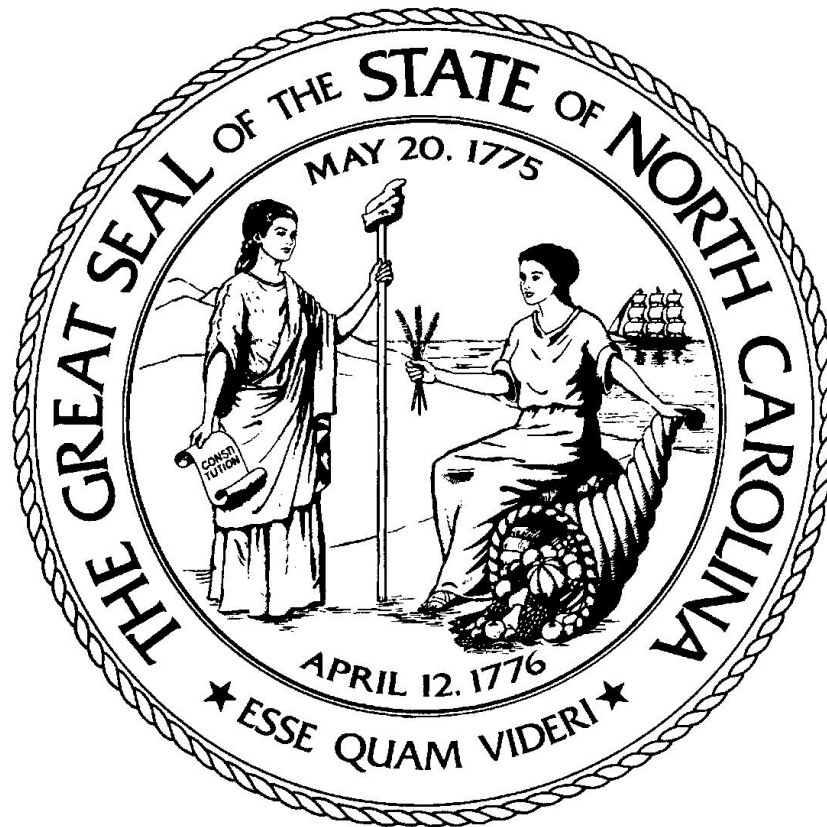


North Carolina Community College System

Strategic Plan

2019 – 2021



Submitted November 1, 2018

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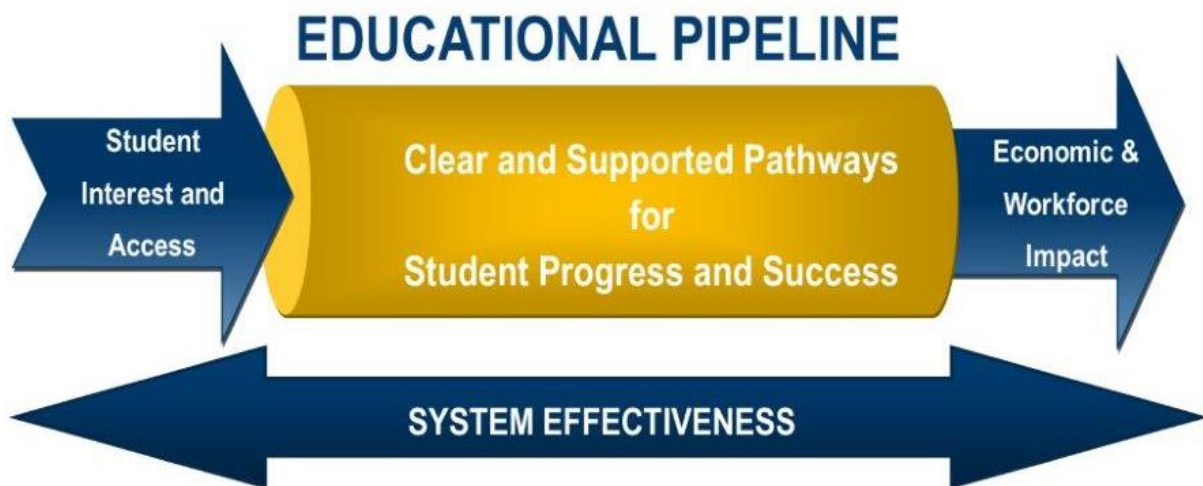
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1. Strategic Plan Executive Summary

(Adapted from the North Carolina Community College System 2018-22 Strategic Plan, “Putting Education to Work” – www.nccommunitycolleges.edu/strategic-plan)

By 2020, 67% of jobs in North Carolina are projected to require postsecondary education. Yet in 2015, only an estimated 48% of North Carolina’s prime working-age (aged 18-64) adults had a postsecondary degree, certification, license, or other credential of workplace value. In response to this urgent need to significantly increase educational attainment, the State Board of Community Colleges initiated in February 2017 a planning process aimed at improving how community colleges provide high-quality, accessible educational opportunities to North Carolinians.

Throughout this planning process, our System focused on four themes related to comprehensively improving the educational pipeline provided by community colleges:



- **Student Interest and Access:** How do we overcome lack of interest and barriers to higher education access to increase the percentage of North Carolinians pursuing postsecondary education?
- **Clear and Supported Pathways for Student Progress and Success:** How do we better provide students the instruction and support needed to successfully attain a degree/credential and enter the workforce or transfer to a four-year institution in a timely manner?
- **Economic and Workforce Impact:** How do we ensure that our students have the knowledge skills, and abilities to meet the state’s economic and workforce needs?
- **System Effectiveness:** How do we support a cohesive system of nimble, community-driven colleges and empowered faculty and staff? How do we improve institutional capacity to support the System’s mission and reduce operational risk?

President Peter Hans, who began his new post in spring 2018, supports the 2018-22 strategic plan and emphasizes how the North Carolina Community College System needs to *simplify* the complicated maze of higher education; *align* with education, workforce, and business partners; and *accelerate* our efforts for students and their progress.

Plan Uses

- Promote a clear and consistent message about North Carolina’s Community Colleges.
- Guide development of NC Community College System’s budget and legislative priorities.
- Promote accountability.
- Aid in making decisions and focusing on prioritizing.
- Inspire our community college “family” and promote System cohesion.

Strategic Planning Process

<i>Environmental Scan</i>	
March-June 2017	Research of demographic and economic trends affecting community colleges
March-April 2017	Review of the 58 community colleges’ strategic plans to understand what is important to our System
April-July 2017	Initial stakeholder engagement, including students, businesses, legislative leaders, and community college presidents and professional associations
<i>Plan Development</i>	Teams co-chaired by System Office and community college leaders developed draft goal statements, objectives and strategies
July-October 2017	<ul style="list-style-type: none"> • Included participation of community college leaders and experts, partners (esp. education and workforce/economic development) and customers (students and businesses)
October 2017-February 2018	Plan reviewed and revised by the State Board of Community Colleges and its Strategic Planning Committee
<i>Plan Implementation and Adjustments</i>	February 2018: approval by the State Board of Community Colleges of the 2018-22 NCCCS Strategic Plan, “Putting Education to Work”
Spring 2018	Inclusion of strategic plan reference in board item template
February 2018-October 2018	Development of SBCC Strategic Plan tool to track tactics supporting strategic plan aims - introduced to full board along with plan Key Performance Indicators at 10/2018 State Board Planning Meeting
Quarterly (beginning 10/2018)	Updates and discussion about progress of key tactics
Ongoing	Adjustments to strategic plan or key tactics as needed

2. Mission, Vision, and Values

Mission Statement

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, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

Vision Statement (System Office)

One Team with One Voice... Serving 58.

Organizational Values (System Office)

Accountability – Taking responsibility to deliver excellent service while maintaining transparency.

Collaboration – Exhibiting a sense of community by encouraging teamwork, support and open communication.

Integrity – Demonstrating professional ethics in a fair and honest manner.

Service – Being responsive, dedicated and committed to the people we serve.

3. Goals, Objectives, and Performance Measures

See Appendix for tactic and KPI descriptions and NCCCSO divisions responsible for tactic implementation.

Goal 1 – Student Interest and Access: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.	
Key Performance Indicators: 1-a. High School Dual Enrollment 1-b. High School Graduate Subsequent Enrollment 1-c. Adult Enrollment (Curriculum/Continuing Education; Basic Skills) 1-d. Stop-Out Student Re-Entry 1-e. High School Equivalency Transitions	
Objective 1.1 – Improve the understanding and perceived value of educational opportunities, including lifelong learning, offered by community colleges.	
Strategy	1.1.1. Implement a comprehensive, system-wide marketing and communications plan that focuses on the value of community colleges and promotes the image of the System and our institutions.
Strategy	1.1.2. Strengthen collaboration with education, community, business, and workforce partners for outreach and to support students as they transition through a seamless system of education in North Carolina.
Strategy	1.1.3. Reconnect former community college students to education and training opportunities that foster continued educational and career growth.
Initial tactics to accomplish the objective: <ul style="list-style-type: none"> • Marketing and Communications Plan • Career Coach Expansion • DHHS Education Navigator Partnership • <i>Other tactics that support this objective (italicized because another objective is considered their primary objective):</i> <i>Finish First Credential Audit</i> <i>Hispanic/Latinx Initiative</i> 	
Objective 1.2 – Increase student interest and success in industries experiencing skills gaps.	
Strategy	1.2.1. Market the value of technical education and workforce training for jobs/careers.
Initial tactic to accomplish the objective: <ul style="list-style-type: none"> • Construction and Contractor Careers Rebranding 	

Objective 1.3 – Identify and reduce access barriers for all prospective students, particularly among underserved populations.	
Strategy	1.3.1. Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).
Strategy	1.3.2. Promote more flexible scheduling and instructional delivery formats to reach non-traditional students.
Initial tactic to accomplish the objective:	
<ul style="list-style-type: none"> • NC Student Aid Study Group 	
Objective 1.4 -- Improve the student experience and increase enrollment by simplifying enrollment policies, processes, and communications.	
Strategy	1.4.1. Re-envision the application and enrollment process for community colleges.
Strategy	1.4.2. Improve initial advising to include career exploration and improve navigation of the enrollment process.
Initial tactic to accomplish the objective:	
<ul style="list-style-type: none"> • <i>Advising and Student Support Redesign</i> 	

Goal 2 – Clear and Supported Pathways for Student Progress and Success: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

Key Performance Indicators:

- 2-a. Basic Skills Student Progress*
- 2-b. Student Success Rate in College-Level English Courses*
- 2-c. Student Success Rate in College-Level Math Courses*
- 2-d. First Year Progression*
- 2-e. Curriculum Completion*
- 2-f. College Transfer Performance*
- 2-g. Program Cluster Retention
- 2-h. Licensure and Certification Passing Rate*

**Asterisked items are State Performance Measures, which are calculated for each community college (influencing performance funding) and the state as a whole. For further information, see <https://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>.*

Objective 2.1 – Provide timely and accurate career exploration and academic planning opportunities.

Strategy	2.1.1. Integrate career exploration and employer outreach for all audiences from the moment they engage.
Strategy	2.1.2. Develop and support effective career planning practices for faculty and staff.
Initial tactic to accomplish the objective:	
<ul style="list-style-type: none"> • <i>Advising and Student Support Redesign</i> 	
Objective 2.2 – Provide integrated, targeted support services that promote student success.	
Strategy	2.2.1. Provide support for student academic concerns, including early alerts to increase retention.
Strategy	2.2.2. Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students.
Initial tactics to accomplish the objective:	
<ul style="list-style-type: none"> • Finish Line Grants • Guided Pathways • <i>Other tactics that support this objective:</i> <i>Advising and Student Support Redesign</i> <i>DHHS Education Navigator Partnership</i> <i>Hispanic/Latinx Initiative</i> <i>Minority Male Success Initiative</i> 	
Objective 2.3 – Increase completion of credentials for successful transition to careers and/or further education.	
Strategy	2.3.1. Simplify and streamline processes from entry through completion/transfer, effectively incorporating multiple on and off ramps.
Strategy	2.3.2. Refine foundational and developmental education strategies to accelerate student readiness for college-level instruction.
Strategy	2.3.3. Validate students’ prior learning and experience to minimize student costs and the time it takes to complete their educational goals.
Strategy	2.3.4. Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
Strategy	2.3.5. Promote guided educational pathways within broader career pathways.
Initial tactics to accomplish the objective:	
<ul style="list-style-type: none"> • Accelerating Student Readiness • Advising and Student Support Redesign • Articulation of Credit/Alignment of Pathways • Basic Skills Plus and Integrated Education and Training 	

- Finish First Credential Audit
- Prior Learning Sources and Assessments
- *Also...*
Guided Pathways

Objective 2.4 -- Reduce achievement gaps for underserved students.

Strategy	2.4.1. Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.
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Initial tactic to accomplish the objective:

- Minority Male Success Initiative

Goal 3 – Economic and Workforce Impact: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

Key Performance Indicators:

- 3-a. Graduate Employment
- 3-b. Graduate Income
- 3-c. Business Partnerships
- 3-d. Work-Based Training Opportunities
- 3-e. Enrollment to Unemployment Ratio

Objective 3.1 – Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

Strategy	3.1.1. Identify and engage employers and relevant sources of data to determine high-demand occupations, program demand within the current labor market, and expected occupational earnings.
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Strategy	3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.
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Strategy	3.1.3. Collaborate with workforce partners to benchmark successful state and national workforce systems.
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Initial tactics to accomplish the objective:

- Proactive Industry Engagement
- Workforce System Collaboration
- *Also...*
Construction & Contractor Careers Rebranding

Objective 3.2 – Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

Strategy	3.2.1. Provide accessible, affordable, and high-quality professional development to faculty and staff to stay informed about labor market and student support trends.
Strategy	3.2.2. Articulate pathways for educational and professional growth within key industries through employer engagement.
Strategy	3.2.3. Develop faculty capacity to conduct program review and learning outcomes assessment to promote continuous improvement of programs.
Strategy	3.2.4. Integrate critical employability skills into all programs of study to better prepare students for today’s work environment.
Strategy	3.2.5. Modify the instructional funding model to ensure colleges have necessary resources to offer workforce training needed by their communities.

Initial tactics to accomplish the objective:

- Employability Skills Alignment Project
- Short-term Workforce Training Funding
- Workforce System Cost Study
- *Also...*
Articulation of Credit and Alignment of Pathways
Basic Skills Plus and Integrated Education and Training

Objective 3.3 – Increase student access to work experience.

Strategy	3.3.1. Leverage partnerships to connect students with expanded work-based learning opportunities.
Strategy	3.3.2. Modify policies and eliminate the barriers that impede access to apprenticeships and other work-based learning opportunities.

Initial tactics to accomplish the objective:

- Apprenticeship Expansion
- Work-Based Learning

Goal 4 – System Effectiveness: Advance organizational effectiveness, operations, and decision-making to support a cohesive system of nimble, empowered, and community-driven colleges.

Key Performance Indicators:

4-a. Faculty Retention

4-b. Staff Retention

Objective 4.1 – Ensure colleges and the System have access to technology and related infrastructure to meet student and institutional needs.

Strategy	4.1.1. Implement a sustainable, system-wide enterprise resources planning (ERP) solution that enables more consistent and efficient operations.
Strategy	4.1.2. Sustain the current ERP infrastructure to prepare for transition to a modernized ERP.

Initial tactics to accomplish the objective:

- ERP Solicitation (Functional)
- Future State ERP:
 - Status Quo Option
 - Modernization Option
 - Replacement Option
- IT Infrastructure Transformation (Technology)

Objective 4.2 – Improve decision-making through increased access to comprehensive, timely, and quality data.

Strategy	4.2.1. Ensure that core data needs are identified, defined, governed, and accurately reported.
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Initial tactics to accomplish the objective:

- Data Framework
- Data Warehouse
- Strategic Plan Implementation and Oversight
- *Also...*
Transform IT Service Management

Objective 4.3 – Enhance and support workplace environments that value and engage employees and provide opportunities for growth and development.

Strategy	4.3.1. Assess and address the professional development needs across the System.
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Strategy	4.3.2. Advocate for competitive salaries and benefits for community college faculty and employees.
Initial tactics to accomplish the objective: <ul style="list-style-type: none"> • Financial Aid Leadership Academy • <i>Also...</i> <i>Accelerating Student Readiness</i> <i>Guided Pathways</i> 	
Objective 4.4 -- Ensure policies, procedures, and processes facilitate System effectiveness and compliance.	
Strategy	4.4.1 Routinely monitor and revise the State Board of Community Colleges Code to ensure policies are current and clear.
Strategy	4.4.2. Facilitate collaboration between System Office and the NC Association of Community College Presidents on the establishment of standard policies and procedures required to meet System requirements and align with best practices.
Initial tactics to accomplish the objective: <ul style="list-style-type: none"> • Transform IT Service Management • <i>Also:</i> <i>Strategic Plan Implementation and Oversight</i> 	
Objective 4.5 – Leverage partnerships and agreements to create efficiencies for the System as a whole.	
Strategy	4.5.1. Advocate for regional or system-wide procurement mechanisms to simplify processes.
Strategy	4.5.2. Foster regional and system-wide collaborations among colleges.
Initial tactics contributing to the objective: <i>Apprenticeship Expansion</i> <i>Employability Skills Alignment Project</i> <i>Guided Pathways</i> <i>Workforce System Collaboration Model</i>	
Objective 4.6 – Improve cohesiveness between colleges, professional associations, System Office, and partners.	

Strategy	4.6.1. Improve communication among all System entities and key partners.
Strategy	4.6.2. Leverage community college professional associations to increase communication and problem-solving across our System.
<p>Initial tactics to accomplish the objective:</p> <ul style="list-style-type: none"> • Establishment of System Advisory Council • <i>Also...</i> <i>Financial Aid Leadership Academy</i> 	

4. Highlights and Opportunities

Agency Highlights and Best Practices

One example of a best practice that North Carolina plans to scale statewide is **RISE: Reinforced Instruction for Student Excellence**. Through RISE, North Carolina is replacing pre-requisite remediation (the approach used historically) with “co-requisite” remediation, in which developmental education courses are offered at the same time as college-level courses. National research supports co-requisite remediation, showing especially large improvements in success rates for first-generation college students, minority students, and students who are the least prepared academically for postsecondary education. RISE professional development is now being offered statewide; the approach will be piloted (with some colleges offering co-requisite and transition courses) beginning in spring 2019, and the RISE model will be implemented statewide by Fall 2020. The initiative aims to keep students from being stuck in developmental education by helping more students complete gateway English and math courses in their first year and reducing reliance on high-stakes course placement testing through further evolution of using multiple measures to determine students’ readiness for college-level courses.

The North Carolina Community College System systematically identifies best practices and assists with replication of successful practices in the following ways:

- The [NC Student Success Center](#), funded by grants from the Bill and Melinda Gates Foundation, John M. Belk Endowment, and Kresge Foundation, is part of a 15-state Student Success Center Network, coordinated by Jobs for the Future, that leverages national and state best practices and research to help the 58 community colleges in the state improve student completion and success. The Student Success Center builds off student completion best practices researched/tested through national initiatives including Achieving the Dream, Completion by Design, and the American Association of Community Colleges Pathways Project. An independent initiative housed at the NC Community College System Office, the NC Student Success Center has developed a 2018-19 NC Guided Pathways to Success Plan aimed at replicating best practices and using improvement science paired with professional development with an initial cohort of 17 community colleges. (The [2018-19 NC GPS Plan](#) is aligned with the 2018-22 NC Community College System Strategic Plan and vice versa, via strategic plan strategy 2.3.5. and other strategies and aims.) Cohort colleges network with each other for cross-college collaboration and continuous learning. The ultimate aim is to engage all 58 community colleges, and the Student Success Center already seeks to engage all 58 colleges in self-assessing their progress in completion practices.
- In line with the new strategic plan strategy reaffirming professional development (4.3.1), the Community College System offers a **System Conference** every other year with professional development for educators and administrators across the 58 colleges and System Office. Approximately 1,500 individuals participated in early October 2018, even with the disruptions that recent hurricanes brought to the state. Sessions range from educator-focused sessions to advising-focused sessions to administrator-focused sessions (including how to use data to target students for initiatives). This year, the conference tracks were organized by the four themes in the 2018-22 System strategic plan: *Student Interest and Access; Clear and*

Supported Pathways for Student Progress and Success; Economic and Workforce Impact; and System Effectiveness.

- In the years when the System Conference is not held, a **Performance Partnership Summit** is held (primarily targeting community college leaders) to identify colleges that excel in their state performance measures, with colleges with leading indicators offering professional development to other colleges. Some mentoring/technical assistance among colleges also occurs beyond the event itself, historically held in the summer.
- Multiple units in the System Office provide **professional development and support of colleges** based on research and demonstrated success: for example, the Career and Technical Education staff provides many webinars to colleges based on research and best practices.
- Staff and the leadership of the NC Community College System engage with and support multiple **professional networks of local community colleges leaders and experts**, who meet and draw on one another to share successful program models and trouble-shoot across colleges. Examples include the NC Association of Community College Presidents, NC Association of Community College Instructional Administrators, Student Development Administrators Association, and NC Association of Community College Business Office Professionals (NC ACCBO).

The best practices the System Office and community college professional networks highlight change over time as new research is released and community colleges face new challenges. Community colleges that perform well on their State Performance Measures are rewarded with performance funding.

Potential Initiatives

IT for Workforce Development –

Obtaining funding for replacement or at least modernization of the Community College System’s current, antiquated ERP system is the most important potential initiative, critical to the success of the Community College System and its ability to achieve the goals in its 2018-2022 strategic plan. The Community College System cannot be nimble or meet the workforce needs of North Carolina if it does not harness technology the way modern educational enterprises do. It cannot reach and enroll students, provide robust online instruction, and efficiently support the operations of colleges across the state without modern technology infrastructure. All four goals of the strategic plan rely on this potential initiative.

The North Carolina Community College System will also strategically pursue additional opportunities that arise to achieve the aims of its 2018-22 strategic plan, “Putting Education to Work.”

Collaborative Opportunities

Examples of collaborative opportunities that the NC Community College System plans to pursue during the 2019-21 biennium to improve State program efficiency/effectiveness include the following:

- **DHHS Education Navigator Partnership** - The NC Community College System and NC Department of Health and Human Services/Division of Social Services are collaborating to fund Education Navigators to help those receiving food and nutrition services (formerly known as “food stamps”)

access education or training that will help them move out of poverty. (See tactic description in the Appendix.) As of October 2018, 11 colleges serving 13 counties are collaborating with their county DSS in this partnership. DHHS and the Community College System aim to expand the program and increase the education and employability of more low-income North Carolinians. A feature of the federal SNAP Employment & Training program that adds to the efficiency of the collaboration is the availability of “50/50” funds, in which community colleges and other partners of DSS that use non-federal dollars to help participants can realize a 50% reimbursement of their investment from federal funds.

- **Career and College Ready Graduates (CCRG)** is a response to a legislative mandate for the Community College System to work with NC Public Schools to establish a program to offer high school students remediation (college developmental education) in key subject areas before finishing high school. Desired outcomes:
 - CCRG will feature a new math and English curriculum that will fulfill the fourth math and English for high school graduation requirements.
 - The CCRG curriculum will be accepted by the University of North Carolina System and the NC Community College System for minimum admissions requirements.
 - CCRG was piloted beginning in fall 2016 and will be implemented statewide by fall 2020.
 - Ultimately, by fall 2021, all high schools will see an increase in students who place directly into gateway English at the community college or four-year institution, rather than having to engage in remediation while at the postsecondary level of education.

- **Workforce System Collaboration Model** – Although North Carolina’s workforce development system is vast, it can appear to be disconnected to employers. Collaboration among workforce partners is critical in order to present a united and supportive structure for business and industry partners as workforce needs continue to be a significant concern. In line with the aims of Governor Cooper and the NCWorks Commission, the NC Community College System, NC Department of Commerce/Division of Workforce Solutions, NC Department of Health and Human Services (Vocational Rehabilitation), local workforce development boards and other entities are collaborating to communicate with employers and serve them *as a team*. Regional teams have been identified and have begun reaching out to employers, and there has been state-level teamwork on a workforce development system video series, workforce system promotional materials, etc.

The North Carolina Community College System embraces collaborative opportunities, and as the middle of the educational pipeline and a key workforce development asset, much of what we do involves collaboration with other systems of education (K-12 and public/private universities), workforce partners, and business and industry. Collaboration is an agency (System Office) value, promoted through individual staff NCVIP work plans, and we as an organization will continue to seek out collaborative opportunities with other state agencies, the business community, and other organizations seeking to achieve common aims.

Appendix:

North Carolina Community College System Strategic Plan, KPIs and Tactics as of 10/2018

- Link to the 2018-22 NCCCS Strategic Plan: “Putting Education to Work” (adopted by the State Board of Community Colleges in February 2018): www.nccommunitycolleges.edu/strategic-plan
- Strategic Plan KPI (Key Performance Indicators) Definitions
- Initial System Office Tactics to Carry Out the NCCCS Strategic Plan

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Strategic Plan KPI Definitions (as of 10/18/2018)

Student Interest and Access

High School Dual Enrollment - Percentage of public and charter high school students concurrently enrolled at a community college during the academic year.

High School Graduate Subsequent Enrollment - Percentage of annual public and charter high school graduates subsequently enrolled in a community college within the first two falls following graduation.

Adult Enrollment

- Curriculum/Continuing Education: Percentage of adult (18-64) high school graduates without an associate degree or higher enrolled in a curriculum or continuing education program.
- Basic Skills: Percentage of adults (18-64) without a high school degree or higher enrolled in a basic skills program.

Stop-Out Student Re-Entry - Percentage of exiting non-transfer students re-enrolled during the academic year after their absence.

High School Equivalency Transitions – Percentage of those who completed a high school equivalency who are enrolled in continuing education or curriculum coursework the same academic year or the year following completion.

Clear & Supported Pathways

Basic Skills Student Progress - Percentage of Basic Skills participant periods of participation (POP) with a measurable skill gain.

Student Success Rate in College-Level English Courses - Percentage of first-time fall Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years of their first term of enrollment.

Student Success Rate in College-Level Math Courses - Percentage of first-time fall Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years of their first term of enrollment.

First Year Progression - Percentage of first-time fall credential seeking students enrolled in postsecondary education the subsequent fall semester or graduating prior to subsequent fall semester.

Curriculum Completion - Percentage of first-time fall credential seeking students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

College Transfer Performance - Among community college students with 30 or more credit hours who transfer to a four-year university or college, the percentage graduating with a bachelor’s degree or higher within four years.

Program Cluster Retention - Of first-time fall credential seeking students returning the subsequent fall, the percentage enrolled in the same division/program area.

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.

Economic and Workforce Impact

Graduate Employment – Percentage of community college graduates employed 1-10 years after graduation.

Graduate Income – Median wages of community college graduates 1- 10 years after graduation.

Business Partnerships – Number of businesses served or started through Apprenticeship, Customized Training, and Small Business Center.

Work-Based Training Opportunities – Number of individuals served through Apprenticeship, Work-Based Learning Course, and Customized Training.

Enrollment to Unemployment Ratio – Annual change in enrollment over the annual change in unemployment for 25-34-year-olds.

System Effectiveness

Faculty Retention – Percentage of October faculty still employed within the system one year later.

Staff Retention – Percentage of October staff still employed within the system one year later.

Initial (10/2018) System Office Tactics to Carry Out the NCCCS Strategic Plan

The tactics that the North Carolina Community College System will employ to carry out its four-year strategic plan will evolve to be responsive to changing economic circumstances, changing priorities of stakeholders, and opportunities and challenges that emerge. System Office senior leadership identified initial System Office tactics to drive action, which were discussed with the State Board of Community Colleges Oct. 17-18, 2018 at the annual State Board Planning Meeting. These tactics are being pursued with the support of the State Board and tracked by System Office management/staff.

Tactic (NCCCS Division)	Description	Notes
<p>Accelerating Student Readiness</p> <p>(Programs Division with the NC Student Success Center)</p>	<p>Accelerating Student Readiness is composed of two initiatives, CCRG and RISE. The overarching goals of each initiative are intertwined and lead to accelerated student readiness.</p> <p><u>Career and College Ready Graduates (CCRG)</u> is a response to a legislative mandate for the Community College System to work with NC Public Schools to establish a program to offer high school students remediation (college developmental education) in key subject areas before completing high school.</p> <p><u>Reinforced Instruction for Student Excellence (RISE)</u> is a co-requisite model for increasing enrollment and first year momentum in gateway math and English courses as fundamental components of a student's structured educational experience.</p>	
<p>Apprenticeship Expansion</p> <p>(Economic Development Division)</p>	<p>Now that the NCCCS administers North Carolina's federal Registered Apprenticeship program, the System plans to expand its use across new industries and occupations, increase overall participation, increase participation among historically underserved groups, and connect the use of apprenticeship to the overall workforce system.</p>	<p>NCCCS has tapped U.S. Dept. of Labor Apprenticeship Expansion Grants and was the lead on the state's collaborative grant application for \$12M in DOL Transforming Apprenticeship grant funds for Operation TechReadyNC.</p>
<p>Articulation of Credit and Alignment of Pathways (Programs Division)</p>	<p>The NC Community College System continues to develop and revise articulation agreements to ensure that students can seamlessly transfer credits and move toward their career and academic goals. It also encourages</p>	<p>These strategies enable students, their families, and the State to save money and achieve educational goals most efficiently.</p>

	alignment of educational pathways so that, across levels of education, students can achieve their goals most quickly, without unnecessary detours.	
Basic Skills Plus and Integrated Education and Training (Programs Division)	Expand colleges' use of the Basic Skills Plus funding model and provide professional development in implementing this model to serve as on-ramps for career pathways. Develop and implement policies for Integrated Education and Training as defined in the Workforce Innovation and Opportunity Act program to maximize educational opportunities for Adult Education students. Leverage WIOA Title II (Adult Education) resources to reach students with barriers.	Combination of state and federal resources.
Career Coach Expansion (Programs Division)	The Career Coach program places community college career coaches in high schools to help students set career goals and identify postsecondary education or training programs to achieve those goals. The program complements other strategies to reach students early in the educational pipeline.	The System is exploring ways to scale the program to increase career awareness and post-secondary education planning. Currently (FY 2018-19), there are 64 Career Coaches in the state. Meanwhile, there are hundreds of public high schools in the state. (See DPI data , "Facts and Figures.")
Construction & Contractor Careers Rebranding (Programs & Executive Divisions)	The "Build Your Career" initiative is designed to address the severe shortage of labor for construction and skilled trades in North Carolina. A joint effort between the NC Community College System and the Carolinas Association of General Contractors, "Build Your Career" is a public information campaign to change perceptions about construction-related careers to attract more and better-skilled workers to the construction industry.	
Data Framework (Technology Solutions & Distance Learning Division)	Establish a framework to enable identification, definition, governance and reporting of core data.	
Data Warehouse (Technology Solutions & Distance Learning Division)	Provide a comprehensive and accessible repository of data and business intelligence that supports the timely reporting of student and institutional outcomes.	

<p>DHHS Education Navigator Partnership (Programs Division)</p>	<p>The Food and Nutrition Services Employment & Training (FNS E&T) program in North Carolina provides employment and training assistance to individuals who receive food and nutrition assistance (formerly known as “food stamps”) in participating counties. Through this partnership, community colleges work with county DSS offices to fund Education Navigators, who are FNS participants’ first and primary connection to the community college. Education Navigators provide educational assessments and help participants determine appropriate educational pathways, develop educational/ employability action plans, and access community college and DSS services.</p>	<p>Federal SNAP (Supplement Nutrition Assistance Program) funding (100% and 50/50 dollars); note that demonstrating use of SNAP 50/50 funds via NC DHHS can actually leverage <i>additional federal</i> dollars to serve participants.</p>
<p>Employability Skills Alignment Project (Programs Division)</p>	<p>The NCCC System Office initiated an “Employability Skills Alignment Project” to establish a unified response to the identified need for effective “soft skills” training. This alignment project, led by Nash Community College with other community college involvement, will develop content modules that can be used across academic levels and college program areas. The project involves surveying employers to align outcomes with employer needs.</p>	
<p>ERP Solicitation – Functional (Technology Solutions & Distance Learning Division)</p>	<p>The purpose is to facilitate procurement solicitation lifecycle for ERP application modules based on business need, budget, and capability.</p>	
<p>Establishment of System Advisory Council (Executive Division)</p>	<p>The System Advisory Council is an entity established in 2018 through State Board Code to offer recommendations to the State Board of Community Colleges and promote communication, transparency, and the consideration of diverse perspectives on issues of system-wide and inter-college importance. It is composed of NCCC System president, president of the N4CSGA (student government), and representatives of the State Board of Community Colleges, the NC Association of Community College Trustees, and the NC Association of Community College Presidents.</p>	<p>The tactic has been implemented. (The System Advisory Council has been established and is being used in key decision making.)</p>
<p>Financial Aid Leadership Academy</p>	<p>Student Services Leadership Academies are designed to support colleges' student services succession plans and employee onboarding through training</p>	

(Programs Division)	and professional development. The Financial Aid Leadership Academy provides training for new or potential financial aid directors.	
Finish First Credential Audit (Programs Division)	The aim of this tactic is to implement the Finish First technology tool (developed by Wake Tech and piloted at Lenoir Community College) system-wide to facilitate colleges' ability to help students identify credentials they have earned or for which they are close to completion.	Wake Tech's Finish First technology tool is being shared at no cost with other interested community colleges.
Finish Line Grants (Programs and Executive Divisions)	On July 12, 2018, Governor Roy Cooper announced the <i>Finish Line Grants</i> program to help community college students complete their training when facing unforeseen challenges. Too often, financial emergencies like unexpected healthcare costs, childcare expenses, or car breakdowns prevent community college students who are on the cusp of completion from reaching that milestone. Grants will be available for the 2018-2019 school year to community college students who have completed 75% of their degree or credential.	Governor Cooper's \$7M grant initiative – involves collaboration with the Governor's Office, NC Dept. of Commerce/Division of Workforce Solutions, Workforce Development Boards and Community Colleges.
Future State ERP -technology infrastructure for the System of 58 colleges & System Office (Technology Solutions & Distance Learning Division)	The NC Community College System is exploring three ERP options: <ul style="list-style-type: none"> • <u>Maintain current state (Status Quo Option)</u>. Still requires NCCCS to address annual shortfall in Ellucian Services and Support Agreement (ESSA) contract, and procure and implement a short-term workforce development solution. • <u>Modernization Option</u> - Modernize outdated College Information and Technology Systems used by all 58 colleges. Modernize core infrastructure to meet current and near future business needs. Implement cloud-hosted solution and transition to modern database and reporting systems, on top of status quo option activities. • <u>Replacement Option</u> - Replace outdated College Information and Technology Systems used by all 58 colleges. Requires competitively bidding new Student Information System, on top of status quo option activities. 	***Future State ERP is a major budget priority for the North Carolina Community College System. It was pursued in the 2018 legislative session and has already been determined to be a top priority for the 2019 session. The current ERP system is antiquated, constraining the System's effectiveness in meeting strategic plan goals and serve students and businesses.
Guided Pathways (NC Student Success Ctr., in collaboration)	The NC Student Success Center supports adoption of Guided Pathways practices to help community colleges implement integrated, holistic supports and interventions to improve student learning, increase persistence in college, and help students complete credentials. It focuses on clarifying	Grant funding from the J.M. Belk Endowment and Jobs for the Future are supporting the center's work through June 2019.

with NCCCS Programs Division)	career and academic pathways, helping students get on/stay on a path, and ensure that students are making real learning gains relevant to their future academic/career goals.	Additional funding sources are currently being pursued.
Hispanic/Latinx Initiative (Programs Division)	To better understand the needs of the Hispanic/Latinx student, the System Office and several community colleges are embarking upon new work to uncover barriers to success of this underserved population: <ul style="list-style-type: none"> • Undergrad research project on challenges the population encounters during access, entry, and progression at a community college • Immersion into the Hispanic/Latinx culture and participation in UNC System's Go Global Hispanic/Latino Initiative 	
IT Infrastructure Transformation – Technical (Technology Solutions & Distance Learning Division)	Leverage Cloud infrastructure to improve student and College services; migrating our College Information System (CIS) from on-premises to the Cloud. The System Office is working with select colleges to design a standard environment to create a sustainable system-wide CIS support model.	
Marketing & Communications Plan (Executive Division)	Develop and implement a marketing and communications plan to increase interest/enrollment in NC Community Colleges and the public's understanding of what community colleges offer. Addresses the “interest gap.”	Collaborating with the NC Community Colleges Foundation. Pursuing private funding.
Minority Male Success Initiative (Programs Division)	The Minority Male Success Initiative addresses and increases minority male students’ progression and completion rates, which (in Performance Measures and new strategic plan KPIs) tend to be lower than other student groups. The NCCCS has redesigned what was previously the Minority Male Mentoring Program to more closely align with the research-based student success practices being introduced throughout the System.	
NC Student Aid Study Group (Executive and Programs Divisions)	The study group will bring together higher education leaders, financial aid experts, and state policymakers to take a close look at the aid programs that serve UNC and NCCCS students (e.g., the UNC Need-based Grant, Community College Grant, and Education Lottery Scholarship), identify lessons from research and other states about the optimal design of student	

	aid, and develop evidence-based reforms to enhance the effectiveness of state aid investments.	
Prior Learning Sources and Assessments (Programs Division)	19 'buckets' of prior learning have been identified that community colleges experience. To award credit where or when credit is due, and to help students progress at an accelerated and simplified manner, students need credit for prior learning policy and procedures that are standardized across the System. Examples include credit for prior military experience/credentials and competency-based education.	
Proactive Industry Engagement, including Council of Associations for Engagement (CAFÉ) (Programs Division in collaboration with Economic Dev. Division)	Proactive Industry Engagement is composed of two primary strategies: 1) the Council of Associations for Engagement (CAFÉ) 2) direct industry roundtable meetings <i>-The Council of Associations for Engagement (CAFÉ)</i> is a group of statewide industry associations convened by NCCCSO twice a year to obtain feedback from the business community about their needs, including workforce needs. The Council helps the Community College System keep its finger on the pulse of different industry sectors and provides a way for industry associations to have a voice with leadership at the System Office. <i>-Direct industry roundtable meetings</i> are meetings held by community colleges and regional partners (with support from the System Office) with a specific industry, often in a region where the workforce need is strong.	Some industry roundtable work has fed into state Certified Career Pathway efforts. The “industry at the center” approach of Proactive Industry Engagement is adapted from the national Next Gen Sector Partnership model.
Short-term Workforce Training Funding (Business & Finance Division, with other divisions)	Seek FTE parity for Continuing Education programs leading to an industry-recognized credential. Partial funding (\$6.4 million recurring and \$8.3 million nonrecurring) was appropriated in the 2018 Short Session.	*** NCCCS plans to request recurring funding in the 2019 Long Session to secure recurring funding for FTE parity.
Strategic Plan Implementation and Oversight (Executive Division)	Full implementation of the 2018-22 strategic plan: <ul style="list-style-type: none"> • Identification/periodic revision of key Tactics and assignment of roles to implement the strategic plan. • Development and use of strategic plan Key Performance Indicators. • Development of other accountability tools. 	

	<ul style="list-style-type: none"> Incorporation of strategic plan priorities in legislative/budget proposals, work plans, SBCC committee work and board discussion. 	
Transform IT Service Management (Technology Solutions & Distance Learning Division)	Leverage industry standard tools to provide greater accessibility to System Office support services, improve visibility into requests, and streamline communications.	
Work-Based Learning (Economic Development Division, in collaboration with Programs Division)	Seize upon various opportunities to promote and expand Work-based Learning for community college students, including... <ul style="list-style-type: none"> Work-based Learning courses offered by community colleges (formerly known as Cooperative education) Apprenticeships and pre-apprenticeships (also see the Apprenticeship Expansion tactic) Internships, other work/experiential learning, and work exploration experiences 	To support colleges' varied Work-based Learning efforts, the System uses both state and federal resources.
Workforce Program Cost Study (Business & Finance Division, in collaboration with other divisions)	Section 9.3 of S.L. 2017-57 directed the State Board of Community Colleges to study the costs of workforce training and academic instruction delivered by the community colleges. Although the tiered funding structure has been in existence for 7 years, there was limited data available to inform this tiered funding structure and the existing budget was used. The study is being conducted by the Friday Institute for Educational Innovation at NC State University on behalf of the Community College System. It is important to study costs to ensure that colleges have the resources to train for the skills in high demand, which lead to good employment outcomes with good pay.	Because of the constantly changing nature of industry and the high cost of providing workforce training and technical education, the current funding structure needs to be examined to see if it adequately supports high-cost, high-demand instruction.
Workforce System Collaboration Model (Executive Division)	Although North Carolina's workforce system is vast, it can appear to be disconnected to employers. Collaboration among workforce partners is critical in order to present a united and supportive structure for business and industry partners and meet their workforce needs. The NC Community College System, NC Department of Commerce/Division of Workforce Solutions, NC Department of Health and Human Services (Vocational Rehabilitation), community colleges, local workforce development boards and other entities	Supports the NCWorks Commission aims for more collaboration in serving customers.

	<p>are collaborating to communicate with employers and serve them <i>as a team</i>. Regional teams have been identified and have begun reaching out to employers, and there has been state-level teamwork on a workforce development system video series and workforce system promotional materials.</p>	
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