

Programs Committee

Board of Trustees Report, February 2020

Full Board Consideration

1. N/A

Consent Agenda

1. Approval of Electrical Systems Technology Diploma (D35130C)
2. Approval of Electrical Systems Core Certificate (C35130)
3. Approval of Electrical Systems Technology CCP Certificate (C35130CW)
4. Approval of 2020-2022 Accountability and Integrity Plan for Workforce Continuing Education

For Information:

1. Academic Policy updates
2. Curriculum Committee updates
3. Updates to recent Board actions
4. Student Learning Division updates
5. Workforce Continuing Education updates
6. 2020-2022 Accountability and Integrity Plan for Workforce Continuing Education



ACADEMIC POLICY COMMITTEE APPROVALS

No proposals

The Academic Policy Committee did not meet in Fall 2019. There were no policy proposals presented to the committee. The next meeting is currently scheduled for March 17, 2020.

CURRICULUM APPROVALS & UPDATES

New Program Approvals

During its October 2019 meeting, the Curriculum Review Committee reviewed and approved the faculty's motion to create the following new diploma, certificate, and CCP Certificate Pathways, effective Fall 2020.

Electrical Systems Technology Diploma (D35130C)

Electrical Systems Core Certificate (C35130)

Electrical Systems Technology CCP Certificate (C35130CW)

These three new credentials represent stackable credentials under the new Electrical Systems Technology (A35130) degree pathway. During the Diploma and Certificate programs, students may earn hours towards their electrical license requirements as well as gaining knowledge and skills that would allow them to gain entry level employment working with electricians.

UPDATES TO RECENT BOT ACTIONS

Bioprocessing Technology

During its July 2019 meeting, the BOT approved to reinstate the Bioprocess Technology (A50440) program. As such, an extensive search process was conducted resulting in Dr. Lisa Smelser began her role with CCCC as Lead Instructor for Biotechnology Programs on January 2, 2020.

The state application to reinstate the program will be submitted by January 31 with an anticipated approval letter to be received by April 2020 and effective date of Summer 2020. This timeline will allow CCCC to notify SACS-COC of the program reinstatement without a full prospectus being submitted. We anticipated classes to begin in Fall 2020.

Programming Certificate (C25590P)/Apple Swift Programming Certificate (C25590CWA)

The BOT approved these two new certificates in October 2019. Since then, one IT instructor retired, and the position was advertised with the requirement to be filled

specifically with programming credentials.

CURRICULUM UPDATES

Chatham Health Sciences Updates

Medical Assisting first cohort to host classes in the new Chatham Health Sciences Building. EMS Refresher Training has also started with the first seated portions of the course to start in February.

- Phlebotomy Courses currently running will transition to the new building over the next few weeks based on student ability to travel to the new site.
- Nurse Aide, Pharmacy Tech, EMT Initial, and Cardiovascular Monitor Tech will begin at CHSC February-March 2020.
- New Phlebotomy courses will begin at CHSC April 2020.

EMS Curriculum Program Planning

We are in the planning stages of a Continuing Education-to-Curriculum "bridge" program to allow our graduates (or other EMT's and paramedics) to earn their A.A.S. degree, which will soon be a state requirement for licensing for new graduates. Next steps are local Curriculum Committee, BOT, NCCCS, and SACS-COC approval. We anticipate an approval to come to the BOT in April 2020.

STUDENT LEARNING UPDATES

Bellwether Award Finalist

Central Carolina Community College (CCCC) is one of only 10 community colleges named by the Bellwether College Consortium (BCC) as finalists in the Instructional Programs and Services category of the Bellwether Awards, which recognize programs and services that foster or support teaching and learning in the community college.

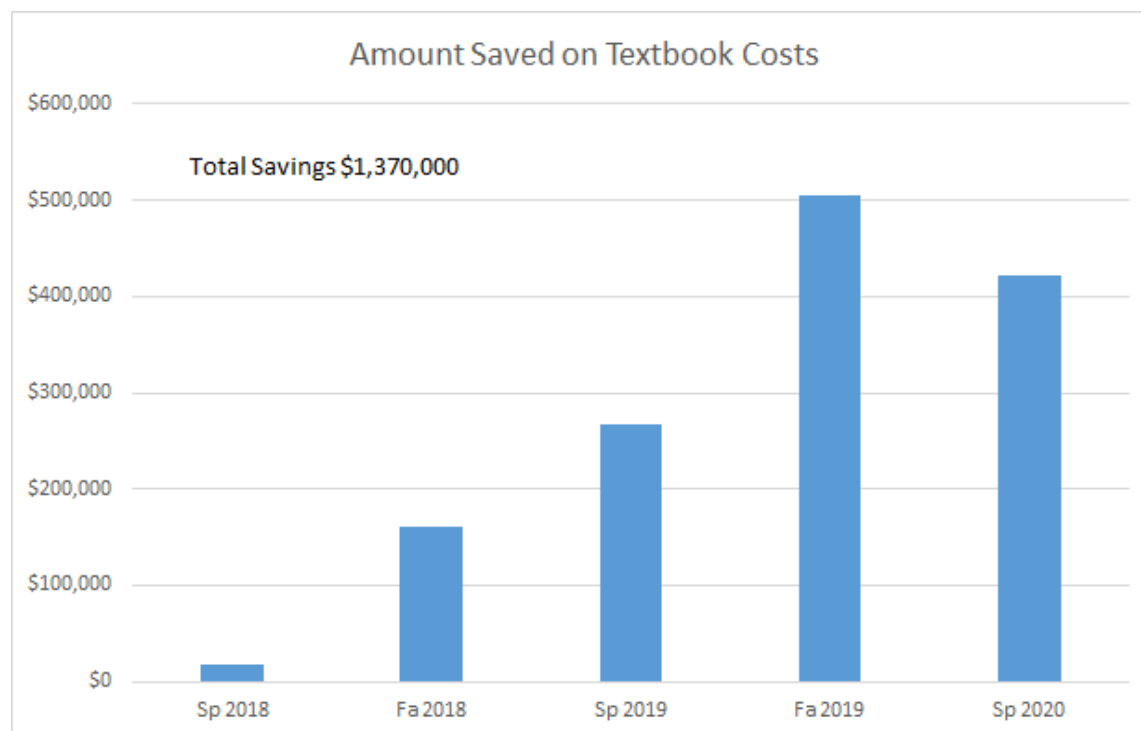
CCCC is among a list of 30 community colleges total selected as 2020 finalists for the highly coveted Bellwether Awards, according to an announcement from the BCC, which includes two other categories - the Planning, Governance and Finance category, and the Workforce Development category.

A team of 6, including Susan Barbita from the NC Student Success Center, travels February 1-4 to present about our initiative to compete for the award.

To view the brief video describing CCCC's project nomination for the Bellwether Award, visit <https://youtu.be/YRZuiLKMbiU>.

Open Educational Resource (OER) Initiative Update

With the inclusion of ACA 122, PSY 150, SOC 210, CJC 111 and the BIO 168/160 lab, the textbook savings to students jumped dramatically in the fall of 2019. Some departments (early childhood, business, chemistry and biology) have opted to use products such as Cengage Unlimited or Pearson IA and these are also cheaper than the printed text books.



Partnership Teach with ECU - Teaching Degree Transfer Program

CCC is now among 23 two-year and community colleges in North Carolina participating in East Carolina University's Partnership Teach program. The program allows students to take courses at CCC and then transfer to ECU to complete a teaching degree. Partnership Teach Fellows are students who have a passion for teaching and a commitment to remain in their home communities. Students benefit from online course delivery, which allows them to complete coursework while working and/or enjoying family life. According to ECU, the total cost of the program is less than half of that found at most online and private institutions. More information will soon appear on the CCC webpage and can also be located here:

<https://education.ecu.edu/partnership/>

Waitlisting Expansion

Effective for Fall 2020 registration beginning in March 2020, we will expand the waitlisting function in WebAdvisor. Beginning in October 2019, it was piloted with some in-demand, difficult-to-predict courses. A number of more informed class-schedule decisions were

made due to the waitlist activity. Therefore, we are now ready to expand. Spread the word to your advisees!

Coordinator for Equity, Inclusion, & Instructional Design (12-month faculty)

A recent retirement in the Center for Academic Excellence allowed some strategic restructuring to create a new 12-month faculty position who will also serve as the Coordinator for Equity, Inclusion, & Instructional Design. This new position will collaborate with the Dean of Student Learning, Center for Academic Excellence, and Human Resources to be an institutional voice with key stakeholders and others to define diversity, equity, and inclusion in alignment with the college's mission and values.

The Coordinator will plan, implement, assess, and coordinate learning opportunities that provide the skills, knowledge, and mindset to achieve and sustain an inclusive learning and working environment. The Coordinator will also be responsible for managing the administrative and logistical aspects of college-wide Equity & Inclusion efforts.

WORKFORCE DEVELOPMENT UPDATES

Apprenticeship Updates

Our CAT apprenticeship program is still moving forward and is going well. Once again we have a group of 30 students, half juniors and seniors. Juniors are focused in the classroom and our seniors are still in the classroom part time and working for CAT as well. CAT graduation is set for May 13th at Civic Center at 6pm.

Our partnership with 3M/Southern Industrial is continuing with the same students and students are doing well in their classes. Student tuition, fees, books, and supplies for this apprenticeship are paid for by a grant from Duke Energy.

Our apprenticeship with Comfort First/HVAC is moving forward and students are taking classes most of the day on Mondays and Fridays and working during the week. Student tuition for this Apprenticeship is currently funded through a grant administered by Apprenticeship NC. Comfort First has been an exceptional partner to work with and we are very pleased with the progress of this apprenticeship.

SkillsUSA

We have a group of 8 different programs that have agreed to take part in SkillsUSA. Those programs represent: Building Trades, Computer Networking/Technology, Machining, Culinary Arts, Electrical Technology, Welding, Dental Assisting, and Engineering. From those programs we have 395 students signed up for SkillsUSA as members. Currently programs such as Welding and Engineering are doing local competitions to determine who will compete on the state level in April.

CCP/Workforce Survey with Chamber of Commerce - Lee County

CCCC partnered with the SAGA/Chamber of Commerce to conduct a “Quick Poll” of Chamber members asking, “Which short-term credentials would offer most value to the local workforce if CCCC added them for high school students?”

100 responses were received with the results below. We are using this information to inform future planning for **workforce continuing education** credentials to be offered via the Career & College Promise program for high school students.

ANSWER CHOICES	RESPONSES
▼ Agricultural Mechanics I	9.00% 9
▼ Allied Health	14.00% 14
▼ Cert. Medical Admin. Assistant	13.00% 13
▼ Certified Logistics Technician	11.00% 11
▼ Certified Production Technician	13.00% 13
▼ Construction	36.00% 36
▼ Cosmetology	2.00% 2
▼ Culinary	5.00% 5
▼ Emergency Medical Technician	17.00% 17
▼ Food Service Management	7.00% 7
▼ Heating, Ventilation & Air Conditioning	43.00% 43
▼ Hospitality and Tourism	11.00% 11
▼ Manufacturing Skills	33.00% 33
▼ Nurse Aide I	19.00% 19
▼ Pharmacy Technician	19.00% 19
▼ Phlebotomy Technician	8.00% 8
▼ Small Engine Mechanic	14.00% 14
▼ Transportation Operations	4.00% 4
▼ Veterinary Assisting	5.00% 5
▼ Industrial Technologies	31.00% 31
▼ Truck Driver Training - Class A	12.00% 12
▼ Truck Driver Training - Class B	5.00% 5
▼ Electrocardiogram Technician (EKG)	8.00% 8
▼ Transportation Basics Pathway	1.00% 1
▼ Carpentry Core Skills	25.00% 25
▼ Welding	31.00% 31
▼ Electrical Trades	51.00% 51
Total Respondents: 100	

Short-Term Training Updates for 2019-2020

Continuing Education has partnered with the Health & Fitness Science program to develop a suite of fitness courses to be offered as parallel and stand-alone CE courses in Lee and Chatham Counties. Plans are in the works to develop additional courses for Harnett County. Fitness Offerings include: Cardio & Strength Training, and Yoga.

New Offerings in Harnett County include Rebuilding Small Engines, and Lawn Mower & Trimmer maintenance. Additional new offerings currently in development include BioWork, General Contracting, and Logistics. In partnership with Cape Fear Aviation

Flight Training and the Harnett Regional Jetport, Private Pilot Ground School will be offered in March.

The Culinary Department has partnered with the Chatham County Health Alliance to provide scholarships to 30 students for a 10-month Healthy Cooking Essentials Course. Chef Hamm and Chef Minter were recognized as “teacher of the year” by Arc of the Triangle for their work with individuals with developmental disabilities.

Continuing Education continues its partnership with Building Construction Technologies to offer a variety of courses in construction primarily at Chatham Main Campus in Pittsboro.

During Fall 2019, the State Employees Credit Union Bridge to Career Scholarship program awarded 18 students with scholarships in the medical pathway. This scholarship allows students to earn up to three short-term training credentials in a designated pathway.

CCCC has been awarded **\$11,100 from the Tobacco Trust Fund** to provide **scholarships to first generation farm-impacted individuals**, and individuals interested in Agricultural Studies. Continuing Education will partner with the Sustainability Department in Chatham County to develop a mix of parallel and stand alone CE offerings to deliver programming for this funded initiative.

Workforce Continuing Education Consultant Work

The scope of work for our WCE consultant this spring 2020 will focus on improvements in various areas, including:

Career & Employment Training (HRD) offerings will undergo a revision and development project beginning this spring to target more high level programming. The consultant will work directly with Associate Dean to complete this project which will include training and orientation workflows for new instructional pool.

CE team members will spend the first half of the Spring semester working towards standardizing and documenting operations procedures and workflows. Work will be project based with designated leads focusing on the following areas: Course Scheduling, Student Registration Fees, Collection and Deposit of fees, and Registration Guidelines. Future work will be geared towards program and course development.

Cross-divisional teams will be formed to develop content for the following policies:

- Credit for Prior Learning: CE to CU Credit Conversion
- CE Work-based Learning

- Workforce CE Career and College Promise

Work with Continuing Education Team to review existing and/or create new programs and courses in the following program areas:

- CE industry-recognized credentials, CE Public Safety, and CE Medical/EMS
- Training for targeted demographic groups--- 50+ Job Seekers, Second Chance/Former Offenders, Backpacks to Briefcases (young professionals)

2020-2022 Accountability and Integrity Plan - Workforce Continuing Education

Policy: Central Carolina Community College will maintain appropriate internal auditing and accountability procedures for Workforce Continuing Education programs. All procedures will be consistent with the recommendations of the North Carolina State Board of Community Colleges and the mission of the College.

Purpose: CCCC is mandated through the NCCCS Code to provide an internal program accountability plan to review programs provided to ensure that training is relevant to the workforce, responds to training needs and is responsible for state funds. CCCC provides quality Continuing Education programs for both workforce development and adult basic education. The Accountability and Integrity Plan for WCE program management includes Governance, Academic Integrity, and Market Forces.

The updated Plan is included on the following pages for review and consideration for approval.



Accountability and Integrity Plan

Central Carolina Community College

Workforce Continuing Education

2020-2022

Accountability and Integrity Plan - Workforce Continuing Education	3
Governance Priorities	4
Goal 1 - Governance Priorities - Demonstrate accountability and credibility of operational functions	4
Objective 1: Develop standard reports utilizing business intelligence tools (Informer) to manage program integrity	4
Goal 2 - Governance/Priorities - Demonstrate operational accountability for data reported for state budget	5
Objective 1: No material findings identified in biennial review of records	5
Goal 3 - Governance Priorities - Demonstrate accountability to perform aligned with state and federal agencies	7
Objective 1: Meet or Exceed NCCCS Performance Measures in Basic Skills Student Progress and NRS Annual Goals	8
Academic Integrity and Program Accountability	10
Goal 1 - Academic Integrity and Program Accountability - Students will meet specific course criteria to attain relevant license, credential or demonstrate course completion requirements.	10
Objective 1: Students will successfully attain industry credentials/licensure	10
Goal 2 - Instructional programs will demonstrate relevance, rigor, viability and student success	11
Objective 1: Demonstrate pathway development and student support	11
Goal 3 - Faculty qualification will support program relevancy and student success	12
Objective 1: Basic Skills faculty hold NRS recognized credentials	12
Market Forces	13
Goal 1 - Demonstrate development or enhancement of connections with workforce and economic development entities to leverage resources and strengths.	13
Objective 1: Develop partnership agreements between Workforce Boards, Economic Development groups, and college specific to employer engagement activities.	13
Goal 2 - Demonstrate proactive and reactive response to industry training needs	14
Objective 1: Develop training programs in response to specific business or industry sectors	14
Goal 3 - Demonstrate development of a quality NC workforce prepared to succeed in employment	15
Objective 1: Collaborate with NCWorks Career Center to leverage resources impacting student access to quality jobs	15
Accountability & Integrity Team	16

Accountability and Integrity Plan - Workforce Continuing Education

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Purpose: CCCC is mandated through the North Carolina State Board of Community College Code to provide an internal program accountability plan to review programs provided to ensure that training is relevant to the workforce, responds to training needs and is responsible for state funds. CCCC provides quality Continuing Education programs for both workforce development and adult basic education. The Accountability and Integrity Plan for Workforce Continuing Education program management includes Governance, Academic Integrity, and Market Forces.

Definitions:

Academic Integrity: Activities that ensure program quality, integrity, and relevance.

Governance: Activities that ensure credibility, establish equitable provision of services, and assure appropriate actions by staff.

Market Forces: Activities that align industry and workforce interests with institutional Actions.

Session Terms: Fall, Spring, and Summer

Approval Authority/Monitoring Authority: Central Carolina Community College's Board of Trustees has approval authority for this policy. The Chief Academic Officer/Vice President, Workforce Continuing Education has monitoring authority for this policy.

Procedure: The Accountability and Integrity Plan will be reviewed every three years.

Legal Citation: NC State Board of Community College Code: 1D SBCCC 300.4(a) Accountability and 1B SBCCC 400.98(a) Program Review.

Governance Priorities

Goal 1 - Governance Priorities - Demonstrate accountability and credibility of operational functions

Description: The responsibility of ensuring division operations are efficient in terms of resources and effective in terms of meeting requirements.

Objective 1: Develop standard reports utilizing business intelligence tools (Informer) to manage program integrity

Evidence/Outcomes:

- a) The College has standardized reports available for checking data quality, monitoring programs and ensuring accuracy in reporting to meet state and federal requirements for all Continuing Education programs.
- b) Staff have access to business intelligence tools (Informer) for creating reports that manage the integrity of programs.

Internal Controls:

- a) To maintain accurate and error free reporting, standardized reports are set up and scheduled to run weekly that identify data entry or reporting issues of the Continuing Education and Basic Skills programs. A list of scheduled reports is kept on file, reviewed and updated at a minimum of once a year.
- b) The Continuing Education program maintains a list of available reports for checking program data before the close out of a semester. Reports include, but are not limited to verification of reported CEUs, credentials, and underage releases.
- c) The Basic Skills program maintains a list of available reports for monitoring program data and performance. Training is provided once a year to data specialists on how to access and use the reports.
- d) Reports for monitoring Continuing Education and Basic Skills FTE and enrollment are maintained weekly and available on the shared drive. Enrollment and FTE data is queried through Informer Reports and verified for accuracy by analyzing Colleague data reports. The reports are used by program supervisors to identify strengths and weaknesses and compare data by calendar year, semester, week, county and/or program area.

Potential Obstacles/Risks:

- a) The Basic Skills program is constantly changing data fields, files and reporting requirements. Keeping up with the changes is difficult and timely. During times of change, staff will not have access to useful reports.

Utilization/Transparency:

- a) CE Informer Scheduled Reports
- b) CE Available Informer Reports
- c) Literacy Data Checks and Reports
- d) CE FTE Program Comparisons Report

Goal 2 - Governance/Priorities - Demonstrate operational accountability for data reported for state budget

Description: The responsibility of meeting NC General Statutes and NC State Board of Community College Code relevant to hours reported for state budget resources.

Objective 1: No material findings identified in biennial review of records

Evidence/Outcomes:

- 1) The College will follow an internal audit plan ensuring quality programs and services while meeting State audit and reporting requirements.
- 2) Class visitation targets will be met and reported each semester.
- 3) Membership hours will be reported accurately for budget FTE.

Internal Controls/Internal Audit Plan:

Class Visits

The instructor's supervisor, or a designated representative as approved in writing by the senior continuing education administrator, will make at least one visit per semester to twenty-five percent (25%) of on-campus and twenty five percent (25%) of off-campus classes, including distance education, waiver eligible courses, courses held at non-college facilities and non-traditional delivery classes.

The senior continuing education administrators (which may include Vice-Presidents, Provosts, Deans, and Associate Deans), or their designee as approved in writing by the college president, will visit a random selection of ten percent (10%) of off-campus and distance education classes each semester. The visits will be unannounced and not during registration periods for the classes.

Classes which meet twelve (12) hours or less and those designated as community service or self-supporting may be excluded from visits.

Student Membership Verification

Student membership will be verified by the student's signature on the registration form. In a situation for which a student is unable to sign a registration form, membership is verified by evidence of payment of registration fees and the instructor, and/or the instructor's supervisor, will verify enrollment through attendance record documentation.

For distance education courses, student membership will be verified by evidence of payment linked to a specific class or by electronic certification for students who are exempt from registration payment.

Membership Hours Verification

Membership hours for each class are verified at class closing by making sure only students who entered prior to the 10 percent point and have not withdrawn or dropped prior to that point, are counted in calculations.

Membership hours are also verified by reviewing the "Student Course Overlap" and the "Continuing Education Underage Student" reports and adjusting hours as necessary when students are enrolled in more than one CE or CU course that meets at the same time or if student minor release paperwork is not complete.

Every semester, before the CE Institutional Class Report is submitted to the system office, each attendance record is checked against the report to verify that the total student count and total membership hours match and manual adjustments are made accordingly.

Instructor Verification

In cooperation with the business office, instructional contracts that include payroll and personnel information are issued. Verification of services rendered is made by the instructor's signature on the official course roster. At the end of each pay period, payroll information is reviewed to ensure instructors are paid accurately.

Course Approval

The senior continuing education administrator will review and approve continuing education course descriptions and outlines to evaluate the appropriateness of the classes. Courses will be reviewed to ensure compliance with the NC Common Course Standards and hours listed.

If courses are approved and a qualified instructor is in place, the appropriate director or coordinator may offer the class and issue a course contract.

The appropriate director or coordinator will visit and evaluate each continuing education site to ensure an appropriate environment for the course.

The continuing education office will maintain directions to all off-campus locations and an up-to-date master schedule of continuing education classes including meeting day, time and location of all classes.

Reporting Practices

The college president, having overall responsibility for college administration, must take appropriate measures to ensure that the internal audit plan is applied and maintained consistent with the local board approved plan.

The senior continuing education administrator will submit an audit report for spring and fall classes at the end of each semester to the college president. An annual report will be provided for review of the board of trustees.

A copy of the college's Continuing Education Accountability and Credibility Plan will be maintained in the continuing education office, and any modification to the plan must be approved by the president and board of trustees.

Potential Obstacles/Risks:

- 1) Some locations are listed as PO Boxes in Colleague. Update all location addresses to physical addresses so that directions can be verified and provided to students in the master course schedule and online schedule. This is ongoing as PO Boxes are discovered.

Utilization/Transparency:

- 1) Audit reports for Spring and Fall
- 2) Board Minutes approving Accountability and Credibility Plan
- 3) Master Course List with Locations and Directions
- 4) Local Continuing Education Course Directory of Approved Courses
- 5) Class Visits Reports - Spring, Summer, Fall
- 6) Post-Audit Reports
- 7) Coaching Notes from Audit Results
- 8) Auditor Assignments and Schedule

Goal 3 - Governance Priorities - Demonstrate accountability to perform aligned with state and federal agencies

Description: The responsibility of meeting NC General Statutes and NC State Board of Community College Code relevant to hours reported for state budget resources.

Objective 1: Meet or Exceed NCCCS Performance Measures in Basic Skills Student Progress and National Reporting System (NRS) Annual Goals

Evidence/Outcomes:

- 1) The excellence level will be met or exceeded for Basic Skills Student Progress as defined by the State Performance Measures.
- 2) NRS Annual Goals will be met or exceeded for Basic Skills Student Progress as defined by the National Reporting System.
- 3) Students will make measurable skill gains while enrolled in the program. Measurable skill gains may include educational gains, obtaining High School Equivalency (HSE) or Adult High School (AHS) credentials, entering post-secondary education, and earning Adult High School credits.
- 4) An increased number of students will enter or retain employment and receive assistance with employability skills.

Internal Controls:

- 1) Annual Reports Training: Literacy data specialists and program coordinators will receive annual training on data reports used for program monitoring and performance. A list of available reports will be shared along with an explanation of each report and how to access it.
- 2) LEIS data reports will be utilized to identify areas not on target for meeting performance goals. Program improvements will be made based on data analysis findings. Reports will be accessible to assessment retention specialists, coordinators, directors, and deans. Literacy instructors will have access to class reports that indicate student assessments, hours of attendance, and measurable skill gains.
- 3) All literacy staff will be required to complete professional development modules each year relating to data collection, forms completion, NRS reporting requirements, and funding measures.
- 4) All high school equivalency test administrators will be formally trained and receive certification on GED and/or HiSET test administration.
- 5) All sites will have trained Best Plus ESL administrators.

Potential Obstacles/Risks:

- 1) Changes in reporting requirements set by the State and/or National Reporting System may affect the ability to have useful, timely reports.
- 2) Keeping up with staff changes and training new staff will be a challenge.

Utilization/Transparency:

- 1) LEIS Reports Database
- 2) LEIS Statistical Tracking Report
- 3) NCCCS Annual Performance Funding Report
- 4) NCCCS Desktop Monitoring Report

- 5) HSE Test Administrator Training Records
- 6) NRS Training Modules

Academic Integrity and Program Accountability

Goal 1 - Academic Integrity and Program Accountability - Students will meet specific course criteria to attain relevant license, credential or demonstrate course completion requirements.

Description: Responsibility to align and demonstrate student learning outcomes as defined in college documents to actual student learning culminating in demonstration of competency and/or attainment of licensure or credential.

Objective 1: Students will successfully attain industry credentials/licensure

Evidence/Outcomes:

Credential Attainment

- 1) Credentialing programs including Cosmetology in Spanish, Nurse Aide, Massage Therapy, EMT Initial National Registry, Paramedic Initial, and Polysomnographic Technician will follow established first time pass rates on licensure/credentialing exams.

Course Completion Goal

- 2) 80% of students taking an industry credentialing/licensure course will complete the course with a grade of "S" showing proficiency and course completion.

Internal Controls:

- 1) A Course Credentials, Enrollment and Grades report will be produced each term showing classes and pass rates. Any class showing less than 80% will be reviewed and action will be taken to improve successful completion rates.
- 2) All courses that are linked to credentialing/licensure will have specific information about the credential included in the course description. Course descriptions are published online. Accurate descriptions will help students to be aware of the class requirements and details for receiving credentials or licensure. A report of courses and descriptions will be reviewed annually for accuracy and inclusion of necessary information. As new courses are set up, outlines will be reviewed for accurate and thorough descriptions.
- 3) All courses that are linked to credentialing/licensure will have information included in the course outline that will appropriately identify the class, credential, credentialing agency and requirements for completion.

Potential Obstacles/Risks:

- 1) Goals for pass rates may fluctuate during the time period of this plan.
- 2) Classes with low enrollment may have a negative impact on course completion goals and credential pass rates. (example. 4 students test, 3 pass = 75%)

Utilization/Transparency:

- 1) Compliance Assist Outcome and Assessments Report (pass rates & goals)
- 2) Exam reports of credential attainment
- 3) Credential Courses/Pass Rates Report from Informer
- 4) CE Local Course Directory (list courses and credential information)
- 5) Course Outlines

Goal 2 - Instructional programs will demonstrate relevance, rigor, viability and student success (Align4NCWorks Goal #3)

Description: Responsibility to provide quality training that is relevant to student learning and workforce needs.

Objective 1: Demonstrate pathway development and student support

Evidence/Outcomes:

- 1) Select adult education faculty and staff are trained to utilize NCWorks Online to register students, to access Labor Market Information, and to conduct job searches.
- 2) Adult Education students who complete student success orientation will be registered with NCWorks Online.
- 3) College and Career Readiness designated three career pathways in support of the YouthBuild program and Basic Skills Plus.

Internal Controls:

- 1) Adult Education faculty and staff will complete annual professional development to remain abreast of current and developing certified career pathways and receive training on utilization of NCWorks Online.
- 2) Adult education faculty will incorporate career awareness activities that include utilization of NCWorks Online and discussion of career pathways in daily lesson plans.
- 3) A Professional Development facilitator will work with all full time and part time instructors on Integrated Education and Training.
- 4) Instructors are working with curriculum and continuing education instructors to develop a single set of objectives for students who are dually enrolled.

Potential Obstacles/Risks:

- 1) Increasing the knowledge skill set of adult education instructors so that they feel empowered to facilitate instruction related to career awareness and workforce readiness.

Utilization/Transparency:

- 1) Usage of NCWorks Online
- 2) NCWorks Online Professional Development
- 3) Lesson Plans

Goal 3 - Faculty qualification will support program relevancy and student success

Description: Responsibility to ensure that faculty are appropriately qualified (experience, credentials, licensure, etc...) to deliver relevant, quality training.

Objective 1: Basic Skills faculty hold National Reporting System (NRS) recognized credentials

Evidence/Outcomes:

- 1) 75% of Basic Skills faculty will hold an NRS recognized credential.

Internal Controls:

- 1) All Basic Skills teaching staff will have completed a Literacy Personnel form each year that provides all current teaching certifications and years of experience. Literacy Personnel form data is recorded in Colleague. Data will be reported by program year, July 1 - June 30.
- 2) A report of all Basic Skills Instructors and Credentials will be reviewed semi-annually to monitor the percentage of instructors with current NRS recognized credentials.
- 3) All staff without current NRS recognized credentials will be required to complete coursework that leads to a credential within a two-year time period.

Potential Obstacles/Risks:

- 1) Certifications/credentials are self-reported by instructors and kept on file.

Utilization/Transparency:

- 1) Basic Skills Instructors and Credentials Report
- 2) NCCCS CCR Statements of Assurances, 2017-2018

Market Forces

Goal 1 - Demonstrate development or enhancement of connections with workforce and economic development entities to leverage resources and strengths. (Align4NCWorks Goal 1. Objective C)

Description: Responsibility to ensure that education/workforce partners collaborate to identify strategic solutions for current and future workforce needs.

Objective 1: Develop partnership agreements between Workforce Boards, Economic Development groups, and college specific to employer engagement activities.

Evidence/Outcomes:

- 1) The Adult Education program and YouthBuild collaborate with the Triangle South Workforce Development Board (TSWDB) to develop relevant NCWorks Certified Career Pathways leading to licensure and credentialing. The two career pathways in development are Nursing and Welding. YouthBuild and Basic Skills Plus pathways include construction, HVAC, and CNA.
- 2) Students will have increased access to education, training and work based learning opportunities.

Internal Controls:

- 1) NCWorks Certified Career Pathways are driven by employer and industry engagement to provide input into careers, curricula and courses that will meet local and regional workforce demands. Central Carolina Community College is a participant in the selection and planning of the career pathways.

Potential Obstacles/Risks:

- 1) The College is an integral part of all workforce and economic groups in the three-county service area. No risks or obstacles are expected.

Utilization/Transparency:

- 1) Marketing materials advertising certified career pathways in multimedia and print.

Goal 2 - Demonstrate proactive and reactive response to industry training needs (Align4NCWorks Goal 3. Objective B)

Description: Responsibility to develop workforce training programs based on industry standards and documented business needs.

Objective 1: Develop training programs in response to specific business or industry sectors

Evidence/Outcomes:

1. The college has a standardized process for meeting specific business and industry needs through the Industry Services department with the capability to deliver customized training projects in the areas of: work environment, quality, technical skills, safety, and leadership.
2. The college has developed an Industry Consortium to respond to the workforce needs of the local business and industry sectors with the capability to develop apprenticeship and work based learning opportunities to address specific skill areas.

Internal Controls:

1. All customized training projects will be developed in accordance with Industry Services.
2. All training programs that do not fit into a customized project will be delivered through workforce development/continuing education.

Potential Obstacles/Risks:

1. Instructional staff may not be readily available for specialized projects.
2. Limited administrative support staff to coordinate activities within a growing number and complexity of Customized Training Program Projects.

Utilization/Transparency:

1. Close out documentation in the form of rolls, rosters, and other forms of reports for all Customized Training Projects
2. Close out documentation in the form of rolls, rosters, and other forms of reports for all workforce/continuing education classes scheduled specifically in response to specific business and industry sectors
3. Business Training Needs Survey Results

Goal 3 - Demonstrate development of a quality NC workforce prepared to succeed in employment (Align4NCWorks Goal 2. Objective A)

Description: Responsibility to develop workforce employability programs to support development of NC talent pool.

Objective 1: Collaborate with NCWorks Career Center to leverage resources impacting student access to quality jobs

Evidence/Outcomes:

- 1) College and Career Readiness instructors are trained by NCWorks Career Center personnel to utilize NCWorks Online to assist students with all aspects of job search and employment preparation. Personnel also have access to a quick reference training guide.
- 2) College and Career Readiness students participate in career awareness activities in the classroom. The activities are included in daily lesson plans. Students also visit the College's Career Center, and the center's staff assists students in making informed career-related decisions.
- 3) Partner with HRD to offer classes on employability skills.

Internal Controls:

- 1) NC Works Career Center personnel provide training on an as needed basis as requested by the College and Career Readiness coordinator.
- 2) Monitor lesson plan activities and schedule campus visits.
- 3) CCR administration works closely with the College's Continuing Education and Workforce Development personnel.

Potential Obstacles/Risks:

- 1) Providing all instructors with the necessary information and tools to develop curricula and skills related to workforce development.

Utilization/Transparency:

- 1) NCWorks Career Training Quick Reference
- 2) Calendar of Career Awareness Fridays

2020-2022 Central Carolina Community College Workforce Continuing Education

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