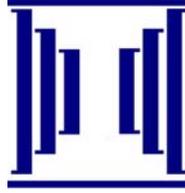


NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



Montana Legislature Education Workshop

Learning for Life: Pre-School Through

Continuing Education

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North Carolina Seamless Education

Randy L. Whitfield, Ed.D.
Associate Vice President of Basic Skills
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016
919-807-7132
whitfieldr@nccommunitycolleges.edu

North Carolina Community College System Strategic Objective for Seamless Education

Dr. R. Scott Ralls became president of the North Carolina Community College System in the spring of 2008. He has developed five strategic objectives for the community college system, including one for seamless education. His objective is to “Promote seamless education by collaborating with public schools (to increase college and workplace readiness, reduce the number of high school dropouts, and increase dropout recovery) and with the UNC System (to increase strategic two-plus-two program completion opportunities).”

- Initiate college readiness assessments
- Develop an initiative to prevent drop outs and re-engage recent drop outs
- Increase the number of teachers, engineers, and nurses with two plus two partnerships with UNC and increase the number of degree completion opportunity through distance education.

North Carolina Educational Systems

North Carolina has three separately governed public systems for education and one nonprofit, private system:

- North Carolina Department of Public Instruction (K-12)
- North Carolina Community College System (58 community colleges)
- North Carolina University System (16 regional universities)
- North Carolina Independent Colleges and Universities (nonprofit, private; 36 colleges and universities)

Community College System and Department of Public Instruction

Huskins Bill

The purpose of the Huskins Bill, passed by the General Assembly in 1983, was to improve articulation and increase a student’s college participation rates. Huskins allows high school students to take college level academic, technical, and advanced vocational courses at no charge. The courses are specifically designed for high school students and are not offered to other community college students.

Concurrent/Dual Enrollment

Concurrent or dual enrollment is offered to high school students who want to enroll in regular community college courses for college credit. While cooperative programs provide the opportunity for community colleges to schedule college credit courses for high school students, qualified high school students have been permitted to enroll in curriculum or continuing education except for adult basic skills, at no charge for many years through the concurrent enrollment policy of the North Carolina State Board of Community Colleges (NCSBCC).

Intellectually Gifted and Mature

The 2001 Session of the NC General Assembly enacted House Bill 1246 that amended G.S. 115D by adding a new section 115D-1.1 to allow a student under the age of 16 to enroll in a community college if the president of the college or the president's designee finds that the student is intellectually gifted and has the maturity to justify admission to the college. This was renewed at the 2005 session of the NC General Assembly by House Bill 583.

Middle College/Early College Programs

Middle and Early Colleges are educational programs operated on community college campuses for high school students. Early college students graduate with a high school diploma and a two-year community college degree. Middle college students graduate with a high school diploma plus some community college courses.

College Tech Prep

Tech Prep is operated by the community college system as a part of the Carl Perkins Vocational and Technical Education Act. Tech prep is a seamless educational program that begins in the 9th grade and continues through high school into the community college and ends with a student obtaining a 2-year Associate Degree, 2-year Certificate, or completion of a 2-year apprenticeship.

Community College System

Continuing Education and Curriculum Combined Course Library

All continuing education and curriculum courses for community colleges are indexed in the Combined Course Library. Colleges must use the courses in the Combined Course Library. This enables students to easily transfer from one college to another.

Placement Tests

The North Carolina Community College System has developed a uniform placement score policy for Compass, Accuplacer, and ASSET. This allows for more uniformity for students taking Developmental Education courses.

Adult Education Program

North Carolina's adult education program, Basic Skills, is housed within the community college system. The program consists of Adult Basic Education, English as a Second Language, Compensatory Education (a program for adults with intellectual disabilities), General Educational Development (GED), and Adult High School. All colleges have transition programs to help students enroll in further education and training at the community college when they complete Basic Skills.

Ready for College Grant

The United States Department of Education funded “Ready for College” initiatives to prepare 18-24-year old drop outs for successful college enrollments, with students bypassing Developmental Studies. North Carolina received a two-year grant for \$780,000.

Pathways to Employment

Pathways to Employment grants, through adult education federal funds, combine occupational training with basic skills and job-keeping/job-seeking skills.

Human Resources Development (HRD)

Human Resources Development is a state program which provides skill assessment services, employability skills training, and career development counseling to individuals in transition and in the emerging workforce.

Career Readiness Certificate

North Carolina’s Career Readiness Certification (CRC) is designed to meet the needs of both employers and job seekers in this transitioning economy. For employers, the CRC offers a reliable means of determining whether a potential employee has the necessary literacy, numeracy and problem solving skills to be “job ready.” For job seekers, the CRC serves as a portable credential that can be more meaningful to employers than a high school degree or a resume citing experience in a different job setting.

Minority Male Mentoring Program

The Minority Male Mentoring Program (MMMP) was established in the fall of 2003 with the goal of improving the retention and graduation rate of minority male students in the North Carolina Community College System (NCCCS). The intent of this program is to provide comprehensive activities that include personal development, drug and substance abuse education, and other innovative components that would help improve the academic and professional success of students. North Carolina Central University partnered with the Community College System for a 2006 statewide conference. During the 2007 session of the General Assembly, House Bill 1473 appropriated \$475,000 to expand the MMMP to 15 additional community colleges. Each college received \$30,000 to assist in the operation of their MMMP. In 2008, the General Assembly appropriated \$985,000 to continue funding for the current 15 colleges and fund an additional 17 programs.

Community College System, University System, and Independent Colleges and Universities

College Foundation of North Carolina

College Foundation of North Carolina is a nonprofit partnership between Pathways of North Carolina, College Foundation, Inc., and the North Carolina State Education Assistance Authority. These organizations have broad expertise in helping students to prepare successfully for college

and to find the best financial aid alternatives. Together, they provide a complete and comprehensive source of information - and real solutions - for students and their families. (www.cfnc.org)

UNC-NCCCS 2+2 E-learning Initiative

The purpose of the initiative is to strengthen the articulation processes between the two higher education systems in order to provide highly qualified classroom teachers for North Carolina. The program includes online teacher education programs, professional development, student tracking, and technology infrastructure. Areas identified include Special Education, Elementary Education, Math Education, Science Education, Birth-Kindergarten Education, Biology Education, and Middle School Education.

Comprehensive Articulation Agreement

In 1995 the General Assembly enacted legislation instructing the Board of Governors of the University of North Carolina and the State Board of Community Colleges to develop a plan for transfer of credits between the state's community colleges and the constituent institutions of the university system. The legislation included a requirement that the State Board of Community Colleges implement common course descriptions for all community college programs by 1997. The Comprehensive Articulation Agreement (CAA), which took effect fall of 1997, fulfills these legislative provisions.

The Comprehensive Articulation Agreement (CAA) applies to all fifty-eight North Carolina community colleges and all sixteen constituent institutions of The University of North Carolina. Even though North Carolina's Independent Colleges and Universities were not part of the mandate, 23 have signed the Comprehensive Articulation Agreement. The CAA is applicable to all North Carolina community college students who have completed the 44-hour general education core or graduated with an A.A. or A.S. degree and transfer to a constituent institution of The University of North Carolina.

Online Transfer Articulation System

The statewide Transfer Initiative was launched by the UNC President, Erskine Bowles. There are 110 institutions across North Carolina where students may have already taken courses: 58 Community Colleges, 16 Constituent Institutions which make up the University of North Carolina system, and 36 private, non-profit accredited colleges and universities. The purpose of the President's initiative is to help students determine how their existing course credits will transfer into a North Carolina institution. Additional phases of the implementation will link transfer data to admissions and incorporate Degree Audit functionality via electronic transcripts.

Community College System, Department of Public Instruction, and the University System

Learn and Earn Early College High Schools

The Learn and Earn Early College Initiative was launched by Governor Easley in 2004 to encourage students to complete high school and to gain the kind of advanced skills increasingly demanded in the workplace of the 2^{1st} century. North Carolina has 60 early college high schools. (Nationally 130 early college high schools are open in 24 states.) Students graduate with a high school diploma and two years of transferable college credit or an associate's degree

Learn and Earn Online

North Carolina public high school students can earn college credits through Learn & Earn Online. Students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online course facilitator may assist students in classrooms. Courses are offered during fall and spring semesters through UNCG iSchool and North Carolina Community Colleges. In the fall of 2007, approximately 300 high schools participated in this program as well as 48 community colleges.

Lessons Learned

Educational Systems need policy makers to enact legislation governing seamless education.

Educational agencies need time to implement legislation, especially to work out mechanics and get local buy-in.

Legislation should specify that educational governing boards meet to plan implementation, then continue to meet to ensure continued implementation.

A system of monitoring should be established for continued compliance with legislation.

Programs must be held accountable and data evaluated to determine if desired outcomes are being achieved.

Legislative initiatives with sunset clauses should be re-evaluated and continued if working.