College also wants to increase the participation and success rate in required orientation/success ACA courses (College Student Success and College Transfer Success).</td>
<td>Tri-County Community College would use these funds to establish and staff an academic advising center. Full time academic advisors would be hired and tasked with redesigning and delivering College Student and College Transfer Success courses. These advisors would also target populations such as non-traditional and first-generation students for proactive advising and would work collaboratively with faculty major-specific advisors.</td>
</tr>
<tr>
<td><strong>Vance Granville Community College</strong></td>
<td><strong>Strategy 1:</strong> VGCC wants to increase student enrollment by enhancing its student outreach efforts and application follow-up procedures to ensure that students who apply to the</td>
<td>VGCC would use these funds to establish an Enrollment Management &amp; Outreach Department with a primary focus on innovations, recruiting, and</td>
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SBCC
04/15/2016
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>STRATEGY/PROBLEM ADDITIONAL FUNDING WOULD ADDRESS</th>
<th>DESCRIPTION OF HOW FUNDS WOULD BE USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>college receive dedicated assistance and on-going communications throughout the entire matriculation process.</td>
<td>data management strategies that will seek to inform students of program offerings and guide them through the matriculation process.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 2: VGCC wants to increase student retention and completion by providing academic and student development guidance and coaching designed to support student learning and persistence.</strong></td>
<td>VGCC would use these funds to further support Academic &amp; Career Coaches at all campus locations with a primary focus on tracking academic progress, assisting students with the development of academic success, improvement and recovery plans, and coaching students on strategies to balance academic and work/family issues.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 1: Wake Tech Community College wants to increase the persistence rate of first-semester students. Research data suggest that student success is strongly influenced by the experiences in the critical first year.</strong></td>
<td>Wake Tech Community College would use these funds to expand a first year experience program to all first time in college students and provide comprehensive supports, such as academic advising, collaborations with faculty trained in techniques from On Course (a nationally regarded First Year Experience curriculum) financial benefits counseling and financial literacy counseling. The overall goal is to challenge and provide support to position students to succeed in and complete college.</td>
</tr>
<tr>
<td>Wake Tech</td>
<td><strong>Strategy 2: Wake Tech provides more than 30,000 seats/year in online courses and demand continues to grow. Online makes higher education more accessible to traditional AND non-traditional students. However, success rates for online students are 5% lower overall and 8-10% lower in critical gateway courses. Pell-eligible students succeed at a 5% lower</strong></td>
<td>Wake Tech has piloted eLearning Intro, an orientation required of most new online students. ELI has 3 modules—expectation management, basic computer skills, and learning management system boot camp. More than 11,000 students took ELI in its first year. ELI evaluation shows that as the program matures the</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>STRATEGY/PROBLEM ADDITIONAL FUNDING WOULD ADDRESS</td>
<td>DESCRIPTION OF HOW FUNDS WOULD BE USED</td>
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<tr>
<td></td>
<td>rate than all students. WTCC seeks to improve online success rates.</td>
<td>number of students needing customized remediation and extended tutorial hours is increasing. These funds would target extending effective remediation and tutorial services to further improve online success rates.</td>
</tr>
<tr>
<td>Wayne Community College</td>
<td><strong>Strategy 1:</strong> Wayne Community College wants to increase the ability to serve students in the Academic Skills Center (ASC). The ASC includes academic tutoring for all academic disciplines, a writing center, supplemental math lab, simulation and gaming tutorial lab, foreign language tutorial lab, and accounting tutorial lab. All of these strategies contribute to student retention and success.</td>
<td>Wayne Community College funds would be used to retain and improve the current academic tutorial services by providing additional operating hours and additional staffing. In addition, more discipline specific labs can be provided.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy 2:</strong> Wayne Community College wants to increase the ability to serve students with disabilities, especially with disability accommodation testing. Since 2010, WCC has experienced a 3,213% increase (16 tests in spring 2010 to 530 tests in fall 2015) in the number of disability accommodation tests and assessments provided by services other than faculty. Disability accommodation tests often require dedicated proctored quiet space, special equipment, readers, and/or scribes.</td>
<td>Wayne Community College funds would be used to hire additional staffing and purchase equipment to improve these accommodations.</td>
</tr>
<tr>
<td>Western Piedmont Community College</td>
<td><strong>Strategy 1:</strong> WPCC wants to ensure students under the multiple measures initiative will be successful in their first college level English or math course.</td>
<td>WPCC would use these funds to expand the existing services in the Academic Success Center through additional tutors, e-tutoring software, and other instructional supplies.</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>STRATEGY/PROBLEM ADDITIONAL FUNDING WOULD ADDRESS</td>
<td>DESCRIPTION OF HOW FUNDS WOULD BE USED</td>
</tr>
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</tr>
<tr>
<td>Wilson Community College</td>
<td><strong>Strategy 1:</strong> Wilson Community College wants to increase the percentage of students who enroll and successfully complete credit-level English and math courses.</td>
<td>Wilson Community College will use funds to develop a tutoring lab to provide out-of-class tutoring to students enrolled in credit-level English and math courses.</td>
</tr>
<tr>
<td>Wilson Community College</td>
<td><strong>Strategy 2:</strong> Wilson Community College wants to increase the percentage of students who successfully complete credit-level courses in their first year.</td>
<td>Wilson Community College will use funds to purchase technology necessary to implement an early alert system to identify and refer students needing academic support services.</td>
</tr>
<tr>
<td>WPCC</td>
<td><strong>Strategy 2:</strong> WPCC wants to invest in technology and training on an early alert system to retain students and break down barriers to post-secondary education.</td>
<td>WPCC would use these funds to purchase an early alert system and provide training on utilizing the software to its fullest potential.</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td><strong>Strategy 1:</strong> Wilkes Community College wants to increase the percentage of students who successfully complete courses by providing students access to online tutoring.</td>
<td>Wilkes Community College would use these funds to contract with Upswing Online Tutoring to provide academic support and tutoring to students. Currently, WCC has an Academic Support Center on the main campus but needs to expand tutoring options to Ashe campus, Alleghany center, CCP students, online students and students in courses where it is difficult to find qualified professional tutors.</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td><strong>Strategy 2:</strong> Wilkes Community College wants to increase the percentage of students who successfully complete developmental and college level English and Math.</td>
<td>Wilkes Community College would use these funds to hire Supplemental Instructors, allowing for embedded support within the classroom and additional face-to-face tutoring and academic support for these high risk courses.</td>
</tr>
</tbody>
</table>
STATE BOARD OF COMMUNITY COLLEGES
Allocation for Align4NCWorks Pilot: Taste of Industry

Request: The State Board is asked to increase the amount of State Board Reserve funds available for the Taste of Industry programs by $34,000 and approve the allocation of State Board Reserve funds in the amount of $76,000 to 13 colleges for Taste of Industry activities.

Background: The Align4NCWorks “Boots on the Ground” Eastern Team developed a program called Taste of Industry. The Taste of Industry programs are to promote community college/public school partnership and help develop future workers by bringing high school teachers and non-technical community college faculty into the industrial education labs on the community college campus for hands-on experiences. At the March 18, 2016 meeting, the State Board approved our use of $42,000 of State Board Reserve funds for Taste of Industry activities by our community colleges. A request for proposals was sent to all 58 community colleges for proposed activities for funding. Nineteen proposals were received, requesting over $131,000 in total. While we do not have adequate funds to meet the total amount requested, we recommend increasing the amount of State Board Reserve funds available for this purpose to support as many worthy projects as possible.

Rationale: A committee was established to review the Taste of Industry proposals based upon four main criteria:
1. Quality of Proposal – Does the proposal stress achieving outcomes aligned with Align4NCWorks?
2. Validity of Proposed Budget – Does the budget appear to be appropriate for the proposed activities?
3. Engagement of Target Audiences – Does the proposed activity engage K-12 teachers, counselors, industry members or parents?
4. Timeline for Implementation – Due to the fiscal year ending on June 30th, 2016, all activities must be completed prior to the third week in June to ensure budgets can be closed out.

Based on this criteria, the colleges listed in the table below were selected for funding approval.

<table>
<thead>
<tr>
<th>College Name</th>
<th>Fund Request</th>
<th>Amount Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Community College</td>
<td>$17,500</td>
<td>$8,750</td>
</tr>
<tr>
<td>Halifax Community College</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
<tr>
<td>Nash Community College</td>
<td>$4,800</td>
<td>$4,800</td>
</tr>
<tr>
<td>Pitt Community College</td>
<td>$6,428</td>
<td>$6,400</td>
</tr>
<tr>
<td>Johnston Community College</td>
<td>$13,093</td>
<td>$6,550</td>
</tr>
<tr>
<td>Vance-Granville Community College</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Carteret Community College</td>
<td>$3,500</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

1 The State Board approved the use of $42,000 of State Board Reserve funds for Taste of Industry projects on March 18, 2016.
Cleveland Community College  $2,700  $2,117
College of The Albemarle  $5,803  $5,803
Durham Technical Community College  $5,750  $5,750
Fayetteville Technical Community College  $4,750  $4,750
Rowan-Cabarrus Community College  $8,200  $8,200
Rockingham Community College  $3,880  $3,880
**Total Allocation**  **$76,000**

**Allocation Amount and Time Period:** Amounts are listed above and would be available from April 15, 2016, through June 30, 2016.

**Fund Source and Availability:** These funds are available through State Board Reserve, per State Board action in March 2016.

**Contact Person:**
Matthew Meyer
Associate Vice President, STEM Innovations
STATE BOARD OF COMMUNITY COLLEGES
Allocations for Virtual Learning Community Centers

Request: The State Board of Community Colleges is asked to approve $650,000 to renew funding for three existing Virtual Learning Community (VLC) Centers: the Professional Development Center at Wake Technical Community College ($110,000), the Technology Center at Fayetteville Technical Community College ($125,000), and the Quality and Assessment Center at Surry Community College ($415,000) for 2016-2017. The Quality and Assessment Center funds consist of $125,000 for operational costs and $290,000 for collaborative projects that are the combined efforts of all three centers.

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. The VLC began as a collaborative process for developing online course content, which was supported by the 58 college presidents. In 1999, this idea became a reality and the VLC has been growing ever since.

The role of the VLC expanded in 2006, when VLC strategic objectives moved beyond course development in order to bring about change and raise the bar for 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 a vetting process of learning technologies to address the rapid changes in online course delivery. The VLC Quality and Assessment Center at Surry Community College coordinates the research and documentation of distance learning standards, guidelines, and best practices for online course delivery, as well as needs assessment for distance learning resources. The State Board of Community Colleges approved the proposal in May 2011 that the location of these centers become permanent, contingent upon satisfactory performance.

Rationale: The VLC Executive Board requires all three centers to submit a report each fiscal year detailing the work of their center. Included in that evaluation is the emphasis each center places on outreach to colleges and faculty in our system, as well as their demonstrated knowledge and adherence to quality standards and creation of rich, interactive content for courses and programs. Based on their performance of the VLC completed projects, courses, and professional development sessions, workshops and tutorials for fiscal year 2015-16, the VLC Executive Board recommends funding the current centers at Wake Technical Community College, Fayetteville Technical Community College, and Surry Community College for FY 2016-17.

The VLC plays an important role in implementing system-wide initiatives, such as accessibility compliance, curriculum improvements, course redesign for core courses affected by the
Comprehensive Articulation Agreement, content for U.S. Department of Labor grants, 2+2 eLearning Initiatives, and other current and future SuccessNC initiatives, or other grant projects. Future course redesign or content development will rely upon the progress of system initiatives and completion of course competencies. Funding for all projects for course redesign, content development, and special initiatives are routed through the Quality and Assessment Center at Surry Community College for distribution of contracts and/or duties for fulfillment of the needs of special projects. This center is tasked with the coordination of efforts by all three centers. By coordinating initiatives of NCCCS that affect distance learning programs, the VLC will provide a higher return on investment of system resources and will be the vehicle to improve the scalability of these efforts.

Permanency of the centers depends upon successful completion of all projects, proper budget management, and widespread participation of other colleges through Requests for Proposals on projects, development of an approved succession plan, and completion of interim and annual reports to the NCCCS Senior Vice President and Chief of Technology, who coordinates and provides programmatic direction for the VLC Centers.

For the FY 2016-17 in order to alleviate the numerous contracts between centers, each college will be allocated an operational budget to cover salaries, benefits, travel, supplies, equipment, software, etc. that are needed for the individual centers. The remaining funds for projects or content development will be allocated to Surry Community College, which will serve in a fiduciary capacity for managing all project funds for the VLC. Course development and editing is coordinated through the Quality and Assessment Center at Surry Community College. The courses to be chosen for development will be selected in conjunction with program and student services.

All three center directors will still have administrative responsibilities for projects, will facilitate participant selection, oversight of projects, and review that deliverables are of the highest quality and meet VLC standards. The funding for the projects will be managed by Surry Community College but the responsibilities for the projects will be shared among all three centers. Projects for FY 2016-17 include continued development of web accessibility guidelines, course content accessibility, State Authorization content and distribution, Americans with Disabilities Act (ADA) compliance support for local colleges developing mandated five-year compliance plans, a course evaluation pilot project to review the courses developed in 2015-16, 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. Additional projects and professional development workshops, webinars, and tutorials will be added as results are compiled from the annual system-wide faculty needs survey.

**Allocation Amount and Time Period:** Funding from state appropriations as follows: Wake Technical Community College, Professional Development Center, $110,000; Fayetteville
Technical Community College, Technology Center, $125,000; and Surry Community College, Quality Assessment Center, $415,000 for the period of July 1, 2016, through June 30, 2017.

**Fund Availability:** Funding is contingent upon the availability of FY 2016-17 State General Fund appropriations and the execution of the Memorandums of Understanding with the colleges.

**Contact:**
Dr. Saundra Williams, Senior Vice President and Chief of Technology
Technology Solutions and Distance Learning

Katherine Davis, eLearning Specialist
Learning Technology Systems
STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for College Information Systems
Enhancement and Support Services Agreement

Request: The State Board is asked to approve $6,120,456 for a new Enhancement and Support Services Agreement (ESSA) with Ellucian, Inc. for software maintenance, enhancements, and support services to support the College Information System (CIS) during FY 2016-2017. This contract is for the period July 1, 2016, through June 30, 2017.

Background: The North Carolina Community College System’s CIS project has been in ongoing operations and maintenance since implementation of the system, completed in March 2008. The CIS is an integrated, enterprise software system that meets the administrative, operational, student, and information management needs of the 58 community colleges and the System Office.

Rationale: This contract consists of two costing components: Software Maintenance and Enhancements and Software Support Services.

The Software Maintenance and Enhancements included in this contract will cost an amount not to exceed $5,354,460 and is comprised of the following components:

1. Maintenance for the supported software necessary to ensure operation in the material conformance with the user documentation electronically accessible with the supported software.
2. Any revisions, updates, and enhancements of the supported software together with related electronically accessible documentation.

The components contained in the Software Maintenance and Enhancements are reviewed each year. This year’s evaluation required the addition of Financial Aid Self Service, a module necessary to guide students through the process of applying for and accepting financial aid, which is required by the 58 North Carolina Community Colleges. This component was added to the Software Maintenance and Enhancements at a cost of $97,662.

The Extended Support Services included in this contract will cost an amount not to exceed $765,996 and are comprised of the following components:

1. The Ellucian Maintenance Advantage Program which provides an unlimited number of calls during the hours of 8am-8pm Monday-Friday to the Ellucian call center for technical support including providing information, assistance, research, and trouble shooting in response to NCCCS’ reported questions and problems regarding the supported software.
2. 20 days of onsite technical advisement services to the System Office.
3. 60 days of onsite training for System Office and community college staff members.
4. 40 days of Subject Matter Expert (SME) advisement and support to provide onsite and remote application support, software update support, staff skills development, etc.

5. An onsite, full time (40 hours/week) Regional Delivery Director to represent NCCCS interests inside Ellucian and to coordinate with community college staff, Ellucian corporate staff and Ellucian non-resident staff providing services in North Carolina.

The components contained in the Software Support Services are reviewed each year. This year’s review concluded that the amount of days contained in the contract for technical support, advisement, and training meet software support service requirements for the CIS.

**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 Department of Information Technology Contracts and Strategic Sourcing.

**Contract Amount and Time Period:** The contract for the period July 1, 2016, through June 30, 2017, will be a maximum of $6,120,456. The current year cost represents a 5.16% increase, or $300,180, over last year’s contract cost of $5,820,276. This increase includes the addition of the Financial Aid Self Service module. The North Carolina Community College System continues to operate under Ellucian’s Maintenance Advantage Program which provides an unlimited number of support center calls during the hours of 8am-8pm Monday-Friday for technical support.

**Fund Source and Availability:** Funding is contingent upon the availability of FY 2016-17 State General Fund appropriation.

**Contact(s)**
Dr. Saundra W. Williams, Senior Vice President and Chief Technology Officer
Technology Solutions and Distance Learning

Bruce Humphrey, Associate Vice President for Information Resources & Technology and CIO
Technology Solutions and Distance Learning
STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
April 15, 2016

1. Project Approval – New

A. Central Piedmont Community College – Project No. 2044 – Advanced Technology Center Building – Main Campus – Estimated cost is $25,500,000, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

B. Central Piedmont Community College – Project No. 2045 – Educational Center Building – Main Campus – Estimated cost is $56,100,000, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

C. Central Piedmont Community College – Project No. 2046 – Student Services Building – Main Campus – Estimated cost is $30,606,500, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

D. College of the Albemarle – Project No. 2115 – Biology Laboratory Renovation – Regional Aviation and Technical Training Center – Estimated cost is $22,562, composed of all state funds (41520). (Approval funding requires the transfer of $22,562 state equipment funds to capital improvements; the transfer will leave a balance of $589,639 for state equipment funds.)

E. Johnston Community College – Project No. 2116 – Tart Building – Infrastructure Repairs – Main Campus – Estimated cost is $665,000, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 11, 2016.)

F. Mayland Community College – Project No. 2110 – Gwaltney Hall Biology Lab Renovation – Main Campus – Estimated cost is $302,500, composed of all state funds (Connect NC Bonds).

G. Mayland Community College – Project No. 2111 – Auto Body Repair Shop Renovation – Main Campus – Estimated cost is $313,500, composed of $25,000 local funds, and $288,500 state funds (Connect NC Bonds).

H. Piedmont Community College – Project No. 2121 – Administration Building Renovations and Expansion – Main Campus – Estimated cost is $1,399,500, composed of all state funds (Connect NC Bonds).
I. Piedmont Community College – Project No. 2122 – Student Center E Building Renovations – Main Campus – Estimated cost is $638,000, composed of all state funds (Connect NC Bonds).

J. Piedmont Community College – Project No. 2123 – Auditorium D Building Renovations – Main Campus – Estimated cost is $675,000, composed of all state funds (Connect NC Bonds).

K. Piedmont Community College – Project No. 2124 – Business Development and Entrepreneurial Center Renovations – Main Campus – Estimated cost is $886,600, composed of all state funds (Connect NC Bonds).

L. Piedmont Community College – Project No. 2125 – Mechanical Room Boiler Replacement – Main Campus – Estimated cost is $172,000, composed of $72,000 local funds and $100,000 state funds (Connect NC Bonds).

M. Richmond Community College – Project No. 2120 – Lindsey-Petris Building Expansion and Renovation – Main Campus – Estimated cost is $6,095,000, composed of $475,000 local funds and $1,000,000 state funds (Connect NC Bonds – New) and $4,620,000 state funds (Connect NC Bonds – Repair and Renovations).

N. Wayne Community College – Project No. 2100 – Advanced Manufacturing Center Repairs and Renovations – Estimated cost is $1,011,674, composed of all state funds (Connect NC Bonds).

2. Project Approval - Amended

A. Western Piedmont Community College – Project No. 2001 – Campus Repairs and Renovations – Estimated cost is $380,624.42 composed of $42,282.47 local funds and $338,341.95 state funds (41220). Project is amended to transfer $88,489.61 to Project No. 2073.

B. Western Piedmont Community College – Project No. 2073 – Industrial and Engineering Building Renovation – Total cost is $1,768,486, composed of $729,996.39 local funds, $750,000 Golden Leaf funds, $88,489.61 state funds (41220), and $200,000 state funds (41520). Project is amended to increase local funds of $729,996.39, Golden Leaf funds of $750,000, and the transfer of $88,489.61 (41220) from project number 2001 (Campus Repairs and Renovations to project number 2073. (Approval funding requires the transfer of $200,000 state equipment funds to capital improvements; the transfer will leave a balance of $421,461 for state equipment funds.)
3. **Acquisition and Disposal of Real Property**

A. The Board of Trustees of Fayetteville Technical Community College requests permission as per G.S. 115D-15 to lease approximately 9,900 square feet of space located in the College’s Continuing Education Building to the Cumberland County Public School System (School System). The purpose of this three year lease is to allow the School System to provide high school classes to students participating in Fayetteville Technical Community College’s early college program. In consideration for this space the School System has provided two vacant public schools to house the College’s Auto Collision and Body Repair program and the College and Career Readiness program.

**Contact:**
Dorrine Fokes or Wilma Lee
Finance and Operations
Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – March 17, 2016

For Information

• Applications as Approved by the System President (Attachment PROG 1)
  ▪ Richmond Community College – School-Age Care (Certificate) (C55450)
  ▪ Surry Community College – Supply Chain Management (A25620)
• Terminations as Approved by the System President (Attachment PROG 2)
  ▪ Vance-Granville Community College – Industrial Systems Technology (A50240)
  ▪ Wilson Community College – Associate in General Education (A10300)
• Career and College Promise Operating Procedures Update – 2016 SAT College Readiness Benchmarks (Attachment PROG 3)
• SBCC Code Report – April 2016 (Attachment PROG 4)

For Action

• *Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (Attachment PROG 5) [CA]
• Associate in Engineering (A10500) Program Application (Attachment PROG 6) [CA]
  ▪ Lenoir Community College
• Curriculum Standard Revisions (Attachment PROG 7) [CA]
  ▪ *Blue Ridge Community College – Early Childhood Education (A55220)
  ▪ Carteret Community College – Aquaculture Technology (A15120)
  ▪ Guilford Technical Community College – Aviation Electronics (Avionics) Technology (A60150)
• Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
  ▪ Johnston Community College – Mammography (Certificate) (C45830)
  ▪ Mitchell Community College – Computer-Integrated Machining (A50210)
  ▪ Richmond Community College – Nonprofit Leadership and Management (A25410)
• Combined Course Library – Continuing Education (Attachment PROG 9) [CA]
  ▪ New Course Approvals, Modification, and Tier Designations

New Business

Adjourn

*Reviewed in previous month.
MINUTES
PROGRAMS COMMITTEE
Montgomery Community College
Building 200, Room 257
March 17, 2016 – 1:30 p.m.

Members Present:
Dr. Sam Powell, chair; Dr. Breeden Blackwell; Mr. Bill McBrayer, Mrs. Yolanda Stith; Dr. Candler Willis;
Mr. Scott Shook, SBCC chair

System Office Staff:
Dr. Lisa Chapman
Mr. George Fouts
Ms. Shante Martin

Others:
Senator David Curtis
Mr. Brett Altman
Ms. Kate Henz
Ms. Julie Woodson

CALL TO ORDER
Dr. Powell called the meeting to order at 1:45 p.m.
It was noted that Mr. Wesley Fricks, vice chair, has resigned from the State Board. Mr. Shook appointed Dr. Candler Willis as vice chair. Mrs. Yolanda Stith was welcomed as a new committee member.

ROLL CALL
Dr. Powell took the roll of the Programs Committee members. Quorum was present

ETHICS AWARENESS AND CONFLICT OF INTEREST
Dr. Powell read the required ethics statement. There were no conflicts of interest.

AGENDA
Dr. Powell asked for a motion to approve the agenda for the meeting as presented with the exception of moving Attachment PROG 7, NCGAP Report, to be first for discussion on the agenda. Dr. Blackwell moved, seconded by Mr. McBrayer.

MINUTES
Dr. Powell asked for a motion to approve the minutes of the February 18, 2016 meeting as presented. Dr. Blackwell moved, seconded by Mr. McBrayer.

For Action - NCGAP Report (Attachment PROG 7)
Dr. Chapman updated the committee on the report and addendum. The NCCCS and UNC System have been directed to jointly study and evaluate how a deferred admission program (NCGAP) would address the issues and help achieve goals for students identified as academically at risk.

NCGAP is a deferred admission program that requires a student who is admitted to a senior institution, but is not as academically competitive as other students, to enroll in a NC community college and earn an associate degree before enrolling at senior institution. Both the NCCCS and UNC System have
developed individual strategies, as well as a joint plan to identify students who participate. A partnership between NCCCS and DPI will build a plan to jointly determine the remediation and supports students need.

On a motion made by Mr. Fouts, seconded by Mr. Shook, the State Board will receive the joint report at its March 18, 2016 meeting with the recommendation it be forwarded to the General Assembly with the addendum as approved by the State Board.

**For Information:**

**Finance Committee Agenda Items**

Dr. Powell and Dr. Chapman presented the following items:

- Allocation for Small College Prison Program Start-Up-Halifax CC and Pamlico CC (Attachment FC 5) [CA]
- FY 2016-17 NC Community College Grant Program Payment Schedule (Attachment FC 10) [CA]
- FY 2016-17 State Financial Aid Allocation for the Targeted Assistance Student Program (Attachment FC 11) [CA]

Captive/Co-opted Curriculum Program Termination as Approved by the System President (Attachment PROG 1)

Dr. Powell presented the request from Robeson Community College to terminate Carpentry (D35180) at Lumberton Correctional Institution #4365.

Curriculum Program Terminations as Approved by the System President (Attachment PROG 2)

The following curriculum terminations were presented by Dr. Powell:

- **Catawba Valley Community College**
  - Esthetics Technology (Certificate) (C55230)
  - Furniture Production Technology (A50180)
  - Furniture Production Technology/Design and Product Development (A5018A)
  - Industrial Engineering Technology (A40240)
  - Real Estate (A25400)
  - Real Estate Appraisal (A25420)
  - Real Estate Licensing (Certificate) (C25480)
  - School-Age Education (A55400)
  - Truck Driver Training (Certificate) (C60300)
- **Robeson Community College**
  - Carpentry (Diploma) (D35180)
  - Esthetics Technology (Certificate) (C55230)
  - Manicuring/Nail Technology (Certificate) (C55400)
- **Stanly Community College**
  - Cardiovascular/Vascular Interventional Technology (Diploma) (D45140)
  - Esthetics Instructor (Certificate) (C55270)
  - General Occupational Technology (A55280)
- **Wayne Community College**
  - School-Age Education (A55400)
Ms. Martin reviewed the SBCC Code report updates for this month and asked the committee to be aware of Rule Action Amend “1D Subchapter 300 – Continuing Education.”

**For Future Action:**

**Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (Attachment PROG 4)**

Dr. Chapman stated that this will assist high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in STEM or technical major. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded to the full board for approval at its April 14, 2016 meeting.

**Curriculum Standard Revision (Attachment PROG 5)**

Dr. Chapman presented information on the revisions to the Early Childhood Education (A55220) curriculum standard requested by Blue Ridge Community College. On a motion made by Mr. McBrayer, seconded by Dr. Willis, the item was approved for action and forwarded to the full board for approval at its April 14, 2016 meeting.

**For Action:**

**Career and College Ready Graduate Program Report (Attachment PROG 6)**

Reported by Dr. Chapman. The System Office and the Department of Public Instruction worked to develop remedial programs in support of the career and college ready graduate legislation. For the 2016-17 academic year, the State Board of Community Colleges (SBCC) and the State Board of Education (SBOE) are recommending regional state-wide pilots employing remediation models that incorporate components and strategies already being used in several communities. The State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2016-2017 school year. On a motion made by Dr. Willis, seconded by Mr. Shook, the item was approved for action and forwarded for placement on the full board “Consent Agenda” for action at their March 18, 2016 meeting.

**Associate in Engineering (A10500) Program Applications (Attachment PROG 8)**

- Haywood Community College
- Wayne Community College

Presented by Dr. Chapman. On a motion made by Dr. Blackwell, seconded by Dr. Willis, the item was approved for action and forwarded for action by the full Board and for placement on the full board “Consent Agenda” for action at their March 18, 2016 meeting.

**Initiate the Rulemaking Process to Amend 1D SBCCC Subchapter 300 – Continuing Education (Attachment PROG 9)**

Dr. Chapman noted that during the review of this chapter, time was taken to define many terms and added parts referencing new courses. Ms. Martin added that the changes were approved by the Presidents’ Association. On a motion made by Dr. Blackwell, seconded by Mr. McBrayer, the item was approved for action and forwarded to the full board for action at its March 18, 2016 meeting.
* Basic Skills Plus Program Request for Cleveland Community College (Attachment PROG 10) [CA]
Presented by Dr. Chapman. With this request, all 58 community colleges are engaged in Basic Skills Plus. While students are taking Basic Skills courses, they are also getting occupational training.

*Curriculum Standard Revision (Attachment PROG 11) [CA]
  - Randolph Community College – Photographic Technology (A30280)
  Presented by Dr. Chapman

*Curriculum Program Applications (Fast Track for Action) (Attachment PROG 12) [CA]
  - Sampson Community College
    - Emergency Management (A55460)
    - Emergency Medical Science (A45340)
    - Medical Assisting (A45400)
  Presented by Dr. Chapman

*Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 13) [CA]
  - Continuing Education
    - Halifax Community College – Odom Correctional Institution
      - Custodial/Environmental Services (Commercial Cleaning)
    - Richmond Community College – Morrison Correctional Institution
      - Truck Driver Training (Truck Driver Training/CDL Prep)
    - Vance-Granville Community College – Polk Correctional Institution
      - Hotel & Lodging Operations (Hospitality START Program)
    - Vance-Granville Community College – Warren Correctional Institution
      - Hotel & Lodging Operations (Hospitality START Program)
  Presented by Dr. Chapman

*Agenda items 10-13 were discussed individually and grouped together for the motion. On a motion made by Mr. Shook, seconded by Dr. Blackwell, these agenda items were approved for placement on the full board “Consent Agenda” for action at their March 18, 2016 meeting.

New Business

Adjournment
The meeting was adjourned at 3:20 p.m.

Respectfully submitted,
Carol Bowers
Recording Secretary
STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application(s)
As Approved by the System President

The System President has approved the applications listed below.

Richmond Community College
   School-Age Care (Certificate) (C55450)

Surry Community College
   Supply Chain Management (A25620)

Contact:
Ms. Jennifer Frazelle
Director

SBCC
04/15/2016
Information: The System President has approved the terminations as listed below:

Background: 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.

Vance-Granville Community College
Industrial Systems Technology (A50240)
Rationale: Low enrollment: There was a lack of demand for the program due to the economic downturn and lack of student interest. The college now offers a mechatronics program that better suits industry needs.
Termination Semester: Fall 2016

Wilson Community College
Associate in General Education (A10300)
Rationale: There have not been many completers for this program. The college believes that students will be better served in the Associate in Science (A10400) program.
Termination Semester: Fall 2016

General Occupational Technology (A55280)
Rationale: No enrollment. Students are now choosing more definitive programs to enhance placement opportunities.
Termination Semester: Fall 2016

Contact:
Ms. Jennifer Frazelle
Director
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 has been made to include the 2016 SAT college readiness benchmarks released by College Board. The following attachment includes the 2016 SAT college readiness benchmarks released by College Board.

**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.

**Contact:**
Dr. Lisa Eads
Program Coordinator
### College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>PLAN**</th>
<th>PSAT 2014 and earlier**</th>
<th>PSAT 2015 and Future**</th>
<th>Asset (NCCCS Cut Score)</th>
<th>COMPASS (NCCCS Cut Score)</th>
<th>Accuplacer (NCCCS Cut Score)</th>
<th>NC DAP (NCCCS Cut Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>15</td>
<td>45</td>
<td>26</td>
<td>41 Writing</td>
<td>70 Writing</td>
<td>86 Sentence Skills</td>
<td>Composite score of 151 or higher ***</td>
</tr>
<tr>
<td>Reading</td>
<td>18</td>
<td>47</td>
<td>26</td>
<td>41 Reading</td>
<td>81 Reading</td>
<td>80 Reading</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>47</td>
<td>24.5</td>
<td>41 Numerical Skills and 41 Int. Algebra</td>
<td>47 Pre-Algebra and 66 Algebra</td>
<td>55 Arithmetic and 75 Elem. Algebra</td>
<td>7 on each assessment for DMA 010 thru 060</td>
</tr>
</tbody>
</table>

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:* 

<table>
<thead>
<tr>
<th>SAT (Pre-March 2016)</th>
<th>SAT (March 2016 and Future)</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 500</td>
<td>Evidence-Based Reading and Writing 410</td>
<td>English 18</td>
</tr>
<tr>
<td>Critical Reading 500</td>
<td></td>
<td>Reading 22</td>
</tr>
<tr>
<td>Mathematics 500</td>
<td>Mathematics 520</td>
<td>Mathematics 22</td>
</tr>
</tbody>
</table>

*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.
### RULE ACTION

<table>
<thead>
<tr>
<th>RULE ACTION</th>
<th>RULEMAKING PROCESS</th>
<th>EXPECTED DATE</th>
<th>STATUS</th>
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<tbody>
<tr>
<td>“AMEND 1D Subchapter 300 – Continuing Education”</td>
<td>Initiation of Rulemaking Process</td>
<td>March 18, 2016</td>
<td>COMPLETED</td>
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<tr>
<td></td>
<td>Publication on NCCCS Website</td>
<td>March 21, 2016</td>
<td>COMPLETED</td>
</tr>
<tr>
<td></td>
<td>Written Comment Period Ends</td>
<td>April 20, 2016</td>
<td>PENDING</td>
</tr>
<tr>
<td></td>
<td>Review Comments with SBCC Committee</td>
<td>May 19, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd Written Comment Period Ends (if substantive changes)</td>
<td>May 31, 2016</td>
<td></td>
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<tr>
<td></td>
<td>Hearing Date (if applicable)</td>
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<td></td>
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<tr>
<td></td>
<td>Presented to SBCC for Adoption</td>
<td>June 17, 2016</td>
<td></td>
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<tr>
<td></td>
<td>Prospective Effective Date of Rule</td>
<td>July 1, 2016</td>
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</tr>
</tbody>
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<p>| “AMEND 3C SBCCC 200.1 – Rule Formatting Specifications” | Initiation of Rulemaking Process | March 18, 2016 | COMPLETED |
| | Publication on NCCCS Website | March 21, 2016 | COMPLETED |
| | Written Comment Period Ends | April 20, 2016 | PENDING |
| | Review Comments with SBCC Committee | May 19, 2016 | |
| | 2nd Written Comment Period Ends (if substantive changes) | May 31, 2016 | |
| | Hearing Date (if applicable) | N/A | |
| | Presented to SBCC for Adoption | June 17, 2016 | |
| | Prospective Effective Date of Rule | July 1, 2016 | |</p>
<table>
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<tr>
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<th>RULEMAKING PROCESS</th>
<th>EXPECTED DATE</th>
<th>STATUS</th>
</tr>
</thead>
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<td>“AMEND Title 1, Chapter A – State Board Governance”</td>
<td>Initiation of Rulemaking Process</td>
<td>April 15, 2016</td>
<td>PENDING</td>
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<td></td>
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<tr>
<td></td>
<td>Written Comment Period Ends</td>
<td>May 19, 2016</td>
<td></td>
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<tr>
<td></td>
<td>Review Comments with SBCC Committee</td>
<td>June 16, 2016</td>
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<td></td>
<td>2\textsuperscript{nd} Written Comment Period Ends (if substantive changes)</td>
<td>June 28, 2016</td>
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<td></td>
<td>Hearing Date (if applicable)</td>
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<td></td>
<td>Presented to SBCC for Adoption</td>
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<tr>
<td></td>
<td>Prospective Effective Date of Rule</td>
<td>August 1, 2016</td>
<td></td>
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</tbody>
</table>
Request: The State Board is asked to approve the Career and College Promise (CCP) Transfer Pathway Leading to the Associate in Engineering (AE).

Background: The Associate in Engineering credential was approved by the State Board of Community Colleges on February 20, 2015. Since that time 24 community colleges have been approved to offer the AE degree.

There are currently two college transfer pathways (Associate in Arts and Science) that are approved for offering under the Career and College Promise program.

A NC Engineering Pathways group comprised of five faculty members from colleges approved for the AE credential and System Office staff worked to develop the proposed AE pathway.

Rationale: The Career and College Promise pathway leading to the Associate in Engineering will assist high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

Vote Results:

- Colleges approved to offer the Associate in Engineering degree: 24
- Colleges in favor of the proposed AE CCP Pathway: 22
- Colleges not in favor of the proposed AE CCP Pathway: 2

The two colleges that were not in favor of the proposed AE CCP Pathway were opposed to the requirement of the DFT 170 Engineering Graphics course since the course appears as an option on the Associate in Engineering curriculum standard.

Contact:
Wesley Beddard, Associate Vice President
Programs

SBCC
04/15/2016
**Career and College Promise College Transfer Pathway**  
*Leading to the Associate in Engineering (P10XXC)*

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

<table>
<thead>
<tr>
<th>GENERAL EDUCATION (28 SHC)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities, Fine Arts and Communications**  
*Select one course from the following (3 SHC):*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 241</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social/Behavioral Sciences**  
*The following course is required (3 SHC):*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>
Mathematics (8 SHC)
The following courses are required (8 SHC):
    Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

High school students in the CCP College Transfer Pathway Leading to the Associate in Engineering must complete the entire pathway before taking additional courses in the Associate in Engineering degree with the following exception: Students may take additional math courses beyond MAT 272 that are required for the Associate in Engineering degree.

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

Natural Sciences (8 SHC)
Select 8 SHC from the following course(s):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 251</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 252</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Other Required Hours (6 SHC)

Academic Transition (1 SHC)
The following course is required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
</tbody>
</table>

Engineering (5 SHC)
The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 150</td>
<td>Introduction to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>DFT 170</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
</tbody>
</table>

*PREREQUISITE GENERAL EDUCATION HOURS (0-8 SHC)

MAT 171 Pre-Calculus Algebra
MAT 172 Pre-Calculus Trigonometry

Students who do not place directly into MAT 271 must complete MAT 171 and MAT 172 prior to enrolling in MAT 271 Calculus I.

*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)

Foreign Language:
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: 34-50
STATE BOARD OF COMMUNITY COLLEGES
Associate in Engineering (A10500) Program Application

Request: The State Board of Community Colleges is asked to approve the curriculum program at the listed college, which have met the criteria below, with an effective term of Fall 2016:

Associate in Engineering (A10500)
Lenoir Community College

Background: 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.

Contact:
Ms. Jennifer Frazelle
Director
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISIONS

The State Board is asked to approve revisions to the following curriculum standards:

Blue Ridge Community College
   Early Childhood Education (A55220)

Carteret Community College
   Aquaculture Technology (A15120)

Guilford Technical Community College
   Aviation Electronics (Avionics) Technology (A60150)

Contact Person:
Ms. Jennifer Frazelle
Director

SBCC
04/15/2016
CURRICULUM STANDARD REVISION
Blue Ridge Community College

Early Childhood Education (A55220)

Blue Ridge Community College is seeking approval to revise the Early Childhood Education (A55220) curriculum standard, effective Spring 2017. The proposed revision follows:

- Revise current standard to cluster standard format.
- Remove the following course from the Technical Core Area:
  
  \[ EDU 271 \quad Educational Technology \]

Rationale of Requesting College:

Technology has been integrated into the other core courses as part of the course revisions that will be acted upon by the Curriculum Review Committee in February 2016. Technology skills are needed across the curriculum, and should not be isolated to one course.

The cluster standard format allows the listing of general education courses that have been recommended by faculty as useful towards early childhood content. It also allows the listing of recommended UGETC courses which will assist with articulation.

Vote Results:

Colleges approved to offer the program: 58
Colleges in favor of recommendations: 51
Colleges opposed to recommendations: 2
Colleges not responding: 5

*The two opposing colleges feel that EDU 271 Educational Technology should remain in the technical core.*

Contact Person:
Dr. Lisa Eads
Program Coordinator
Proposed Career Cluster Standard

Curriculum Standard for Teaching/Training: Early Childhood Education

Career Cluster: Education and Training**

Cluster Description: Planning, managing, and providing education and training services, and related learning support services.

Pathway: Teaching/Training

Effective Term: Spring 2017 (2017*01)

Program Majors Under Pathway

<table>
<thead>
<tr>
<th>Program Major / Classification of Instruction Programs (CIP)</th>
<th>Credential Level(s) Offered</th>
<th>Program Major Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>CIP Code 13.1210</td>
<td>AAS/Diploma/Certificate</td>
</tr>
</tbody>
</table>

Curriculum Description

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Program Major Description: The following 4th paragraphs is used in conjunction with the first three paragraphs of the pathway description above for documentation used to identify the Program Major:

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/social/health/physical/language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences.

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.
I. General Education Academic Core  Curriculum Requirements for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 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.

**PROPOSED Teaching/Training: Early Childhood Education**

<table>
<thead>
<tr>
<th>Recommended General Education Academic Core</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours Required:</td>
<td>15 SHC</td>
<td>6 SHC</td>
<td>0 SHC</td>
</tr>
</tbody>
</table>

Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative gen education courses to meet local curriculum needs.

**Communication:**
- COM 231 Public Speaking U
- ENG 111 Writing and Inquiry U
- ENG 112 Writing/Research in the Disc U

**Humanities/Fine Arts:**
- ART 111 Art Appreciation U
- ART 114 Art History Survey I U
- ART 115 Art History Survey II U
- ENG 231 American Literature I U
- ENG 232 American Literature II U
- MUS 110 Music Appreciation U
- MUS 112 Introduction to Jazz U
- PHI 215 Philosophical Issues U
- PHI 240 Introduction to Ethics U

**Social/Behavioral Sciences:**
- ECO 251 Prin of Microeconomics U
- ECO 252 Prin of Macroeconomics U
- HIS 111 World Civilizations I U
- HIS 112 World Civilizations II U
- HIS 131 American History I U
- HIS 132 American History II U
- POL 120 American Government U
- PSY 150 General Psychology U
- SOC 210 Introduction to Sociology U

**Natural Sciences/Mathematics:**
- AST 111 Descriptive Astronomy U
- AST 111A Descriptive Astronomy Lab U
- AST 151 General Astronomy I U
- AST 151A General Astronomy I Lab U
- BIO 110 Principles of Biology U
- BIO 111 General Biology I U
- BIO 112 General Biology II U
- CHM 151 General Chemistry I U
- CHM 152 General Chemistry II U
- GEL 111 Introductory Geology U
- MAT 143 Quantitative Literacy U
- MAT 152 Statistical Methods I U
- MAT 171 Precalculus Algebra U
- MAT 172 Precalculus Trigonometry U
- MAT 263 Brief Calculus U
- MAT 271 Calculus I U
- PHY 110 Conceptual Physics U
- PHY 110A Conceptual Physics Lab U
- PHY 151 College Physics I U
- PHY 152 College Physics II U
- PHY 251 General Physics I U
- PHY 252 General Physics II U

<table>
<thead>
<tr>
<th>Minimum General Education Hours Required:</th>
<th>15 SHC</th>
<th>6 SHC</th>
<th>0 SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication:</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td>Humanities/Fine Arts:</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td>Social/Behavioral Sciences:</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
</tbody>
</table>

Approved by the State Board of Community Colleges on November 13, 1996; Revised 09/26/00; SBCC Revised 05/17/02. SBCC Revised 05/21/04; Revised 06/19/06; Revised 11/15/06; SBCC Revised July 20, 2007; SBCC Revised 09/21/07; Revised 06/11/08; SBCC Revised 11/21/08, Corrected 02/04/09; CRC Revised—Electronic Only 03/26/09; SBCC Template Revised 10/17/08; Editorial Revision 12/19/12; CRC Revised—Electronic Only 05/29/13; Editorial Correction 06/14/13; SBCC Revised 11/15/13. This DRAFT is provided for discussion purposes only.
II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, 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 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 hour credits from required subjects and/or courses. The Program Major is in addition to the technical core.

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.

<table>
<thead>
<tr>
<th>PROPOSED Teaching/Training: Early Childhood Education</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>Minimum Major Hours Required:</td>
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</tr>
<tr>
<td>A. TECHNICAL CORE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Courses required for the diploma are designated with *</td>
<td></td>
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<tr>
<td>* EDU 119 Intro to Early Child Education</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EDU 131 Child, Family, &amp; Community</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EDU 146 Child Guidance</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EDU 151 Creative Activities</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EDU 153 Health, Safety &amp; Nutrition</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EDU 221 Children with Exceptional</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>EDU 234 Infants, Toddlers &amp; Twos</td>
<td>3 SHC</td>
<td></td>
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<td>EDU 277 Educational Technology</td>
<td>3 SHC</td>
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<td>EDU 280 Language &amp; Literacy Experiences</td>
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<td>EDU 284 Early Child Capstone Practicum</td>
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<td>B. Program Major:</td>
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</tr>
<tr>
<td>* Child Development. Select one set:</td>
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</tr>
<tr>
<td>EDU 144 Child Development I</td>
<td>3 SHC</td>
<td></td>
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<tr>
<td>&amp; EDU 145 Child Development II</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>PSY 244 Child Development I</td>
<td>3 SHC</td>
<td></td>
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<tr>
<td>&amp; PSY 245 Child Development II</td>
<td>3 SHC</td>
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<tr>
<td>C. OTHER MAJOR HOURS</td>
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<tr>
<td>The remaining other major hours may be chosen from the following prefixes:</td>
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<tr>
<td>ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COE, COM,</td>
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</tr>
<tr>
<td>CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER,</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HEA, HIS, HUM, MUS, OST, PED, PHI, PHIS, POL, PSY, REL,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SCI, SOC, SPA, WBL, and WEB</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

*An Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: http://www.nc-net.info/employability.php

**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:

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
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<td>0-4</td>
<td>0-1</td>
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<tr>
<td><strong>Total Semester Hours Credit (SHC)</strong></td>
<td><strong>64-76</strong></td>
<td><strong>36-48</strong></td>
<td><strong>12-18</strong></td>
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</tbody>
</table>
CURRICULUM STANDARD REVISION
Carteret Community College

Aquaculture Technology (A15120)

Request: The State Board of Community Colleges is asked to approve Carteret Community College’s request to revise the Aquaculture Technology (A15120) curriculum standard with an effective term of Fall 2017.

Proposed Revision: Add the following set of courses as an option to CHM 151 General Chemistry I in the Technical Core:

CHM 131 Introduction to Chemistry and
CHM 131A Introduction to Chemistry Lab

Rationale: Either CHM 151 or the combination of CHM 131 and 131A are appropriate courses to prepare students for a career in aquaculture technology. The range of subject matter covered in the two options are equivalent.

Vote Results:
Colleges approved to offer the program: 2
Colleges in favor of recommendations: 2
Colleges opposed to recommendations: 0

Contact:
Ms. Jennifer Frazelle
Director, Academic Programs
| Curriculum Standard for Animal Systems: Aquaculture Technology |
|--------------------|-----------------|-----------------|----------------|
| Career Cluster:    |                  |                 |                |
|                    | Agriculture, Food, and Natural Resources ** |
| Cluster Description: | The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. |
| Pathway:           | Animal Systems  |
| Effective Term:    | Summer 2015 (2015*02)  |
|                    | Fall 2017 (2017*03)  |

<table>
<thead>
<tr>
<th>Program Majors Under Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Major / Classification of Instruction Programs (CIP)</td>
</tr>
<tr>
<td>Aquaculture Technology</td>
</tr>
</tbody>
</table>

Pathway Description:
The Aquaculture Technology curriculum prepares individuals for careers in aquaculture and management of aquatic ecosystems. It provides a broad background in science and math as well as specialized course work and practical experience in fish, shellfish, and aquatic plant production and management.

Course work includes biology, chemistry, and math, as well as water quality and limnology, nutrition and feeding, genetics and breeding, facilities construction, and business. Students will spend time working in the industry through the cooperative work experience or conducting an individualized study through the aquaculture project.

Graduates may find employment on private farms and government hatcheries or at public aquariums. Graduates may also start new businesses in fish, shellfish, or aquatic plant farming; pond and lake management services; or home/office aquarium or water garden management services.

Program Major Description: Choose one of the following 4th paragraphs to use in conjunction with the first three paragraphs of the pathway description above for documentation used to identify each Program Major:

Aquaculture Technology. A program that prepares individuals to select, culture, propagate, harvest, and market domesticated fish, shellfish, and marine plants, both freshwater and saltwater. Potential course work includes instruction in the basic principles of aquatic and marine biology; health and nutrition of aquatic and marine life; design and operation of fish farms, breeding facilities, culture beds, and related enterprises; and related issues of safety, applicable regulations, logistics, and supply.

I. General Education Academic Core

I. General Education Academic Core

[Curriculum Requirements for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 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.

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 09/08/12; Editorial Revision 12/14/12; SBCC Revised 07/19/13; Editorial Revision 08/21/13; CRC Revised—05/29/2014; Editorial Revision 12/10/14; Prefix Addition 08/01/15.
Animal Systems: Aquaculture Technology

<table>
<thead>
<tr>
<th>Recommended General Education Academic Core</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>Minimum General Education Hours Required:</td>
<td>15 SHC</td>
<td>6 SHC</td>
<td>0 SHC</td>
</tr>
</tbody>
</table>

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.

*Recommended certificate and diploma level curriculum courses. These courses may not be included in associate degree programs.

### Communication:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Workplace Communication</td>
<td>3 SHC</td>
</tr>
<tr>
<td>COM 110</td>
<td>Introduction to Communication</td>
<td>3 SHC</td>
</tr>
<tr>
<td>COM 120</td>
<td>Intro Interpersonal Com</td>
<td>3 SHC</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*ENG 101</td>
<td>Applied Communications I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*ENG 102</td>
<td>Applied Communications II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 110</td>
<td>Freshman Composition</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Argument-Based Research</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 114</td>
<td>Prof Research &amp; Reporting</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 116</td>
<td>Technical Report Writing</td>
<td>3 SHC</td>
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### Humanities/Fine Arts:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*HUM 101</td>
<td>Values in the Workplace</td>
<td>2 SHC</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Technology and Society</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HUM 115</td>
<td>Critical Thinking</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HUM 230</td>
<td>Leadership Development</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PHI 230</td>
<td>Introduction to Logic</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>3 SHC</td>
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### Social /Behavioral Sciences:

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<tr>
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<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Prin of Microeconomics</td>
<td>3 SHC</td>
</tr>
<tr>
<td>GEO 111</td>
<td>World Regional Geography</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*PSY 101</td>
<td>Applied Psychology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*PSY 102</td>
<td>Human Relations</td>
<td>2 SHC</td>
</tr>
<tr>
<td>PSY 118</td>
<td>Interpersonal Psychology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PSY 135</td>
<td>Group Processes</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*SOC 105</td>
<td>Social Relationships</td>
<td>3 SHC</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3 SHC</td>
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<td>SOC 215</td>
<td>Group Processes</td>
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### Natural Sciences/Mathematics:

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<tbody>
<tr>
<td>BIO 140</td>
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<tr>
<td>BIO 160</td>
<td>Introductory Life Science</td>
<td>3 SHC</td>
</tr>
<tr>
<td>*MAT 101</td>
<td>Applied Mathematics I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
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<td>MAT 115</td>
<td>Mathematical Models</td>
<td>3 SHC</td>
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<td>MAT 120</td>
<td>Geometry and Trigonometry</td>
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</tr>
<tr>
<td>MAT 121</td>
<td>Algebra/Trigonometry I</td>
<td>3 SHC</td>
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<tr>
<td>MAT 140</td>
<td>Survey of Mathematics</td>
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<td>MAT 151</td>
<td>Statistics I</td>
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<td>MAT 155</td>
<td>Statistical Analysis</td>
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<td>Precalculus Algebra</td>
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<td>Conceptual Physics</td>
<td>3 SHC</td>
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<tr>
<td>PHY 121</td>
<td>Applied Physics I</td>
<td>4 SHC</td>
</tr>
</tbody>
</table>

**II. Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning 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.

*Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 09/08/12; Editorial Revision 12/14/12; SBCC Revised 07/19/13; Editorial Revision 08/21/13; CRC Revised 05/29/14; Editorial Revision 12/10/14; Prefix Addition 08/01/15; SBCC Revised_________.*
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 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 credit from required subjects and/or courses. The Program Major is in addition to the technical core.

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.

<table>
<thead>
<tr>
<th>Animal Systems: Aquaculture Technology</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>Minimum Major Hours Required:</td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td>A. Technical Core:</td>
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<tr>
<td>* AQU 111 Aquaculture I</td>
<td>3 SHC</td>
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<tr>
<td>* AQU 220 Aquaculture Facilities</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* BIO 111 General Biology I</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* CHM 151 General Chemistry I</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* CHM 131 Introduction to Chemistry</td>
<td>3 SHC</td>
<td></td>
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</tr>
<tr>
<td>CHM 131A Introduction to Chemistry Lab</td>
<td>1 SHC</td>
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<td></td>
</tr>
</tbody>
</table>

B. Program Major(s):

Aquaculture Technology

*Culture Techniques. Choose one.
- AQU 112 Aquaculture II 3 SHC
- AQU 260 Aquariology 3 SHC

* Business. Choose one:
- AQU 120 Aquabusiness 3 SHC
- BUS 110 Introduction to Business 3 SHC
- BUS 280 REAL Small Business 4 SHC

* Culture Environment. Choose one:
- AQU 210 Limnology & Water Quality 3 SHC
- AQU 270 Water Gardens 3 SHC
- BIO 243 Marine Biology 4 SHC
- FWL 234 Aquatic Ecology 3 SHC

Other. Choose one:
- AQU 280 Aquaculture Project 2 SHC
- WBL 112 Work-Based Learning I 2 SHC

Select additional “Other” courses from the AQU, BIO, BUS, or FWL prefix for a minimum of 12 SHC for the Aquaculture Technology AAS program.

Courses required for the Aquaculture Technology Diploma are designated with *
C. Other Major Hours. To be selected from the following prefixes:

ACC, AGR, AQU, ART, BIO, BTC, BUS, CHM, CIS, CSC, ECO, EGR, ETR FWL, GIS, HOR, MAT, MKT, PHY, TRF, SRV, and WBL. Up to two semester hour credits may be selected from ACA. 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.

*An Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: http://www.nc-net.info/employability.php

**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:

<table>
<thead>
<tr>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
</tr>
</tbody>
</table>

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 09/08/12; Editorial Revision 12/14/12; SBCC Revised 07/19/13; Editorial Revision 08/21/13; CRC Revised—05/29/14; Editorial Revision 12/10/14; Prefix Addition 08/01/15; SBCC Revised________.
CURRICULUM STANDARD REVISION
Guilford Technical Community College

Aviation Electronics (Avionics) Technology (A60150)

Request: The State Board of Community Colleges is asked to approve Guilford Technical Community College’s request to revise the Aviation Electronics (Avionics) Technology (A60150) curriculum standard with an effective term of Fall 2016.

Proposed Revisions:

• Remove the following course from the core:
  AVI 110 Aviation Maintenance – General

• Add the following course to the core:
  AET 110 Avionics – General

• Revise the curriculum description to reflect the change in emphasis from aviation maintenance to avionics.

*AET 110 Avionics – General is a new course approved by the Curriculum Review Committee at their February 25, 2016 meeting.

Rationale: Industry feedback regarding student graduate effectiveness has revealed it would be beneficial to provide additional training in aviation electronics. AET 110 Avionics-General has replaced AVI 110 Aviation Maintenance – General as a prerequisite introductory course to avionics technology (AET) courses, thereby requiring a corresponding revision to occur within the curriculum standard. The suggested revision is designed to provide students with an extensive overview of major aircraft systems, which are by their nature inherently interrelated, to help students successfully integrate additional avionics competencies into a comprehensive skillset.

Vote Results:
Guilford Technical Community College is the only college approved to offer Aviation Electronics (Avionics) Technology (A60150).

Contact:
Mr. Frank Scuiletti
Coordinator
Curriculum Description

This curriculum provides individuals with the basic knowledge and skills required to enter the avionics career field as a technician and prepares students for the current avionics licensing agency examination. Course work includes general aviation maintenance avionics, sheet metal, airframe systems, electrical and electronic systems, practical wiring, navigation equipment, flight management and flight control systems, flight line testing and troubleshooting, and Federal Aviation Administration (FAA) regulations.

Graduates should be prepared for the current avionics licensing agency examination and for entry-level employment as an avionics technician in an avionics repair station, an airfield fixed base operator’s avionics facility, or an independent repair facility.

Curriculum Requirements*
[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97 (3)]

I. General Education. 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.

II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning 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. (See second page for additional information.)

III. Other Required Hours. A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science 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.

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
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<td>30</td>
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</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.
PROPOSED

Major Hours
[ref. 1D SBCCC 400.97 (3)]

A. Core. The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. 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 credit derived from the subject/course core of the AAS program.

B. Concentration (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

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 any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based 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.

<table>
<thead>
<tr>
<th>Aviation Electronics (Avionics) Technology (A60150)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Major Hours Required</td>
</tr>
<tr>
<td>AAS</td>
</tr>
<tr>
<td>49 SHC</td>
</tr>
</tbody>
</table>

A. CORE

Required Courses:
- AVI 110 Aviation Maintenance-General 15 SHC
- AET 110 Avionics-General 15 SHC
- AET 120 Sheet Mtl Acft Structures 2 SHC
- AET 122 Airframe Electrical 4 SHC
- AET 126 Electronics/Instruments 2 SHC
- AET 210 Practical Wiring/Factors 2 SHC
- AET 212 Aviation Comm Systems 2 SHC
- AET 214 Avia Navigation Systems 2 SHC
- AET 220 Flight Management 2 SHC
- AET 222 Avia System Interconnect 2 SHC
- AET 224 Adv Wire/Troubleshooting 4 SHC
- AET 226 Flight Line Testing 2 SHC

B. CONCENTRATION (Not applicable)

C. OTHER MAJOR HOURS

To be selected from the following prefixes:
- AET, AVI, CIS, CSC, and WBL

Up to two semester hour credits may be selected from ACA.

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

Request:
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 this program without any special allocation of funds.

Johnston Community College  
Mammography (Certificate) (C45830)

Mitchell Community College  
Computer-Integrated Machining (A50210)

Richmond Community College  
Nonprofit Leadership and Management (A25410)

Background:
Program applications must meet the following criteria in order to be placed on the Fast Track For Action (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.

Contact:
Ms. Jennifer Frazelle  
Director
I. Program Planning
Johnston Community College is seeking approval for the Mammography (Certificate) (C45830) program to begin Fall 2016. The planning area is defined as the college’s service area of Johnston County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Johnston Community College on November 5, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Johnston 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
Johnston Community College (JCC) indicates the following:

- The American Cancer Society estimated that in 2015 there would be 231,840 new cases of invasive breast cancer and 60,290 of in situ breast cancer diagnosed among women. In addition, they estimated a diagnosis of breast cancer for approximately 2,350 men. A mammogram is the single most effective method of early detection of breast cancer. The Affordable Care Act requires mammograms to be 100% covered under Medicare and new health insurance plans.

- Effective January 2016, candidates applying for mammography certification through the American Registry of Radiologic Technologists (ARRT) must document 16 hours of structured education.
Since the fall of 2006, JCC has offered a thirty-one contact hour continuing education seminar in mammography; however, students participating in the Mammography Initial Training Seminar who are not employed within a clinical facility, struggle to find clinical sites that will allow them to compete the clinical components required for Mammography Quality Standards Act and Program (MQSA) and ARRT mammography certification. As a curriculum program, the mammography certificate will provide students with the necessary clinical experience needed to become a registered mammographer.

- According to the most recent occupational projections published by the North Carolina Department of Commerce, the North Central prosperity region of the state (which includes Johnston County) is expected to experience the largest occupational growth, at 29%, for radiologic technologists (including mammographers) from 2012 to 2022. This projected occupational increase within the North Central prosperity zone is greater than that for the state as a whole for mammographers (24%) and for the nation (21%).

- Letters of support for the program were submitted to JCC by Raleigh Radiology and Johnston Health, a partner of UNC Health Care which employs more than 200 physicians within the county.

- Throughout the past year, 110 current and prospective health science students have been surveyed to gauge interest in the proposed mammography curriculum program. To date, 90% of the students surveyed have expressed an interest in pursuing the mammography certificate.

III. Impact of the Proposed Program on Other Programs
Two community colleges are approved to offer the Mammography program. This program contains a clinical component, therefore each college was provided with a program impact from JCC. All colleges approved to offer the program are in agreement with the impact assessment.

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 Mammography curriculum provides registered radiologic technologists the didactic and clinical experience necessary to become registered mammographers.

Course work includes clinical rotations to mammography facilities, breast anatomy/physiology, patient preparation/education, mammographic procedures, interventional procedures, image analysis, mammographic instrumentation, physics, quality control, and quality assurance.

Graduates will meet the Mammography Quality Standards Act initial training requirements for mammography and may be eligible to apply to take the American Registry of Radiologic Technologists (ARRT) post primary certification in Mammography.

Contact:
Ms. Renee Batts
Associate Director
I. Program Planning

Mitchell Community College (MCC) is seeking approval for the Computer-Integrated Machining (A50210) program to begin Fall 2016. The planning area is defined as the college’s service area of Iredell County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at MCC on October 28, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of MCC 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

Mitchell Community College indicated the following:

- The college performed a comprehensive employment analysis to determine the need for and general viability of a computer-integrated machining program. Surveys of local machining industries along with feedback from the college advisory committee revealed that there is a significant need for qualified machinists in Iredell County. There are currently 408 machining-related jobs within the college's service area paying a median wage of $19.29/hour and 110 projected job openings from 2012-2022.

- The US Bureau of Labor Statistics estimates 6% positive growth in machinist occupations for 2014-24. Workers familiar with computer software applications and who can perform multiple tasks in a machine shop will have the best job opportunities.

- The College has offered a certificate in machining under its Mechanical Engineering Technology program with success and is prepared to expand course offerings to meet industry needs for higher-end skills in areas such as computer numeric controlled (CNC) machining processes. A modern, well-equipped machining laboratory is presently in place.
• The college has received a letter from Iredell-Statesville Schools indicating support for the machining program and will develop a Career and College Promise dual-enrollment career pathway for Computer-Integrated Machining. Seventeen high school students expressed interest in the machining program and a local employer survey indicated that approximately 40 employees would likely enroll in the program.

• The college has recently joined SkillsUSA as a means to proactively build support and student interest in the machining program. Plans are for students to partake in various club and skills activities while also engaging in local, state, and national student machining competitions in order to promote interest in the program while fostering contextualized, hands-on learning.

• The college received letters of support from J.C. Steele & Sons, Inc., and ProEdge Precision, LLC, in support of the Computer-Integrated Machining program.

III. Impact of the Proposed Program on Other Programs
Thirty-two colleges are currently approved to offer the Computer-Integrated Machining program. An impact assessment was sent to colleges located contiguous counties. The colleges located in contiguous counties are in agreement with the impact assessment.

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 Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Coursework may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

Contact Person:
Mr. Frank Scuiletti
Program Coordinator
PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Richmond Community College

Nonprofit Leadership and Management (A25410)

I. Program Planning
Richmond Community College is seeking approval for the Nonprofit Leadership and Management (A25410) program to begin Fall 2016. The planning area is defined as the college’s service area of Richmond and Scotland counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Richmond Community College on January 5, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Richmond 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
Richmond Community College (RCC) indicates the following:

- There are 82 registered 501-C(3) organizations within the service area of RCC. Currently, more than ten percent of individuals employed in the service area are employed by nonprofit organizations. Collectively, these nonprofits contribute almost $200 million to the service area economy (2015, NC Center for Nonprofits).
- RCC conducted surveys among a sampling of registered nonprofit organizations in the service area. The survey results indicated support for the proposed Nonprofit Leadership and Management program. Furthermore, nine local nonprofit organizations stated in their survey response that they would consider hiring future Nonprofit Leadership and Management graduates.
- A survey of 240 students was conducted among currently enrolled RCC students, as well as students from the local high schools. Twenty-one students showed interest in enrolling in the proposed program or taking courses related to the program.
• According to the North Carolina Secretary of State’s website, there are 343 registered nonprofits located in Scotland County, and 488 in Richmond County, North Carolina.

• There are more than 367,000 individuals employed by nonprofit organizations in North Carolina. About 2,500 of those individuals are employed by nonprofit organizations in the RCC service area. The average wage of a nonprofit employee within the Richmond Community College service area is $34,273 per year. (2015, NC Center for Nonprofits)

• According to the 2015 NC Center for Nonprofits Report, Nonprofit organizations in North Carolina are struggling to respond to skyrocketing needs. Seventy-eight percent of NC nonprofit organizations saw more demand for their services in 2014, but only forty percent were able to meet the demands. The proposed program will help prepare graduates to better assist the nonprofit organizations in RCC service area in managing their resources and finding ways to generate more funds.

• Letters of support for the program were submitted to RCC by Scotland Community Health Clinic, Scotland Memorial Hospital, Richmond County Government, FirstHealth Richmond Memorial Hospital, and Rainbow 66 Storehouse, Inc.

III. Impact of the Proposed Program on Other Programs
One college is approved to offer the Nonprofit Leadership and Management program. This college is not located in a contiguous county to Richmond Community College, 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 Nonprofit Leadership and Management curriculum is designed to prepare individuals for a leadership or management role in the nonprofit sector.

Course work includes an overview of nonprofit organizations (NPO), philanthropy, legal and ethical concerns, funding issues, and strategic planning. Additional coursework introduces grant writing, international non-governmental organizations (NGO), public relations and sustainable communities.

Graduates should qualify for positions at various levels of leadership and management in the nonprofit sector.

Contact:
Dr. Hilmi Lahoud
Program Coordinator
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 6 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR-3110</td>
<td>Clinical Research Specialist</td>
<td>110 hours</td>
<td>L30 - Health</td>
<td>2</td>
</tr>
</tbody>
</table>

**Description:**
This course prepares individuals to work in a clinical research environment by teaching clinical trial structure, the regulatory requirements that govern clinical trial execution, and basic knowledge of collecting and analyzing clinical trial data. Upon completion, students will have a basic knowledge of clinical research concepts and structure enabling them to apply their skills in a clinical trial site or contract research organization environment.

**Rationale:**
Request is in response to current industry needs for individuals with skill sets to work as clinical laboratory technicians. North Carolina is one of the states with the highest levels of occupation in this field with an annual hourly wage of $19.46.

**Credentialing Agency:**
Certified Clinical Research Associate - http://www.acrpnet.org/MainMenuCategory/Certification.aspx

Request #2 of 6 (Modification)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS-3101</td>
<td>Data Entry Operations</td>
<td>Increase from 30 to 60 hours</td>
<td>F30 - Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rationale:**
- Request to increase hours to provide a structure for college’s to align continuing education course training to curriculum program crosswalks for CIS 103 Data Entry Operations.
### Request #3 of 6 (Modification)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC-3100</td>
<td>Workplace Security Concepts</td>
<td>Increase from 30 to 60 hours</td>
<td>F30 – Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rationale:**
- Request to increase hours to provide a structure for college’s to align continuing education course training to curriculum program crosswalks to SEC 110 Security Concepts.

### Request #4 of 6 (Modification)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update ITN-3000 to WEB-3000</td>
<td>Web Design &amp; Development</td>
<td>Increase from 30 to 60 hours</td>
<td>F30 – Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rationale:**
- Request to increase hours to provide a structure for college’s to align continuing education course training to curriculum program crosswalks for WEB 110 Internet/Web Fundamentals.

### Request #5 of 6 (Modification)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
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<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPT-4971</td>
<td>All-Haz Facilities Unit Leader</td>
<td>Increase from 24 to 35</td>
<td>R41 – Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rationale:**
- Request to increase hours to meet the industry standard as defined by the Federal Emergency Management Administration (FEMA).
Request #6 of 6 (Modification)

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-7000</td>
<td>Traffic Incident Management</td>
<td>Increase from 4 to 6</td>
<td>R30 – Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rationale:**
- Request for change from the certifying agency – Department of Insurance - Office of State Fire Marshal

**Contact:**
Margaret Roberton, Director
Continuing Education-Training and Standards
AGENDA

State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building
AW Conference Room
April 14, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – March 17, 2016

For Information

- Governor’s 67% Postsecondary Education Goal (Attachment PLAN 1)
- NCWorks Career Coaches
- SBCC Align4NCWorks Initiatives - Taste of Industry and Career Development Facilitator Training
  - Career Development Facilitator Training (Attachment PLAN 2)
  - Allocations for Align4NCWorks Pilot-Taste of Industry (Attachment FC 2)
- Career and College Ready - 12th Grade Remediation

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.
Call to Order
Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:55 pm in Room 144 at Montgomery Community College and welcomed everyone.

Board Members Participating: Also Attending:
Dr. Darrell Saunders Linda Weiner
Mr. Bobby Irwin Dr. Matt Meyer
Mr. Clark Twiddy Anne Bacon
Mr. Jerry Vaughn Chreatha Alston
Mr. Ernest Pearson (via conference call) Barbara Boyce
Representative Jimmie Ford Margaret Robertson
Lyn Austin
Dr. Chad Bledsoe (Montgomery CC & staff below)
Emily Dunn
Jonathan Thill
Andrew Gardner
John Coyle (Jordan Lumber Company)

Ethics Awareness and Conflicts of Interest
Dr. Saunders asked that Mr. Bobby Irwin read the Ethics Awareness and Conflict of Interest Reminder. He asked the Committee if there were any conflicts or potential conflicts of interest that needed to be identified. Having so requested and hearing none, Mr. Irwin 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 Representative Jimmie Ford and seconded by Mr. Jerry Vaughn. The motion was adopted.

Approval of Minutes
Dr. Saunders asked for a motion to approve the minutes of the February 18th meeting and a motion was made by Mr. Vaughn and seconded by Representative Ford to approve the minutes. The motion was adopted.
For Information

Workforce Learning Summit Innovation/Best Practices

Ms. Linda Weiner began with the reminder that Montgomery Community College (MCC)’s “Apprenticeship Montgomery” initiative was highlighted at one of the 21 Align4NCWorks Workforce Learning Summits in 2014. She asked Dr. Chad Bledsoe, MCC President, and his team to give a short presentation to update the committee on Apprenticeship Montgomery. Dr. Bledsoe introduced some of the speakers: John Coyle, Human Resources Manager at Jordan Lumber, Jonathan Thill, MCC Dean of Continuing Education, Andrew Gardner, MCC Coordinator of Business & Industry Services, and Emily Dunn with East Montgomery High School. Dr. Bledsoe gave a brief background of MCC’s apprenticeship program.

Mr. John Coyle stated that Jordan Lumber sponsored two high school students, paying them $25 per hour and letting them shadow the plant for two years. He said that by doing this they hope to grow high skill levels in the County. He added that they have six or seven different businesses that are sponsoring this as well. The cost for this program is about $60,000 to participating companies for each apprentice to complete the apprenticeship. By age 18 they get hands on experience while attending college.

Mr. Jonathan Thill stated that MCC has an official four-year apprenticeship program with the Department of Labor. This accounts for 8,000 hours of on-the-job training in education. During the apprenticeship, the student is a part time employee, and upon completion, they can earn from $25,000 to $30,000 one year out of college. Apprentices will earn a Journeyman’s Certificate issued by the Department of Labor and will earn a certificate in Electrical Systems. He noted that MCC has employer partners with this program that make up an advisory board.

Ms. Emily Dunn stated that Montgomery County is a poor county with 74% of students being economically disadvantaged. However, she noted that 80% of their high school students are enrolled in a CTE course. She stated that more work needs to be done on helping kids to concentrate on specific occupational areas. This is an opportunity for kids to get an education with hands-on experience. She said that they informed each student participating that they would work with them to prepare them with mock interviews before they meet with companies. She stated that they recently completed their Work Keys Test, testing over 120 students (50% of their senior class). From that number, 74% scored silver or better.

Mr. Andrew Gardner stated that, with this program, they are able to engage more with business and industry and detail all that MCC can offer to businesses outside of the apprenticeship program. Recruitment and retention can be tough because of maturity issues, but the Apprenticeship Montgomery partners are hoping to grow and teach students to better prepare them for the future.
**Workforce Needs of Industry and Local Government Employers**

Ms. Barbara Boyce, Director of Workforce Development at the NCCCS, said that they have been focusing on the question...what can Continuing Education do to help move the goals of Align4NCWorks forward? She introduced Ms. Margaret Robertson, Director in Workforce Continuing Education with Training and Standards. Ms. Robertson discussed a conversation that Moore County had with DSS (Department of Social Services) regarding employer issues with training and productivity. This conversation led to a discussion that Sandhills Community College had with the System Office. This enabled the NC Community College System to have a conversation with DHHS (Department of Health and Human Services), which provides administrative oversight over programs (operated in county DSS offices) about NC FAST (NC Families Accessing Services Through Technology). Through this a discussion was made on how this is an ongoing worker/employer issue across the state at county DSS offices that reaches all 100 counties. She added that over the last year they have had in-depth conversations to develop a program that responds to this training need...a multifaceted software to process applications for client services. The NCCCS has been developing a program that responds to the worker/employer training need and is now running pilots on these. Two classes have been developed. An HRD class, which will give the student a good feel of the job...and an occupational class, which enables individuals to work directly in NC FAST.

**Finance Items**

Ms. Anne Bacon gave a brief explanation of the two items that were being reviewed by the Finance Committee at the same time the Strategic Planning Committee meeting was being held: Career Development Facilitator Training – This proposed item is for $33,000 and it came to fruition when two of our Align4NCWorks Collective Impact Teams realized that there is a national career development certification that is a common denominator across the workforce system. The training offers the skill sets we need in order to work with workforce system customers and partners.

“Taste of Industry” Pilots – This proposed item is for $42,000 for one-day events occurring at multiple locations across the state. It has been promoted by Dr. Matt Meyer and the Boots on the Ground teams. This concept in the came about while the Boots on the Ground – East team was developing a strategy to provide public school teachers with the opportunity to understand industry. The “Taste of Industry” pilot brings public school teachers and (in some cases) community college faculty to the college and to the technical labs to get a taste of industry and hands-on experience so that they have a better understanding of the education/training needs of business when teaching students. An application was distributed to each of our 58 community colleges across the State. Interested community colleges were required to sign up as part of a competitive process by March 25th, and continuation of this process would be contingent upon Board approval. At the same time the Strategic Planning Committee was meeting, the Finance Committee approved use of State Board Reserve Funds for the two items listed above, for a total of $75,000.
A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:05 pm.

Respectfully submitted,
Ms. Chreatha Alston and Ms. Jerrie Farmer
Recording Secretaries
## State Board of Community Colleges

### Governor’s 67 Percent Postsecondary Education Goal

**Education Cabinet Cross-Sector Benchmarks**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Responsible Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the rate of students graduating high school with some college credit:</td>
<td>DPI, NCCC</td>
</tr>
<tr>
<td>a. Dual-enrollment programs</td>
<td></td>
</tr>
<tr>
<td>b. Advanced Placement courses and International Baccalaureate program</td>
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<tr>
<td>2. Increase enrollment of recent high school grads into postsecondary education and training.</td>
<td>DPI, NCCC, UNC, ICUs</td>
</tr>
<tr>
<td>3. Increase enrollment of nontraditional students (24+) into postsecondary education and training.</td>
<td>NCCC, UNC, ICUs</td>
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<tr>
<td>4. Increase or improve strategies and services to promote retention rates in postsecondary education and training programs.</td>
<td>NCCC, UNC, ICUs</td>
</tr>
<tr>
<td>5. Increase the number of individuals with credentialed attainment (attainment of associate’s degree, certificates, industry certifications, bachelor’s degree).</td>
<td>DPI, NCCC, UNC, ICUs</td>
</tr>
<tr>
<td>6. Increase the number of individuals who enter the workforce or enroll in advanced education or specialized training programs within one year of obtaining a credential of workplace value.</td>
<td>Commerce, DHHS</td>
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</table>
STATE BOARD OF COMMUNITY COLLEGES
Career Development Facilitator Training

Funds/funding source: $33,000 - State Board Reserve Fund

Purpose: To provide community college staff with a career advising role with the same professional development foundation currently offered to many front-line staff in NCWorks Career Centers and required of public schools’ Career Development Coordinators that do not possess counseling coursework. This is a nationally recognized training under the auspices of the National Career Development Association that, along with demonstration of experience and education, can lead to the Global Career Development Facilitator (GCDF) credential.

Background: In March 2016, the State Board of Community Colleges approved Career Development Facilitator (CDF) training funding from its State Board Reserve fund to achieve Align4NCWorks plan goals of Career Awareness/Mapping and System Foundations. The training was recommended by the Align4NCWorks Project Management team and two Collective Impact teams.

Priority for training slots:
- NCWorks Career Coaches working in high schools (strong encouragement)
- Career Advisors in Student Services, Basic Skills/Literacy, other areas on community college campuses
- HRD instructors, other community college instructors or staff

Training Format/Timeline:
- Hybrid training format – in-person training, online training/discussion, work-related career development project
- In-person training: June 1, June 2, and (presentation of projects/graduation) September 15 of 2016
- Provided through the NCWorks Training Center, which offers training to workforce development boards NCWorks Career Centers, public schools, community colleges, Vocational Rehabilitation and other workforce partners

Expected Impact:
- 45-50 additional community college staff with Career Development Facilitator training
- Greater understanding of career development theory, practice and tools (including use of labor market information)
- Increased understanding of different career development roles and increased collaboration and effectiveness in serving students/customers across agencies
Internal and External Collaboration/Leveraging:

- The NC Community College System Office (NCCCSO) plans to use Perkins Leadership funds to sponsor master facilitator training to develop in-house capacity, within the NCCCSO and colleges, to offer CDF training (estimated value: $12,000 for up to 8 master facilitator training slots). The NCCCSO is exploring options, including the possibility of using the same consultant who has worked with the NC Department of Public Instruction, to develop their master facilitator training.

- NCCCSO staff are also exploring the possibility of using WIOA-Title II (Basic Skills/Literacy) funding to support CDF training for WIOA-supported staff. Career advising is increasingly an expectation of Basic Skills/Literacy staff.

- Two NCWorks Career Coaches will be paid by the Gaston County Workforce Development Board to participate in a special CDF training session that they are sponsoring, which is taking place in Gastonia value: $1,050 in registration fees + avoidance of travel costs).

- Individual community colleges will pay applicable travel for the September training day.
AGENDA
State Board of Community Colleges
POLICY COMMITTEE
Caswell Building, Conference Room 201A
April 14, 2016 - 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – March 17, 2016

For Information
  • SBCC Code Report – April 2016 (Attachment POL 1)

For Future Action
  •

For Action
  • Initiation of the Rulemaking Process to Amend Title 1, Chapter A – “State Board Governance” (Attachment POL 2)

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  
March 18, 2016

Policy Committee Members in Attendance:
Mr. Ernie Pearson*  
Mr. Bobby Irwin  
Mr. Todd Johnson  
Ms. Janet Lowder  
Mr. Bill McBrayer  
Mr. Lynn Raye  
Mr. Jim Rose  
Mr. Clark Twiddy

*Attended via phone

Others in Attendance:
Ms. Shanté Martin  
Ms. Sondra Jarvis  
Lyn Austin  
Julie Woodson

Welcome and Ethics Statement: Mr. Johnson called the meeting to order at 3:28 pm in Building 200, Room 210 at Montgomery Community College. 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. Johnson requested a motion to approve the March 17, 2016 agenda. Mr. Raye made a motion to approve the agenda and Mr. McBrayer seconded the motion. It was unanimously approved by the committee.

Approval of the Minutes: Mr. Johnson requested a motion to approve the January 14, 2016 and February 18, 2016 minutes. Mr. Irwin made a motion to approve the minutes and Ms. Lowder seconded the motion. It was unanimously approved by the committee.

For Information
SBCC Code Report – March 2016 (Attachment POL 1)
Ms. Martin reviewed the SBCC Code report updates for this month.

For Future Action
Initiation of the Rulemaking Process to Amend Title 1, Chapter A – “State Board Governance” (Attachment POL 3)
Ms. Martin stated that these code changes would codify service areas. This would make the information more accessible. All 100 counties are covered by the 58 colleges.

For Action
Initiation of the Rulemaking Process to Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” (Attachment POL 2)
Ms. Martin asked for this agenda item to be moved from Future Action to For Action. Mr. Raye moved, Ms. Lowder seconded and the committee approved.

Mr. Raye moved, Ms. Lowder seconded and the committee approved Initiation of the Rulemaking Process to Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” as presented.
Ms. Martin stated that this code change covers basic formatting changes to comply with Americans With Disabilities Act guidelines.

Recommendations for Initial Proprietary School Licensure – March 2016 (Attachment POL 4)
Ms. Martin asked for this agenda item to be moved from Future Action to For Action. Ms. Lowder moved, Mr. Irwin seconded and the committee approved.

Mr. Raye moved, Mr. Twiddy seconded and the committee approved licensure of Palmetto School of Career Development for the program Dental Assisting Chairside.

Ms. Martin reviewed POL 4 and POL 5 together for the committee. Palmetto School of Career Development was asked to provide information by the Proprietary School Board prior to the programs being approved. Based on what was received, the Proprietary School Board recommends approving one program and denying the remaining programs. The school would still be a viable school just offering one program.

Refusal to Recommend Initial Proprietary School Licensure for One or More Programs (Attachment POL 5)
Ms. Martin asked for this agenda item to be moved from Future Action to For Action. Ms. Lowder moved, Mr. Irwin seconded and the committee approved.

Ms. Lowder moved, Mr. Raye seconded and the committee approved refusal of licensure to Palmetto School of Career Development for all programs excluding the one listed in POL 4.

Ms. Martin stated the approval of this item will deny the remaining programs that Palmetto School of Career Development had applied to offer. The school will have the opportunity to request an informal hearing to be re-evaluated.

New Business

Adjournment
Ms. Lowder motioned and Mr. Irwin seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:50 pm.

Respectfully submitted,
Sondra C. Jarvis
Recording Secretary
## STATE BOARD OF COMMUNITY COLLEGES

### SBCC Code Report

<table>
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<th>EXPECTED DATE</th>
<th>STATUS</th>
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<td><strong>“AMEND 1D Subchapter 300 – Continuing Education”</strong></td>
<td>Initiation of Rulemaking Process</td>
<td>March 18, 2016</td>
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<td>Publication on NCCCS Website</td>
<td>March 21, 2016</td>
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<td>Written Comment Period Ends</td>
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<td>Review Comments with SBCC Committee</td>
<td>May 19, 2016</td>
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<td>2nd Written Comment Period Ends (if substantive changes)</td>
<td>May 31, 2016</td>
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<td>Hearing Date (if applicable)</td>
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<td>Prospective Effective Date of Rule</td>
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<p>| <strong>“AMEND 3C SBCCC 200.1 – Rule Formatting Specifications”</strong> | Initiation of Rulemaking Process | March 18, 2016 | COMPLETED |
|                                                             | Publication on NCCCS Website | March 21, 2016 | COMPLETED |
|                                                             | Written Comment Period Ends | April 20, 2016 | PENDING  |
|                                                             | Review Comments with SBCC Committee | May 19, 2016 |          |
|                                                             | 2nd Written Comment Period Ends (if substantive changes) | May 31, 2016 |          |
|                                                             | Hearing Date (if applicable) | N/A |          |
|                                                             | Presented to SBCC for Adoption | June 17, 2016 |          |
|                                                             | Prospective Effective Date of Rule | July 1, 2016 |          |</p>
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<td>“AMEND Title 1, Chapter A – State Board Governance”</td>
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State Board of Community Colleges Code

TITLE 1 – COMMUNITY COLLEGES

CHAPTER A. STATE BOARD GOVERNANCE

SUBCHAPTER 100. DEFINITIONS

1A SBCCC 100.1 RESERVED FOR FUTURE CODIFICATION

SUBCHAPTER 200. STATE BOARD AUTHORITY

1A SBCCC 200.1 Mission of the Community College System
The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well being of individuals by providing:

(1)(a) education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;

(2)(b) support for economic development through services to and in partnership with business and industry; and

(3)(c) services to communities and individuals which improve the quality of life.

History Note: Authority G.S. 115D 1; 115D 4.1; 115D 5; 115D 8;
Eff. September 1, 1993;

1A SBCCC 200.2 State Planning
The State Board shall review the priorities of the system and adopt a system-level plan on at least a biennial basis, coordinated with the budget cycle. The plan shall take into account the current and future needs of the system and clarify the priorities essential to carrying out the mission of the system.

Note: Substance of former 23 SBCCC 2B.0204 was incorporated into this Rule.

SBCC
04/15/2016
SUBCHAPTER 300.  COLLEGE SERVICE AREAS

1A SBCCC 300.1  Definitions

The following definitions apply to this Subchapter:

(a) Service Area: The geographic area to which the State Board of Community Colleges has assigned community colleges the authority and responsibility to provide education and training services for constituents within that geographic area.

(b) Home college: The community college located in the service area in which the military installation is based.

History Note: Authority G.S. 115D-5;

1A SBCCC 300.2  Establishing Service Areas for Colleges

(a) The State Board shall assign service areas to colleges for providing education and training services. The initial assignment of service areas to colleges shall take into account the past and present patterns of providing services, including existing agreements between colleges. The State Board may reassign a service area upon the recommendation of the System President. The recommendation shall be based upon an analysis of the service areas involved, including consultation with the presidents of the colleges and the county commissioners of the county(ies) that are affected.

(b) A college may offer education and training in an area assigned to another college using criteria set forth in 1A SBCCC 300.99; 1D SBCCC 300.97; 1D SBCCC 300.6 and 1D SBCCC 400.96.

(c) The State Board of Community Colleges shall review, at least every five years, service areas that include counties assigned to more than one community college to determine the feasibility of continuing to assign those counties to more than one community college. The State Board shall revise service areas as needed to ensure that counties are served effectively. The first
review and any revisions shall be completed no later than March 1, 2016, and the State Board shall report its findings and any revisions to the Joint Legislative Education Oversight Committee no later than March 1, 2016. All subsequent reviews and revisions shall also be submitted to the Joint Legislative Education Oversight Committee.


1A SBCCC 300.3 Service Area Assignments
(a) The State Board of Community Colleges assigns college service areas as follows:

1 (1) Alamance Community College – Alamance County
2 (2) Asheville-Buncombe Technical Community College – Buncombe and Madison Counties
3 (3) Beaufort County Community College - Beaufort, Hyde, Tyrrell, and Washington Counties
4 (4) Bladen Community College – Bladen County
5 (5) Blue Ridge Community College – Henderson and Transylvania Counties
6 (6) Brunswick Community College – Brunswick County
7 (7) Caldwell Community College & Technical Institute – Caldwell and Watauga Counties
8 (8) Cape Fear Community College – New Hanover and Pender Counties
9 (9) Carteret Community College – Carteret County
10 (10) Catawba Valley Community College –Alexander and Catawba Counties
11 (11) Central Carolina Community College – Chatham, Harnett, and Lee Counties
12 (12) Central Piedmont Community College – Mecklenburg County
13 (13) Cleveland Community College – Cleveland County
14 (14) Coastal Carolina Community College – Onslow County
15 (15) College of The Albemarle - Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans Counties
16 (16) Craven Community College – Craven County
17 (17) Davidson County Community College – Davidson and Davie Counties
(18) Durham Technical Community College – Durham and Orange Counties
(19) Edgecombe Community College – Edgecombe County
(20) Fayetteville Technical Community College – Cumberland County
(21) Forsyth Technical Community College – Forsyth and Stokes Counties
(22) Gaston College – Gaston and Lincoln Counties
(23) Guilford Technical Community College – Guilford County
(25) Haywood Community College – Haywood County
(26) Isothermal Community College – Polk and Rutherford Counties
(27) James Sprunt Community College – Duplin County
(28) Johnston Community College – Johnston County
(29) Lenoir Community College – Greene, Jones and Lenoir Counties
(30) Martin Community College – Bertie (Townships of Indian Woods, Merry Hill), and Martin Counties
(31) Mayland Community College – Avery, Mitchell, and Yancey Counties
(32) McDowell Community College – McDowell County
(33) Mitchell Community College – Iredell County
(34) Montgomery Community College – Montgomery County
(35) Nash Community College – Nash County
(36) Pamlico Community College – Pamlico County
(37) Piedmont Community College – Caswell and Person Counties
(38) Pitt Community College – Pitt County
(39) Randolph Community College – Randolph County
(40) Richmond Community College – Richmond and Scotland Counties
(41) Roanoke-Chowan Community College – Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Hertford, and Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacane) Counties
(42) Robeson Community College – Robeson County
(43) Rockingham Community College – Rockingham County
(44) Rowan-Cabarrus – Cabarrus and Rowan Counties
Educational programs offered by community colleges of the community college system of North Carolina on all military installations will be conducted by the home college. The home college is defined as that college located in the administrative area in which the military installation is based. The home college by written agreement may contract with another college within the community college system to provide any additional educational services which may be required by the military installation located in the home college's area. When contracting with other colleges to provide additional educational services to military installations, home colleges shall give priority to adjacent colleges adjacent to the military installation to be served.

History Note: Authority G.S. 115D-5;
Eff. August 1, 2016.
Amended Eff. August 1, 2016; September 1, 1993.

1A SBCCC 300.99 Instructional Service Agreements

REPEALED by the State Board of Community Colleges, eff. 1 November 2014.

History Note: Authority G.S. 115D-5; S.L. 1993, 2nd session, c. 769, p. 18, s. 18; S.L. 1995, c. 625;
Temporary Adoption Eff. October 31, 1994, for a period of 180 days or until the permanent rule becomes effective, whichever is sooner;
Eff. May 1, 1995;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. August 1, 2004; July 1, 1998;
AGENDA

State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, AW Conference Room
April 14, 2016 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
  • February 18, 2016

For Action
  • Legislative Priorities Material (Attachment LEG 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
MINUTES
LEGISLATIVE AFFAIRS COMMITTEE
February 18, 2016 – 3:30 p.m.

Members Present:
Wesley Fricks, Chair
Jim Rose, Vice Chair
Breeden Blackwell
Lisa Estep
Todd Johnson
Janet Lowder
Bill McBrayer
Sam Powell
Lynn Raye
Darrell Saunders
Jerry Vaughan

Member Absent: Clark Twiddy

System Office Staff and Others:
George Fouts
Jennifer Haygood
Linda Weiner
Chreatha Alston
Patrick Fleming
Bryan W. Jenkins
Shanté Martin
Mary Shuping
Steve Thornburg (Cleveland CC)
Linda Suggs (Gates Foundation)
Lyn Austin (NCACCT)
Donny Hunter (NCACCT)
Julie Woodson (NCACCT)

CALL TO ORDER
Mr. Fricks called the meeting to order at 3:30 p.m. in the AW Conference Room in the Caswell Building. The chair read the required ethics statement. There were no conflicts.

ROLL CALL
Mr. Jenkins took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT
Mr. Fricks 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. Fricks asked for a motion to approve the agenda for the February 18, 2016 meeting as presented. Mr. Raye made the motion, it was seconded by Dr. Blackwell, and approved via voice vote.

APPROVAL OF THE MINUTES
Mr. Fricks asked for a motion to approve the minutes for the meeting on January 14, 2016 as presented. Dr. Blackwell made the motion, it was seconded by Dr. Saunders, and approved via voice vote.

FOR ACTION
2016-17 Special Provision Requests (Attachment LEG 1)
Mr. Johnson moved, Dr. Blackwell seconded and the committee approved the 2016-17 Special Provisions Request as presented.

Ms. Shuping reviewed the non-monetary legislative requests that the board will be asked to support.
- Carryforward of college information system funds
  - $1,250,000 for system upgrades
• Codify Manufacturing Solutions Center authorization
  o Center at Catawba Valley Community College has been an active center since 2010.

• Incentivize Institutional Performance Accountability
  o Performance-based funding used for bonuses which would not have long term impact.

• Mitigate unbudgeted bonus leave liability
  o Value of bonus leave increases as employee salary increases.
  o Liability for colleges.
  o Enable colleges to cash out leave for employee if requested.

• Make voluntary shared leave for community college employees the same as for state employees
  o Would enable community college employees to donate leave to non-family members who are employed at a community college.

All of these legislative requests have been approved by the President’s Association.

NEW BUSINESS
Mr. Jenkins shared that State Board, NCACCP and NCACCT are planning a reception during the Law & Legislative Seminar at Crabtree Marriott on Thursday, April 21, 2016 from 5:30 p.m. to 7:00 p.m. Ms. Woodson shared that all legislators will be invited.

Mr. Fouts shared Mary Shuping and Patrick Fleming were asked to assist in coming up with seven sites for the redistricting hearings. The General Assembly used four due to weather. Our hard work and willingness to help was appreciated.

Jim Rose gave an update on the Connect NC Bond campaign. There is a lot of grassroots effort to get the bond passed and the committee continues to be optimistic. There has been minimal opposition. Ms. Weiner shared that there are forty-seven resolutions from the colleges.

ADJOURN
There being no other business, Mr. Fricks asked for a motion to adjourn, Mr. Raye motioned and the committee adjourned at 3:56 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis
Recording Secretary
INCREASE STUDENT ENROLLMENT & COMPLETION

Improve student completion rates by investing in student supports.

**Problem:** Students who are not successful in college-level English and math courses are significantly less likely to complete a credential.

**Solution:** No new appropriation needed. Retain funding that would otherwise be cut because of FTE enrollment decline & reinvest those funds into locally determined student success strategies, such as tutoring labs, etc.

Increase enrollment in key community college programs.

**Problem:** Students and families are unaware of existing high tech and high paying job opportunities. Closing the Interest Gap by removing misconceptions about jobs in key industries, such as manufacturing, is essential.

**Solution:** Appropriate funds to promote career awareness through various media and user-friendly tools to provide labor market data to faculty, students, and families.

Support development of competency-based education (CBE).

**Problem:** One of the greatest limitations in education is not allowing students to progress once they have demonstrated mastery of specific knowledge and skills.

**Solution:** Develop a competency-based education (CBE) program and uniform system of granting credit for prior learning. These funds would continue the work already underway to develop models for scaling CBE programs system-wide.

SUPPORT RECRUITMENT & RETENTION OF QUALITY FACULTY & STAFF

**Problem:** NC average faculty salaries continue to rank well below other southeastern states.

**Solution:**
- Provide funds for an additional 2% salary increase for community college employees. These additional funds could be combined with the existing additional $10 million appropriation already in the 2016-17 budget to give an overall 3% increase.
- Authorize colleges to use performance-based carryforward funds for employee bonuses.

ADDRESS EQUIPMENT NEEDS

**Problem:** To be ready for 21st century jobs, students must be trained on 21st century equipment.

**Solution:** Provide non-recurring funds for colleges to purchase equipment.

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**2016-17**

$26.2 million R

$2 million R
(These funds would be matched by private funds.)

$500,000 NR

$24 million R

$15 million NR

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Source: NC Dept. of Commerce, LEAD

SBCC
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