

MINUTES
Programs Committee
State Board of Community Colleges
February 16, 2017

MEMBERS PRESENT:

Dr. Sam Powell, chair	Dr. Breeden Blackwell	Ms. Kirsten Stovall
Dr. Candler Willis, vice chair*	Mr. Bill McBrayer	

Absent: Lt. Governor Dan Forest
*via phone

SYSTEM OFFICE STAFF AND OTHERS:

Dr. Lisa Chapman	Dr. Porter Brannon	Ms. Sarah Humphrey
Mr. Wesley Beddard	(Mitchell CC)	(Piedmont CC)
Ms. Alexandra Doles	Ms. Kirsten Bunch	Ms. Sandra Lackner
Dr. Lisa Eads	(Blue Ridge CC)	(Isothermal CC)
Dr. Monty Hickman	Ms. Joelle Davis Carter	Ms. Natascha Lipscomb
Dr. J.W. Kelley	(Piedmont CC)	(Rowan-Cabarrus CC)
Dr. Hilmi Lahoud	Ms. Penny Cross	Mr. Peyton Lombardi
Ms. Leslie Leake	(McDowell Tech CC)	(Durham Tech CC)
Ms. Tracy McPherson	Ms. Dee-Dee Dickinson	Ms. Sheila Ann Regan
Ms. Margaret Robertson	(Roanoke-Chowan CC)	(Rockingham CC)
Dr. Frank Sculetta	Ms. Sandra Dietrich	Mr. Harry Starnes
Ms. Sneha Shah Coltrane	(Wake Tech CC)	(Edgecombe CC)
(NCDPI)	Ms. Blair Hairr (Sampson CC)	Mr. Joel D. Welch
Ms. Jenn Selby (Rowan- Cabarrus CC/AFAA)	Ms. Heather Hill (Stanly CC)	(Forsyth Tech CC)

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 1:42 p.m. in the J. Gregory Poole Conference Room in the Caswell Building. Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Dr. Powell requested a motion to approve the February 16, 2017 agenda. Dr. Blackwell made a motion to approve the agenda and Mr. McBrayer seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the January 19, 2017 minutes. Dr. Blackwell made a motion to approve the minutes and Dr. Willis seconded the motion. It was unanimously approved by the committee with a correction made for the date, noting that it should be 2017 rather than 2016.

FOR INFORMATION

Finance Committee Agenda Items

FY 2017-18 NC Community College Grant Program Payment Schedule (Attachment FC 7)

Dr. Kelley stated this is an annual request related to the payment schedule of the NCCC grant program. The intent is to supplement students who are receiving partial Pell grant funding and may need more assistance to stay in school. This additional grant creates an incentive for students to take fifteen credit hours compared to twelve credit hours. Students can receive an additional \$400 if they take the fifteen credit hour course load.

Dr. Blackwell asked if students already know about this grant and its requirements. Dr. Kelley confirmed that some colleges are already utilizing this grant therefore students are aware that the grant and its credit hour requirement is an option.

Mr. McBrayer asked if the credit hour requirement has presented a problem for non-traditional students who are only able to take one or two courses a semester. The Pell grant is not affected by this grant and the twelve credit hour requirement has not changed for the federal grant and will not affect non-traditional students. The grant in question is an additional grant that is meant to encourage students who have the academic aptitude to handle fifteen credit hours per semester.

Dr. Blackwell asked if Ms. Stovall knew of this grant or of any problems. Ms. Stovall replied that, concerning the course load, twelve credit hours is considered low while fourteen is average and fifteen to eighteen credit hours is high.

Dr. Chapman added a conversation about helping students finish a two-year program in two years. Students who are taking the minimum twelve hours per semester which still qualifies them for financial aid will not have students finishing in the two-year period even as full-time students. There also needs to be care taken when advising part-time students.

Ms. Stovall added that a semesters' credit hour course load depends on what classes are taken. Some courses like those in the sciences are four credit hours and this can also affect the course load. Dr. Powell asked if there is an extra charge for students taking more than eighteen credit hours per semester. Tuition fees do not increase above sixteen credit hours.

FY 2017-18 State Financial Aid Allocation for the Targeted Assistance Student Program **(Attachment FC 8)**

Dr. Kelley stated that the intent for this financial aid allocation is that colleges can use funding to be able to target different populations or programs that need extra incentive to attract and help students. Most colleges use this allocation for low enrollment programs to attract students but also used for students such as those who are less than part-time such as taking one or two classes per semester or are not receiving the full Pell grant but need help with books or fees. This is an allocation of \$550,000.

The committee had no questions or concerns.

Programs Committee Information Items

Curriculum Program Application as Approved by the System President (Attachment PROG 1)

- Edgcombe Community College
 - Entrepreneurship (A25490)
- Richmond Community College
 - Early Childhood Administration (Certificate) (C55400)
 - Early Childhood Preschool (Certificate) (C55860)

Dr. Chapman stated that all of the applications are in order. Mr. McBrayer asked if these two colleges have never had these certificates or degree. Dr. Eads replied that these are new to the college and other colleges are now adding these certificates to better target needs. Entrepreneurship could have been covered in other courses in the business program and colleges may now be making a separate degree to address a local need.

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

- Blue Ridge Community College
 - Manicuring/Nail Technology (Certificate) (C55400)
 - Plumbing (Diploma) (D35300)
- Caldwell Community College
 - Truck Driver Training (Certificate) (C60300)
- Gaston College
 - School-Age Care (Certificate) (C55450)
- Mitchell Community College
 - Phlebotomy (Certificate) (C45600)
 - School-Age Education (A55440)
- South Piedmont Community College
 - General Occupational Technology (A55280)

Dr. Chapman stated that colleges are continuing to review programs that show no or low enrollment in a two-year period. These colleges are meeting student needs through different means such as continuing education courses or through other programs.

The committee had no questions or concerns.

SBCC Code Report (Attachment PROG 3)

Ms. Leslie Leake reviewed the report.

The committee had no questions or concerns.

FOR FUTURE ACTION:

Cooperative Innovative High School Report (Attachment PROG 4)

Dr. Eads stated that this report for the Cooperative Innovative High Schools, better known as early college, is part of legislative requirement and is done in conjunction with the Department of Public Instruction. The report provides information on evaluating the success of students by measuring high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduations employment in career

or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.

Community college students are shown to have high GPAs and course success. The information from UNC system follows NCCCS data and for first time, there is a section from high schools with student stories and successes included in the report. This report is showing how transformative this program is and that it is an investment that is paying off for students.

Dr. Powell asked if there was trouble getting the data. Dr. Eads replied that collecting the data is becoming easier and that each institution has its own data system. Each is responsible for different parts of the data collection process and this report will be polished in the future. Dr. Powell stated that it is very encouraging seeing 90% rates on the report.

Dr. Blackwell asked how were the Cooperative Innovative High Schools created and when was this concept started. Dr. Chapman stated that there were early colleges outside of North Carolina and, during Governor Easley's period, there was a great interest in North Carolina to move forward with these types of high schools to engage students that had the academic ability but did not have a group to connect with in the large comprehensive high school. North Carolina was already strong in dual enrollment. These, combined with best practices across the nation, allowed North Carolina to set high standards and provide support while placing early colleges on site.

Dr. Eads supported this statement, stating that North Carolina is the leader in the nation for early college and is recognized nationally for Career and College Promise.

Ms. Stovall asked if all of the community colleges have early college. Dr. Eads replied that not all of the colleges have an early college, but some colleges have multiple Cooperative Innovative High Schools. There is increased interest in early colleges.

Mr. McBrayer asked if Cooperative Innovative High Schools are four-year or five-year high schools to obtain AA/AS degrees. Ms. Sneha Sha Coltrane, NCDPI Director of Gifted Education and Advanced Programs, stated that both exist and students can either attend the four-year or five-year program. Most of the early colleges are five-year to ensure completion, but some students may also feel that they can accomplish the degree in four years. There are currently ninety five-year early colleges and less than twenty early colleges that are not five-year.

Ms. Stovall asked if an institution is a five-year institution to complete the AA/AS degrees, can a student choose to complete the four-year program instead. Ms. Coltrane stated that yes, plans can change or the student may wish not to do a 5-year program.

Mr. McBrayer asked if there were costs to students to attend and complete this program. Mr. Beddard stated that there is zero cost to students.

The deadline for this report is March 15, 2017 and there is a request to suspend the rule and move forward for action to meet the deadline.

Mr. McBrayer made a motion to move the Cooperative Innovative High School Report from Future Action to Action, Dr. Willis seconded and the committee approved via voice vote.

Mr. McBrayer made a motion to approved the Cooperative Innovative High School Report, Dr. Willis seconded and the committee approved via voice vote.

Associate in Fine Arts Uniform Articulation Agreement (Attachment PROG 5)

Mr. Beddard stated that there is interest among the colleges to create an agreement where a Bachelor's in Fine Arts (BFA) aligns well with an Associate in Fine Arts (AFA). Ms. Jenn Selby, Chair in Fine and Applied Arts at Rowan-Cabarrus Community College and president of Associate in Fine Arts Association (AFAA), has been able to go to each individual university and have them agree with the AFA Articulation Agreement. This process currently works for seven university schools that have a BFA program but can be easily applied to other programs.

Dr. Powell asked that if 28 community colleges and seven universities are involved in this agreement, are private schools involved as well. Ms. Selby stated that it currently appears that a separate agreement would work best with independent colleges. Dr. Powell followed up with asking if this articulation agreement will be expanded to other universities in UNC system. Ms. Selby stated yes.

Dr. Powell asked whether the community colleges not listed offer the AFA and the Associate's in Visual Arts programs. Ms. Selby stated that those colleges are not currently approved to offer these program. Dr. Powell then asked if a community college wanted to be added on to this articulation agreement, do they need to be approved. Dr. Chapman stated that the colleges are approved to offer Associate in Arts degree but can individually apply and request to offer the AFA.

Ms. Selby stated that the reason the AFA and the BFA articulation is critical is that, if compared to an Associate's in Arts or an Associate's in Science curriculum standards, general education is smaller because studio classes are usually six contact hours which takes a lot of a student's time. Thus, students can take the practical courses at a community college and take the general education courses at universities.

FOR ACTION:

Agenda Items

Initiation of the Rulemaking Process to Amend Title 1, Chapter G – “Full-Time Equivalent (FTE)” (Attachment PROG 6) [CA]

Ms. Leslie Leake reviewed the impact of this code change. Dr. Chapman stated that the code change was initiated due to colleges who were looking at start dates for their fall semester this coming fall. The issue arose that colleges were wishing to start on a Monday to meet instructional needs but due to the current code, they cannot start the fall semester until August 15th, which falls on a Tuesday in 2017. The current code complicates this process. The code change addresses college need to allow separation of academic terms and reporting and allow colleges to start on a Monday, thus providing flexibility in the future. The rule also allows some changes in the code to improve clarification of language to FTE reporting. There is a conforming of language and definitions that match recent legislative changes that allow summer term funding.

Dr. Willis asked if there is any change in the number of hours in instruction or lab work. Dr. Chapman replied that there is no change to those

A motion was made by Dr. Blackwell to approve, seconded by Dr. Willis and approved via voice vote.

Cambridge Course Weighting Request (Attachment PROG 7) [CA]

Dr. Powell stated that the Cambridge courses are new and have only been offered in the Charlotte area for the past two years. The request is that the courses be given a weighting of 5.0 similar to Advanced Placement (AP) and International Baccalaureate (IB) courses that are currently accepted. The AP and IB courses are offered in high schools with a 5.0 weighting compared to a 4.5 weighting for honors courses and 4.0 for standard courses.

Dr. Chapman stated that this request previously went before UNCGA, which has already reviewed, and approved the suggested weighting of the courses.

Dr. Eads stated that once the process is completed in the NCCCS, the request will go to the State Board of Education to then be placed in policy.

Ms. Stovall asked if the Charlotte-Mecklenburg school district is the first and only school district to offer the Cambridge courses. Ms. Sha Coltrane stated that she was unsure. The Charlotte-Mecklenburg school district just began offering this program in their district and other states and countries offer the Cambridge course but that there will be other school districts who will be interested since Cambridge is very well known internationally.

Dr. Powell asked if there was a cost to students besides testing. Ms. Sha Coltrane stated that in the Charlotte-Mecklenburg school system, there is no cost to the student and, since the testing is part of the school system, the school covers the expense. Currently, the AP and IB tests are covered by the General Assembly for all students.

A motion was made by Mr. McBrayer to approve, seconded by Dr. Blackwell and approved via voice vote.

Items for the Consent Agenda [CA]

NC Community Colleges Career and College Ready Joint Report (Attachment PROG 8) [CA]

Dr. Chapman reviewed the report. The Career and College Ready Graduates (CCRG) program is legislatively mandated with partners in the Department of Public Instruction to develop remediation for students who do not meet prescribed requirements to be college and career ready by their junior year. The program is offered in their senior year to prepared students to move to college and career ready status. The System Office staff met with community college stakeholders, which included those working with any level of English and Math instruction and those in distance learning, to find the best delivery methods to work with partners.

This program became law on September 30, 2015 and was originally to be distributed across the state by August 2016. Additional conversations with legislators allowed for three-year soft rollout. The program is currently just about finished with its first year of the soft rollout. Wake Technical Community College is leading the program and there are seven models supported with ten to fifteen

models planned for next year with a full rollout in the third year. There is currently work on developing assessments to determine effectiveness and efficacy of models based on relationships that already existed in local community and incorporating existing successful local models into this program.

There has been communication with the National Repository of Online Courses (NROC) which is an opportunity to use technology in both formative and summative assessments to guide students with their remediation process in both Math and English.

Dr. Powell asked if this is required remediation by the state. Dr. Chapman replied yes, that any high school junior who does not meet benchmarks is ultimately approved by the Community College State Board in conjunction with the State Board of Education

Dr. Chapman stated that the report includes the Phase I models and shows which colleges are engaged, how many high schools the colleges are partnering with, and how students are evaluated for being career and college ready. Effectiveness will be evaluated through assessments with the expectation that there will be about three models to be implemented state wide.

Ms. Stovall asked that in the section concerning “Criteria for Determining Career and College Readiness”, if a student’s math score was below the benchmark but the unweighted GPA is higher than the benchmark, does the student still need to take the remediation since it is stated in the program that determination is based on an “either/or” situation. Multiple Measures would be applied in that scenario. Ms. Stovall then asked how would a school determine what subject to target as it appears that different school districts are targeting different subjects. The models may be targeting one subject now but when the Career and College Ready program is implemented statewide, all three subjects (Math, English/Reading) will be targeted for remediation.

Dr. Powell asked that, if the law states that remediation is required when a student has a GPA lower than 2.6, who set that GPA benchmark. The GPA benchmark will be brought before the Community College State Board for vote at a later date as there is a need to collect data from the models. Currently, the remediation decision is based on either ACT scores or Multiple Measures. Current models are looking at what the measure for remediation should be and may include a number of metrics which could determine the benchmarks needed for remediation.

Cooperative Innovative High School Applications (CIHS) (Attachment PROG 9) [CA]

Dr. Eads stated that this agenda item is for new Cooperative Innovative High Schools for the 2017-18 school year. The schools listed are of those seeking approval. The schools have already been approved by State Board of Education. Most are located on college campuses although there are a few that are requesting a waiver due to space or having buildings off-site that are better suited to needs.

Mr. McBrayer asked if Montgomery Community College has a location on campus. Dr. Eads stated that they do not and are requesting a waiver from placing the early college on the community college campus.

Combined Course Library – Continuing Education (Attachment PROG 10) [CA]

Dr. Chapman stated that the first request is due to a need for new courses in insurance. The rationale is based on facilitating the Continuing Education-to-Curriculum bridge within the accounting and

finance degree program, specifically to align with insurance concentration in the curriculum to improve the process in awarding credits to students.

Ms. McPherson stated that the second, third, and fourth requests are connected to each other, as they are based on a partnership at the state and local levels with the Office of State Fire Marshal (OSFM). All three requests are designed to ensure that there are courses in the Combined Library that colleges can use at the local level to train career and volunteer firefighters.

The second request is a request for two new courses to align with two new state certifications. These courses do not currently exist and are tied to new certifications that can be earned by firefighters at the local level in Mobile Water Supply and Technical Rescuer Emergency Medical Care. The course descriptions were obtained from OSFM and are tied to national standards. The request is to add these courses with a July 1, 2017, effective date. The State Board is being asked to approve the courses early so that colleges and local agencies can begin planning training with the courses going live on July 1.

The third and fourth requests are related to current state certifications and to courses already approved in the Combined Course Library. The request is to issue new course numbers for these courses. From time to time, national standards will change, and OSFM will revise courses and certifications to align with these changes. The request for new course numbers for courses that already exist is needed to be able to easily identify if firefighters are being trained under the old standards or new standards for certifications. The new numbers will clarify that difference. Request number three is a request to issue new course numbers to the series of revised Pumps Courses; and request number four is a request to issue new course numbers to the series of revised Aerial Courses. These requests also include a proposed effective date of July 1, 2017.

Dr. Powell asked if these are all new courses. The second request is for new courses as the community colleges have not had these certifications previously. For the third and fourth requests, the content of current courses is being revised, but the courses are being called “new” because of the request for new numbers.

A motion was made by Dr. Blackwell to approve, seconded by Mr. McBrayer and approved via voice vote.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 2:53 pm on a motion by Dr. Blackwell, seconded by Mr. McBrayer.

Respectfully submitted,
Alexandra Doles
Recording Secretary