

Some External Forces to Consider

External Force	Impacts
Economy: currently strong	<ul style="list-style-type: none"> • Opportunities for students to obtain employment upon completion and work-based learning at college • Good time to seek employer/industry engagement • State/federal budget and grant opportunities • Decreased interest in higher education/training • Low enrollment; budget pressures on community colleges due to FTE funding model
Economy: potential future recession?	<p>If downturn...</p> <ul style="list-style-type: none"> • Increased interest in higher education/training • Higher community college enrollment • Reduced opportunities for students to obtain employment upon completion or work-based learning • Decreased employer funding commitment • State and federal program funding cuts • Possibility of recession relief packages with training • NC unemployment insurance lengthens during recessions = easier for unemployed to commit to education
Demographic changes	<ul style="list-style-type: none"> • Increased minority population, including the Latino population, may change student needs and college strategies for access, persistence and completion • Graying of the population and baby-boomer retirements – open up job opportunities for CC students/graduates; create massive turnover at community colleges and in overall labor market • Lower U.S. birthrates are expected to affect the number of high school graduates and slow postsecondary growth
“Skills gap” and “interest gap”	<ul style="list-style-type: none"> • Labor market is tight – employers are having a hard time finding qualified workers not already employed • Sometimes the problem traces back to too few potential workers due to lack of interest in CC-trained occupations or a CC education itself
Efforts to fight the stigma/improve public support of community colleges	<ul style="list-style-type: none"> • #EndCCStigma campaign (nationwide campaign with some efforts in NC) • Some of the largest occupations community colleges train for face their own stigmas (e.g., construction)
State and federal support for community colleges and educational attainment goals	<ul style="list-style-type: none"> • Strong bipartisan support, especially at the state level • Expectations of myFutureNC goal will impact how funders hold NCCCS accountable
Concerns about higher education costs and the value of higher education, credentials	<ul style="list-style-type: none"> • Debt concerns can make community colleges look more attractive to students and parents • Students/parents are often confused about the economic value of higher education, specific programs/pathways, and credentials

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<p>Technology and data opportunities – and risks (including cybercrime and cyberattacks)</p>	<ul style="list-style-type: none"> • Computer information systems in the Cloud can be an opportunity for small colleges with limited IT capacity • Support for IT for workforce development will increase colleges’ capacity to deliver and track training • The System is increasingly reliant on technology solutions for administration, data, advising, instruction • Cyberattacks are becoming an increasing threat to CCs • Privacy concerns can limit data collection, access • Data system interconnections, data quality challenges make it hard to understand CC impacts and needs • Data visualization is being used more and more • Possibility of drowning in data if not clear on questions
<p>Increased concern about campus security</p>	<ul style="list-style-type: none"> • With mass shootings/other crimes, there may be more interest in resource investment in security, prep. • Student interest in online/hybrid courses may grow
<p>Weather-related natural disasters</p>	<ul style="list-style-type: none"> • There may be a regular need for hurricane or other disaster recovery resources – possibility of crowding out other state investments/CC priorities • Disaster preparedness/response/recovery expertise, protocols important for CCs/NCCCS
<p>De-regulation of for-profit education providers</p>	<ul style="list-style-type: none"> • Could enable for-profit education providers to gain market share from public or nonprofit higher education providers, including community colleges.
<p>National programmatic trends</p>	<ul style="list-style-type: none"> • Natl. increase in high school dual enrollment (“Career and College Promise” in NC) changes who CCs serve • Growth over recent decades in transfer function, but increasing political/public interest in career/tech ed. • Federal or state financial assistance for short-term education could increase student access and Con. Ed. • Nationally, more CCs are offering bachelor’s degrees • Increased partnerships between CCs and four-year institutions (beyond 2+2); in NC, continued growth of articulation, 3+1 programs, CC/univ. co-enrollment
<p>Variation in partner collaboration</p>	<ul style="list-style-type: none"> • May mean uneven progress in our tactics
<p>Increasing focus in education on economic mobility and closing achievement gaps</p>	<ul style="list-style-type: none"> • Increased focus on these themes nationally and in goals of other NC education governing boards • President Hans: CCs as “ladders to the middle class”
<p>Business Roundtable expanded definition of the purpose of the corporation– including investing in workers</p>	<ul style="list-style-type: none"> • New aim to address various stakeholders (rather than just <i>shareholders</i>) includes language about supporting employees with education and training • There are a number of NC connections among the 181 CEOs that signed the statement – Duke Energy, Bank of America, SAS, Hanesbrands, Siemens, IBM • Opportunity for expanded collaboration for education/training partnerships or fundraising?