

MINUTES

State Board of Community Colleges STRATEGIC PLANNING COMMITTEE Thursday, July 20, 2017 – 1:30 p.m.

COMMITTEE MEMBERS PRESENT:

Bobby Irwin, Chair
Frank Johnson

Ernie Pearson
Clark Twiddy

Jerry Vaughan
Ann Whitford

OTHERS IN ATTENDANCE:

Jimmie Williamson
Jennifer Haygood
Maureen Little
Ashley Sieman

Chreatha Alston
Anne Bacon
Alexis Lockett
Katherine Tamer

Lyn Austin (NCACCT)
Linda Suggs (Gates Fnd.)

CALL TO ORDER

Mr. Irwin called the meeting to order at 1:33 p.m. in the AW North Carolina Conference Room of the Caswell Building.

ROLL CALL

Ms. Tamer took the roll of the Strategic Planning Committee members.

ETHICS STATEMENT

Mr. Irwin 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. Irwin asked for a motion to approve the agenda for the July 20, 2017 meeting. Mr. Twiddy moved to approve, Mr. Vaughan seconded, and the committee approved the agenda without change.

APPROVAL OF THE MINUTES

Mr. Irwin requested a motion to approve the May 18, 2017 minutes. Mr. Twiddy moved to approve, Mr. Pearson seconded, and the committee approved by the committee as presented.

FOR ACTION

2017 Performance Measures for Student Success (Attachment PLAN 03)

Dr. Sieman reviewed the annual Performance Measures Summary Report which serves to inform the colleges and the public on the performance of our colleges and the overall system. The seven measures and their targets are used to award performance based funding to the colleges.

The first section of the report features an overview of each measure by college. The color code scheme uses 4 colors: meet or exceeds excellence is green, below excellence but above average is yellow, below average but above baseline is red, and below baseline is black. Two standard deviations above the mean is the excellence level, and two standard deviations below the mean is the baseline level. The

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standards are set based on historic data and hold for three years. Ms. Haygood explained that holding the scores constant for three years allows colleges to know what they should be shooting for, but would be revised every three years to encourage constant improvement and to continuously raise the bar.

The Board will approve performance funding in August. The portion of funds a college receives at each level are as follows:

- More than 100% if above the excellence level.
- 100% if above the mean but below the excellence threshold.
- A portion of funds if below the mean but above the baseline level.
- No funds if below the baseline.

To be as transparent as possible, the System Office includes a “What If?” scenario sheet for colleges to calculate how to increase their funding. A dashboard report is also available on the NCCCS website for the public to compare the performance of each institution.

Dr. Sieman shared performance measure trends over the last four years:

- 1. Basic Skills:** the percentage of students who progress as defined by an educational functioning level. This includes adult literacy students who do not have a high school diploma and take pre and post-tests. The number has been relatively flat, but is up from 55.7% last year to 58.3% this year. There was a dramatic increase in the number of colleges exceeding excellence in this measure compared to the last 3 years.
- 2. Student Success Rate in College-Level English Courses:** the percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within their first two academic years. 25,000 students took English last year, of those, 52% passed within two years. Trends are moving in the right direction; more institutions are moving into the excellence category.
- 3. Student Success Rate in College-Level Math Courses:** the percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within their first two academic years. This measure is difficult because students prefer to avoid math classes which are often not required as course prerequisites. Only 15,000 students took math during the first two years of this measure. The percentage of students who are passing is increasing, which is important because studies show that students who are successful in math are more likely to complete educational programs.
- 4. First Year Progression:** the percentage of first-time fall curriculum students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours. The data is mixed over time, however there is a large increase this year compared to last year (69.7% to 67.6% respectively).

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5. **Curriculum Completion:** the percentage of first-time fall credential seeking students who graduate, transfer, or are still enrolled with 36 non-developmental hours after 6 years. Of the 2010 cohort, 44% had graduated, transferred outside of NCCCS, or were still enrolled after 6 years. The recession could possibly account for the lower attrition rates. Across all 4 cohorts, the number of those who transferred without graduating was higher than any other category, this is concerning because evidence shows that students who graduate before transferring are more successful.
6. **Licensure and Certification Passing Rate:** aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Many of these students are in professional health programs. Colleges have historically performed well in this measure as they are actively monitoring this data.
7. **College Transfer Performance:** among community college Associate Degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the transfer institution.

Over time, more colleges are performing in the excellence level (86 in 2014-15 compared to 56 in 2012-13) and fewer are performing below the baseline level (11 in 2014-15 compared to 15 in 2012-13). High performing colleges who exceeded the excellence baseline in 4 or more categories include: Coastal Carolina CC, Brunswick CC, McDowell TCC, and Western Piedmont CC. These 4 colleges each received more than 130% in performance funding.

A discussion ensued about whether boards are required to review the performance measures report given a recent question posed to Mr. Irwin by a board member from Martin CC. The System Office will research whether it is mandated, but assured the committee that presidents are aware of the measures and meet annually at the Performance Partnership Summit to reflect on the data and set goals to improve. The new president at Robeson CC also invited SO staff to discuss the college's performance in more detail.

Ms. Whitford asked if we could incentivize the completion of Associate's Degrees with the university system. Dr. Williamson explained that there is a movement for a "Reverse Transfer," where credits earned after transferring can complete Associate's Degrees at local community colleges. When asked if we could compare these performance measures to results in other states, Ms. Haygood reminded the board that policies vary greatly across the country, making a true comparison difficult. Florida, for example, has a policy which requires students to get an Associate's Degree before transferring. A number of colleges are scanning their system to find students who are close to earning a degree, but the data technology is not easy to use in our system.

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Dr. Williamson asked when an 8th measure, Student Wage Gain, will be included in the report. Ms. Haygood explained that Wage Gain was not included in this report since the General Assembly has not taken any action on that measure, but preliminary data has been collected.

Committee members also questioned whether the data shows a relationship between a college's success in these performance measures and the economic tier of its county. There is not always a difference between urban and rural colleges, as some rural colleges perform quite well. Ms. Haygood said that the office mapped the performance measures and found that the Northeast portion of the state faces the most challenges. These counties are mainly Tier 1 counties, which may suggest a relationship between economic tiers and performance measures. The committee discussed economic factors that can make strong performance challenging and strategies that colleges in more economically distressed areas can use.

A motion was made by Mr. Twiddy to approve the 2017 Performance Measures Summary Report as presented, seconded by Mr. Vaughan and Ms. Whitford, and approved by unanimous voice vote.

FOR INFORMATION

Strategic Planning Updates (Attachment PLAN 01)

Ms. Haygood reported on the progress of the Strategic Planning process. Last month, roughly 40 college presidents shared what they perceive to be the major strengths, weaknesses, opportunities, threats and critical issues facing the system today. PLAN 01 is a high-level summary of the environmental scan by each theme of the educational pipeline.

The critical issues for each theme included:

- **Student Interest and Access:** improving awareness and image of community colleges; building relationships with high schools (particularly with counselors); promoting affordability and access to financial aid; simplifying enrollment processes and improving customer service; offering more flexible scheduling options.
- **Clear and Supported Pathways for Student Progress and Completion:** strengthening articulation; improving advising and student services; creating simpler programs and pathways; expanding opportunities to award credit when credit is due; enabling and incentivizing students to take full loads and to complete credentials; improving developmental education; improving access to and use of data.
- **Economic and Workforce Impact:** better communicating value of community college workforce training options; expanding program offerings and work-based learning opportunities that meet employer needs; improving funding to better support workforce training; improving cooperation among colleges and with workforce partners; improving access to and use of data.
- **Organizational Effectiveness:** technology that better supports colleges' needs; improving data, data analysis, and applied research; creating operational efficiencies across the 58 colleges;

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improving professional development/support opportunities; focusing on a limited number of strategically identified initiatives.

In response, Mr. Irwin mentioned that when the Board was interviewing a year ago, marketing was repeatedly brought up as a system-wide problem. Dr. Williamson shared his desire for the NC Community College Foundation to give seed money to start a long-term marketing campaign. Mr. Pearson suggested getting an estimate for an effective marketing campaign for the system.

Strategic Planning Structure and Responsibilities (Attachment PLAN 02)

Ms. Bacon informed the committee of the structure and responsibilities of the strategic planning process going forward. The Coordinating Team will provide reports to the Strategic Planning Committee and the Executive Leadership Council throughout the process. The timeline is as follows:

- July to October: Four Strategic Planning Teams will meet and develop draft recommended goals, objectives, and strategies and submit them to the Coordinating Team.
- September: The Performance Metrics Committee will hold its first meeting.
- October: the SBCC will review draft materials for the strategic plan. {Staff will then complete and revise the plan based on SBCC and other final input.}
- January: The Performance Metrics Committee will present KPIs associated with the strategic plan.
- February: Revised performance measures are due to the Presidents Association, and the SBCC will vote on the final strategic plan.

NEW BUSINESS

ADJOURN

There being no other business, Mr. Irwin asked for a motion to adjourn. Mr. Twiddy motioned, seconded by Mr. Vaughan, and the committee adjourned at 3:01 p.m. following a voice vote.

Respectfully submitted,
Katherine Tamer
Recording Secretary