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TASK FORCE ON UNC/NCCCS PARTNERSHIPS

Submitted to

University of North Carolina Board of Governors

North Carolina Community College System Board of Trustees

September 2004

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Task Force on UNC/NCCCS Partnerships:

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Other Participants:

Molly C. Broad, UNC
Martin Lancaster, NCCCS
Alisa Chapman, UNC
Dudley Flood, UNC
Mary Gardner, NCCCS
Alan Mabe, UNC
Judith Mann, NCCCS
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Jeffrey Passe, UNCC and
Faculty Assembly
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Staff:

Gretchen M. Bataille, UNC
Tim Brewer, NCCCS
Mark Fleming, UNC
Bobby Kanoy, UNC
Delores Parker, NCCCS
Lisa Adamson, Special Asst.

Schedule of Meetings:

February 24, 2004
April 12, 2004
June 29, 2004
August 17, 2004
September 20, 2004

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INTRODUCTION

North Carolina has a long and vibrant history of post-secondary education. The University of North Carolina, consolidated in 1971, has sixteen campuses, and the North Carolina Community College System has fifty-eight community and technical colleges and a technology center. Both UNC and NCCCS offer courses and programs on other sites such as military bases, high schools, and community centers in addition to offering online academic programs. In addition, there are thirty-seven independent colleges and universities in North Carolina. All post-secondary education in North Carolina is linked through the online website **CFNC.org** and the Education Cabinet that includes as members the Governor and the leaders of the four education segments of the State. In addition, each year all education segments come together for a joint conference planned by the Joint Liaison Committee. This ongoing structure and the communication made possible by frequent meetings have benefited students in North Carolina. At the same time, each segment of education has multiple and different missions. A single point of agreement is that it is critical that all segments of education in North Carolina work together to benefit the students and, thereby, benefit the State. At a time when North Carolina's economy is undergoing rapid and profound change from an agricultural and manufacturing economy to a knowledge economy, it is more important than ever that post-secondary institutions provide the means necessary for the citizens of the State to thrive.

To ensure that UNC and the NCCCS worked to benefit students, legislative action required a Comprehensive Articulation Agreement (CAA) to be established by June 1, 1997. This agreement, consistent with the intent of both systems to expand access and provide seamless educational opportunities, enables community college graduates with the AA or AS degree to transfer to UNC institutions with junior status and having met all UNC general education requirements. Twenty-two independent colleges also honor the CAA. Although the CAA does not guarantee admission to a particular campus, some campuses have established independent agreements to ensure that students who meet specific requirements will be accepted into a specific UNC institution.

The NCCCS made many changes to ensure the success of the CAA. All campuses moved to a semester system and a common course library was established for the NCCCS. It was also necessary to distinguish among courses that counted for Associate degrees and those that were part of diploma programs or certificate programs. Of the over 4000 courses within the Common Course Library, 170 were designated as a part of the general education core for AA or AS degrees. This process was carried out by faculty from both UNC and NCCCS meeting in discipline committees to review course content. Additionally, pre-major agreements were established to facilitate transfer in specific content areas, and some community colleges and UNC campuses signed bilateral agreements specific to their geography and distinct programs. Five years later, the CAA is a dynamic document; courses continue to be added, and disciplinary committees meet to plan for new academic opportunities. Most recently, the requirements for pre-engineering were adjusted and changes were made to improve transfer opportunities in teacher education. This work is facilitated by the Transfer Advisory Committee that is co-chaired by UNC and NCCCS staff and includes campus representatives as well as representation from the Independent Colleges and Universities. During this past year, the General Assembly appropriated funds for a study of the CAA. MGT of America conducted that study and concluded that "... seven years after implementation, the CAA is widely perceived as indeed having improved

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transfer of associate in arts and associate in science degrees. . . . [and that] most students expressed satisfaction with their transfer experiences.” At the same time, the study made recommendations for improvements in policies, procedures, and practices that informed the recommendations contained in this report. The study identified areas for further research, and the Task Force concurs that there must be ongoing communication between UNC and NCCCS to ensure that these recommendations and those of MGT are not ignored.

In the fall of 2002, there were 7,144 students who transferred from NCCCS institutions to four-year campuses, a 19% increase in two years. Of these, 70% transferred to UNC and the remaining 30% transferred to independent colleges and universities. GET MORE RECENT DATA IF AVAILABLE.

Specific programs have been created to further the overall partnerships. Appalachian State University has partnered with ten community colleges to form the Appalachian Learning Alliance to serve western North Carolina. This cohort-based partnership addresses student needs by offering ASU programs on community college campuses, complete with library services, advising, textbook acquisition, and all other services student would expect on the main campus. Similarly, UNCW has agreements with local community colleges to guarantee admission to UNCW after the completion of the AA or AS degree and a GPA of 3.0 or better. The Wachovia Partnership East provides yet another example of UNC/NCCCS partnering. Task Force members were provided with a compendium of all the partnerships between UNC and NCCCS campuses during the discussions.

North Carolina’s legislators have supported the efforts of the post-secondary institutions by approving legislation that allows community colleges to teach high school students tuition free (Huskins Bill) and supports dual enrollment as well as an Under-16 Gifted Program. Additionally, scholarships are available for teaching assistants who might eventually enroll in teacher education programs and nearly \$2M in funds for teacher education using distance education has supported joint UNC/NCCCS efforts to meet the teacher supply needs of North Carolina.

In a short time, North Carolina has created an environment in which partnerships between UNC and NCCCS have flourished. The complexities of higher education, the distinct cultures of these two systems, and the pressing workforce development needs of the State create natural tensions that have been exacerbated by the fiscal realities of the past several years. At the same time, there has been tremendous progress. The members of the Board of Governors and the Board of Trustees who served on the Task Force came together with a single purpose: to continue the dialogue and to provide opportunities for the students of North Carolina to succeed. To that end, the recommendations contained in this report speak to the future, a future that builds on a successful vision for post-secondary education in North Carolina and, in the end, achieves that vision.

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Charge to the Task Force

Identify and review the cooperative working relationship between the University and the Community Colleges in order to provide a seamless educational system, develop recommendations for continuing and improving the cooperative working relationships between the University and the North Carolina Community College System, and produce a final report summarizing the discussions of the task force, including a report of recommendations, by September, 2004, to be delivered to our respective Boards and Board Chairmen for implementation.

Summary of Meetings

The first meeting of the Task Force was held on **February 24, 2004**. Co-chairs Peter Hans and Stuart Fountain welcomed members and guests and addressed the charge to the committee. At this first meeting, President Broad discussed the vast experience of those who are serving on the Task Force and expressed her confidence in their ability to discover and develop practices to further enhance the cooperative efforts of UNC and NCCCS in helping to provide students with access to higher education. The first meeting provided an opportunity to review the history of *the Comprehensive Articulation Agreement* and the legislation that created the initial partnerships between the two systems.

Dr. Bataille presented a Power Point presentation on an "Overview of UNC/NCCCS Partnerships" (*Attachment A*). Dr. Kanoy presented a Power Point presentation on the "Transfer Advisory Committee and Five-Year Evaluation of the Comprehensive Articulation Agreement" (*Attachment B*).

Dr. Fountain and Dr. Norris discussed the "Perceptions of the Comprehensive Articulation Agreement from the Community College Perspective" and each provided a list of points and ideas related to this topic (*Attachment C*). One area that was stressed by both Dr. Norris and Dr. Fountain was the need for UNC and NCCCS to develop cooperative methods to educate more teachers and nurses in the state of North Carolina.

Mr. Hans discussed setting up the goals of the Task Force and asked the staff members to compile a list of objectives and ideas to be circulated to the Task Force members for discussion at the next meeting. He noted that concerns with respect to enrollment funding and faculty salaries were of particular interest. Ms. Gage asked if more specific information could be presented that would provide examples from students who were not able to transfer from the community college system into the UNC system. This meeting provided both the background of the issues and the direction for the Task Force.

The second meeting, on **April 12, 2004**, was hosted by NCCCS and Martin Lancaster addressed the Task Force about the operating structure for the NCCCS. Similarly, Gretchen Bataille provided an overview of the history and structure of UNC. The focus of the meeting continued to be on providing background to all the members about the history, needs, and priorities of both UNC and NCCCS. Members discussed the importance of focusing on the State's need for more teachers and nurses as a primary outcome for the recommendations.

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At this meeting, the Task Force began to identify key issues on which to concentrate and set goals. Mr. Hans stated that it would send a powerful message to the Legislature if both the UNC and the NCCCS leadership and governing boards came forth to say we have a teaching shortage, we have a nursing shortage, and here are some areas where we can work together. He identified other areas such as faculty salaries, enrollment growth money, and technology infrastructure as other areas of cooperative work.

Both budgetary and non-budget items such as greater flexibility for the NCCCS, military partnerships, enrollment increases, faculty and staff salary and benefits, and the bioprocessing initiative were areas identified for the two systems to work together. Economic development issues, particularly in the twenty-one Tier 1 counties were also discussed as a priority. Four issues were selected for primary focus:

- **Teacher Education**
- **Nursing Education**
- **Distance Learning**
- **Legislative Action**

The MGT study of the Comprehensive Articulation Agreement would be utilized to address teacher education, and the report from the Statewide Task Force on Nursing would be used to address nursing education issues.

The **June 29, 2004**, meeting provided an opportunity for Alisa Chapman to present the report outlining the recommendations and strategies derived from the *March 2004 Report to the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand*, which listed recommended strategies, the areas of responsibility and the timeline for implementation. She also provided a copy of the full Report to those who had not previously received one and noted that the Report was available on-line at the University-School Programs website at: <http://21stcenturyschools.northcarolina.edu/reports.xml>. Ms. Chapman told the Committee that the Task Force's recommendations will be discussed at a meeting scheduled for early fall 2004 with the Community Colleges and the Independent Colleges.

The Task Force received progress reports #1, #2 and #3 from *The Study of the Comprehensive Articulation Agreement Between the University of North Carolina and the North Carolina Community College System*, along with the draft of the *Situational Analysis – Policy Review*, prepared by MGT of America, Inc., a consulting firm.

Chancellor Woodward discussed the success of community college collaborations at the University of North Carolina at Charlotte, referring to his memorandum of April 13, 2004 and the attached report and charts showing the procedures used, and the admission rates for transfer students (*Attachment D*.) The Committee discussed ways to use some of the methods that have been successful at UNC-Charlotte at other UNC institutions. Chancellor Woodward said that that it is important to the success of collaboration that the chancellors have a good working relationship with the presidents of the community colleges in their area.

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Dr. Alan Mabe discussed the *Summary of Recommendations from the Task Force on the North Carolina Nursing Workforce Report-May 2004 (Attachment E)*, which provided the Task Force's recommendations for addressing the shortage of nurses in North Carolina, along with the actions to be taken by each organization, institution or group. He provided copies of the Report and told the Committee that the full report was available on-line at: <http://www.nciom.org/projects/nursingworkforce/nursingreport.html>. The Committee discussed some of the recommendations in the Report and considered how some may be quickly instituted.

Dr. Parker discussed the report summary of the *June 2001 North Carolina Community College System Report/Selective Admissions Programs with Waiting Lists (Attachment F)*, which provides the number of students who are on waiting lists for various courses at the community colleges. The Committee focused on the numbers of students waiting to apply for nursing programs and discussed ways to alleviate this backlog. Mr. Mercer suggested considering combining like courses at nearby community colleges, rather than offering the same course in many locations, as a method to accommodate more students with fewer instructors and to fill classes to capacity. The Committee discussed the high cost of providing the equipment needed for teaching nursing programs and the need for additional lab space. It was noted that it was difficult to recruit and retain students in remote areas, as transportation was often a problem for poorer students. The Committee considered the option of providing a transportation subsidy that would provide financial assistance for student transportation needs.

Dr. McGraw and Dr. Mabe discussed the growth in distance education enrollment. Dr. Mabe stated that the community colleges offer on-line degrees in Applied Art, Teacher Education and Applied Science, noting that there was a high demand from the Applied Art students for on-line courses. Dr. McGraw and Dr. Mabe discussed efforts being made to explore the possibility of articulating several on-line degree programs between the community colleges and the UNC institutions. Dr. Mabe stated that there were presently twenty-one matching upper-degree programs and that there were seven areas of match for further development. Dr. Mabe said that five that appear ready for the Transfer Advisory Committee to begin to establish faculty committees are: Business Administration, Criminal Justice, Information and Computer Technology, Communications, and Liberal Arts. He noted that Nursing and Teacher Education were "high need" areas and that these offered similar possibilities for on-line articulation. It was suggested that general education courses be imbedded in community college Teacher Education and Applied Science degree programs to better ensure a seamless transition into university programs. Dr. McGraw noted that some students did not have access to a computer and discussed other methods for delivering distance education courses, i.e., via video, through UNC-TV, etc. The Committee also considered providing orientation sessions and screening tests to better determine which students were most likely to complete their degrees.

Mr. Milliken provided the Committee with the list of *Potential Collaborative Legislative Issues for UNC and the Community College System (Attachment G)*, and discussed the areas of common interest. The Committee discussed ways to develop the collaborative efforts. Dr. Fountain suggested that a greater focus be placed on joint legislative efforts to obtain additional funding for distance education courses in Teacher Education, Nursing, and other high-cost healthcare programs. The Committee discussed ideas on how to provide for higher salaries for the community college faculty teaching in such areas, noting that better pay would encourage students to pursue advanced degrees.

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At this meeting, the Task Force considered a draft of initial recommendations based on the discussions and suggestions at the past meetings. Committee members agreed to list recommendations and set out timelines for these goals, suggesting that there be an initial focus on the more achievable items

Task Force members discussed the idea of establishing an on-going effort to work on the joint legislative actions, such as annual meetings involving campus public affairs and policy-making groups. The idea of holding a joint conference with top administrators from the community college, independent universities and the UNC institutions was also discussed as a way to determine which programs work at the individual locations, which do not, and why. Both Chancellor Woodward and President Norris expressed interest in this initiative.

Dr. Bataille provided the Committee with the April 2004 report on the *UNC/NCCCS Collaborative Activities Supporting the NC Biotechnology Initiative (Attachment H)*, which illustrates the various efforts in the area of biotechnology between the UNC institutions and the community colleges. Also included was the *North Carolina Transfer Assistance in the Biomedical Sciences (NC-TABS)* brochure, which provides information on increasing the number of under-represented minority community college students entering careers in biomedical research.

By the **August 17, 2004**, meeting, Task Force members had contributed to a list of tentative recommendations. In addition, the final report from MGT had just been issued. Dr. Bobby Kanoy distributed copies of the *Executive Summary* of the August 16, 2004 *Study of the Comprehensive Articulation Agreement Between the University of North Carolina and the North Carolina Community College System – Final Report*, conducted by MGT of America, Inc. Dr. Kanoy and Dr. Parker discussed the results of the Report, highlighting recommendations and findings that seemed to be of value to the UNC/NCCCS partnership efforts. Dr. Kanoy cautioned the Committee that only a small sample of those polled was actually represented in the Report. Of concern to the Committee was the indication in the report that students at the Community Colleges were not very familiar with the *Comprehensive Articulation Agreement*. The Report also recommended that the Transfer Advisory Committee assume new responsibilities to help further the transfer process. It was noted, however, that the TAC was not staffed or funded sufficiently to be able to do so. Dr. Kanoy discussed each of the recommendations made in the Report and the Committee members debated the merits and disadvantages of such recommendations. Dr. Fountain noted that a total of eighteen recommendations were made in the Study and suggested incorporating some of these recommendations into the list of recommendations that the Committee had compiled.

The Committee reviewed the list of recommendations discussed at the June meeting, along with the additional input from members provided afterwards. The members discussed changes and additions, particularly adding some of the recommendations from the MGT report.

Dr. Jeffrey Passe addressed the Committee to express views of the Faculty Assembly on the issue of standardization of courses. He noted that each UNC campus possesses unique characteristics and that it would be a disservice to attempt to "standardize" courses, and that the faculty did not feel there was a need to have a "centralized" system. Dr. Passe distributed the "*Resolution on the Collaboration between Community Colleges and the University of North Carolina*" to the Committee (*Attachment I*). A report on "Partnering with Community Colleges," which provided a comprehensive

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listing of the joint efforts between UNC and NCCCS campuses, was distributed at meeting. Copies are available at: <http://www.northcarolina.edu/content.php/aa/reports/aareport.htm>.

At the **September 20, 2004**, meeting members reviewed the list of recommendations and, after some editing, approved the draft list to be sent forward to the respective Boards for review and approval. The list maintained the focus on teacher education, nursing education, communications between the two systems, joint legislative actions, and an expanded role for the Transfer Advisory Committee.

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ANNUAL REPORT / ONGOING COMMUNICATIONS	RESPONSIBILITY	TIMELINE	SOURCE OF FUNDS
1a. UNC and NCCCS should jointly issue an annual report to the respective boards on the status of partnerships between the two segments. The annual report should track transfer, retention, and graduation rates of transfer students as well as new programs such as dual enrollment. The report should recognize UNC and NCCCS institutions with creative partnerships. This report should be highlighted at the Joint Boards Meeting each year.	TAC representatives, Academic and Student Affairs divisions	February—in conjunction with the Joint Boards meeting	UNC NCCCS
1b. The Task Force (or a similarly-representative group) should meet to monitor the progress made on these recommendations. The Board chairs should determine the frequency of meetings and composition of the group. Consideration should be given to the participation of the Joint Liaison Committee in this effort.	Board Chairs Joint Liaison Committee or Subcommittee	Initial Follow-up meeting in January 2005	UNC NCCCS
1c. Hold an annual statewide summit of UNC Chancellors and NCCCS Presidents to discuss current issues with transfer, to develop strategies for elimination of barriers, to share ideas and best practices, and to explore joint programs that address the state's educational and workforce needs. This meeting should include provosts, academic vice president, and deans.	Chancellor Woodward and President Norris agreed to take the lead on this initiative.	Spring 2005	UNC NCCCS
1d. Establish an ongoing joint committee to monitor the progress resulting from the Statewide Report on Nursing and to develop articulation agreements for the ADN/BSN. Work collaboratively to establish additional clinical opportunities for nursing students. Include the NC Board of Nursing in discussions that are relevant to the licensing process. This task could become a part of the Joint Liaison Committee's agenda.	Boards Joint Liaison Committee or Subcommittee TAC	Ongoing	UNC NCCCS
1e. Establish a working relationship to carry out the recommendations from the Task Force on Meeting Teacher Supply and Demand. This includes 2+2 programs, lateral entry, and other forms of alternative licensing as well as classroom experience alternatives.	Joint Liaison Committee	Ongoing	UNC NCCCS DPI Independent Colleges and Universities
2. JOINT LEGISLATIVE ACTION	RESPONSIBILITY	TIMELINE	SOURCE OF FUNDS
2a. Establish an ongoing working relationship between the legislative liaisons for UNC and NCCCS to promote issues of joint concern, including faculty and staff salaries, health benefits for employees in higher education, military relations, bio-processing, funding for high cost Health Care programs, etc.	Legislative Liaisons	By the beginning of the next session	UNC NCCCS
2b. Continue dialogue between legal counsels for both entities to resolve legislative "bottlenecks" such as those for program changes/approvals.	Legal Counsels	Ongoing	UNC NCCCS

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2c	Jointly seek funding for Transfer Advisory Committee, staff for transfer offices and staff for teacher centers.	Presidents/Boards	2005 Session	Legislative Request
2d	Empower legal counsel for both UNC and NCCCS to monitor and make recommendations at the federal and state levels to address the educational needs of undocumented students.	Legal Counsels	Ongoing	UNC NCCCS
3. PARTNERSHIP EFFORTS FOR ACADEMIC PROGRAMS <i>(with emphasis on teaching and nursing)</i>		RESPONSIBILITY	TIMELINE	SOURCE OF FUNDS
3a.	Establish a UNC presence on every community college for the purposes of information, advising, and coordinating UNC course/program offering, as well as further promoting our partnership. This office could also serve as a proctored testing center to support online learning in the State. A single university presence on each community college campus would provide information about transfer, 2+2, lateral entry, etc.	UNC campuses/NCCCS campuses	Complete by 2006-07	Legislative Request
3b.	Complete the 2+2 e-learning initiative. Fully develop a comprehensive articulation agreement for distance learning. Include in the distance learning initiative opportunities for students to earn a BSN or teaching certificate or to advance from the RN to BSN by distance learning in any county in North Carolina. Consistent with the recommendation, consider joint technology development and support systems for online learning.	Existing Joint Committee TAC	Fall 2005	Legislative Request
3c.	Explore additional 2+2 programs for AAS in accord with the proposed model for the online articulation project.	Joint Staff Committees TAC	Ongoing	UNC NCCCS
3d.	Expand the College Redirection Program of CFNC to include service to transfer students seeking admission to a four-year degree program.	CFNC	Spring 2006	Legislative Request
3e.	UNC and NCCCS should jointly establish a network of teacher centers designed to serve prospective teachers and to support area school districts by enhancing teacher quality efforts any by improving teacher supply, distribution, and retention. A primary focus should be lateral entry and 2+2 programs. The centers should be located on community college campuses to offer close geographic proximity to schools across the state.	Joint Staff Committees DPI	2005-2006	Legislative Request
3f.	Expand the number of pre-majors included in the Comprehensive Articulation Agreement consistent with the model of the online articulation project and with a focus on high-need disciplines.	TAC Faculty Committees	Ongoing	UNC NCCCS
3g.	UNC campuses periodically should review admission requirements to teacher education and nursing programs to remove any unnecessary barriers.	UNC CAOS and Deans of Nursing and Education	Spring 2005	UNC
3h.	Identify instructor shortages in community colleges and establish partnerships or joint programs to increase the number of faculty in the community colleges in high-need	Joint Staff Committees	Ongoing	UNC NCCCS

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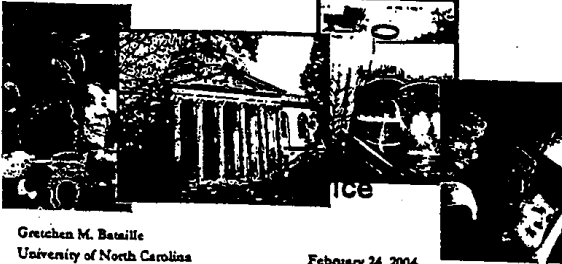
areas of education and nursing. Where possible, develop creative ways of sharing faculty, lab space, or creating shuttles for students to be transported to nearby community colleges.			
3i. NCCCS should establish specific goals for pre-education recruitment and enrollment for each campus so the collaborative efforts between NCCCS and UNC system can be quantified and measured.	NCCCS	Spring 2005	NCCCS
3j. NCCCS should develop an automated function to review and "flag" transcripts with the general education core completed.	NCCCS	Spring 2005	NCCCS
4. TRANSFER ADVISORY COMMITTEE /COMPREHENSIVE ARTICULATION AGREEMENT	RESPONSIBILITY	TIMELINE	SOURCE OF FUNDS
4a. Through the TAC, revise the CAA document, creating a clear set of expectations and requirements, a grievance policy, and an expanded communications plan.	TAC	Spring 2005	Legislative Request
4b. Complete the articulation module on CFNC.	TAC	Spring 2005	Legislative Request
4c. Establish a hotline for community college and university students to provide answers about transfer; incorporate into the CFNC Center at UNCG.	TAC	Spring 2005	Legislative Request
4d. Continue to use faculty discipline committees to review proposals for pre-majors, other joint programs, and policies.	TAC	Ongoing	UNC NCCCS
4e. Continue to work collaboratively to bring information to the annual counselor workshops about transfer opportunities.	TAC	Ongoing	UNC NCCCS

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Appendices

- A. "Community College/UNC Partnerships" by Gretchen M. Bataille, Senior Vice President for Academic Affairs, UNC
- B. "UNC and NCCCS Articulation" by Bobby Kanoy, Senior Associate Vice President for Academic and Student Affairs, UNC
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Community College/UNC Partnerships



Gretchen M. Bataille
University of North Carolina

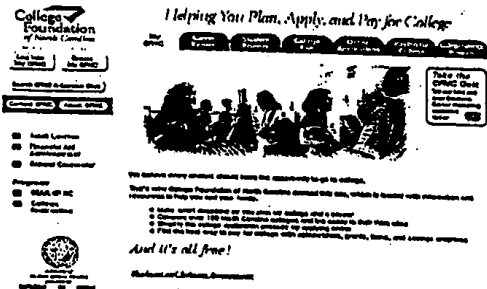
February 24, 2004

North Carolina Higher Education

- 16 four-year public institutions in the UNC
- 58 community and technical colleges
- 37 independent colleges and universities
- CFNC.org links all higher education in North Carolina
- Education Cabinet brings all segments together with the Governor

CFCN.org

Helping You Plan, Apply, and Pay for College



Comprehensive Articulation Agreement

- Legislative action required a comprehensive articulation agreement by June 1, 1997
- Consistent with UNC priority to expand access
- Transfer Advisory Committee was created



Comprehensive Articulation Agreement

- Enables community college graduates with the Associate in Arts or Associate in Science degree to transfer with junior status
- Students will have met all UNC general education requirements
- Nineteen independent colleges honor the CAA
- CAA does not guarantee admission except where independent agreements exist

Issues to Be Resolved

- NCCCS moved to a semester system
- Common course names, numbers, and credits, and content
- Differentiation among courses for associate degrees, diplomas, and certificate programs



Process of Articulation

- 4,000 courses within the Common Course Library of the NCCCS
- 170 designated as appropriate for the general education core for AA or AS degree
- Faculty from UNC and NCCCS met in ten discipline area committees
- Established a general education core for transfer
- Established pre-major agreements
- Transfer Student Academic Performance Report sent annually
- Completing the general education core does not result in automatic admission to UNC

Ongoing Articulation

- Five-year review with surveys sent to all students who transferred
- TAC receives requests from Community Colleges for course additions to transfer agreement
- TAC sponsors meetings to improve 2+2 agreements
- Associate in Science degree requirements modified to accommodate Engineering transfers
- Legislative Evaluation of Comprehensive Articulation Agreement

Fall 2002 Transfers

- 7,144 students transferred from NCCCS to 4-year campuses, a 19% increase in two years
- 5,002 (70%) transferred to UNC
- 2,142 (30%) transferred to independent colleges and universities

Examples of Programs

- Appalachian Learning Alliance—Teacher Education 2+2 programs at ten community colleges
- UNC at Wilmington—site-based delivery at community colleges and military bases
- UNC at Wilmington and UNC at Charlotte—joint RN to BSN, some online
- East Carolina University—1+1+2 in Biology
- East Carolina—Wachovia Partnership East
- UNC at Pembroke—2+2 in Business online
- NCSU—2+2 in Engineering with NCSU faculty teaching at Lenoir Community College

Site-Specific Agreements

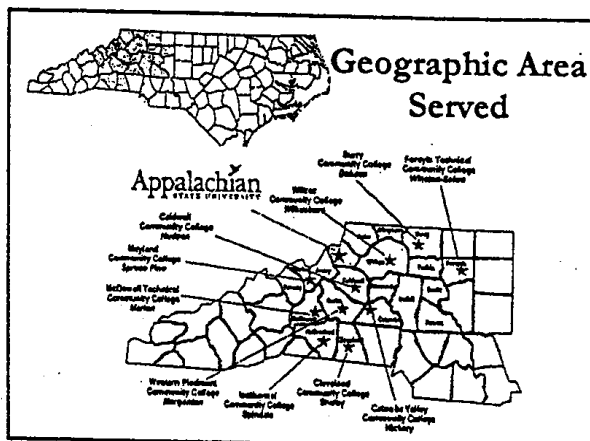
- Pre-major agreements—Art Education, Biology, Business Administration, Business Education, Chemistry, Computer Science, Criminal Justice, Education, Engineering, English, Health, History, Mathematics, Nursing, Physical Education, Political Science, Psychology, Social Science, Social Work, Sociology, Speech Communication, Fine Arts
- Bi-lateral agreements between community college and UNC campus

Case Study: Appalachian Learning Alliance

- Appalachian State University
- Caldwell Community College & Technical Institute
- Catawba Valley Community College
- Cleveland Community College
- Forsyth Technical Community College
- Isothermal Community College
- Maryland Community College
- McDowell Technical Community College
- Surry Community College
- Western Piedmont Community College
- Wilkes Community College

Purpose of the Appalachian Learning Alliance

- To assist in addressing the projected undergraduate enrollment growth in N.C. of 49,000 between the years of 1999 and 2006
- To initiate a cooperative agreement to meet identified baccalaureate & graduate degree needs by providing programs on community college campuses in western N.C.
- To present opportunities for the place-bound students who have traditionally had a low college-going rate.
- To respond to the need for more teachers



Current Structure of Programs

- Cohort based; delivered primarily face-to-face
 - Assures students receive courses needed
 - Students bond as a group, improving retention
- Part time (average 6 semester hrs. per semester)
 - Target the place bound student who is likely to be full-time employee
- Each cohort has academic coordinator (faculty member assigned) & student services coordinator (within Office of Extension & Distance Education)
- Over 80% of courses taught by tenure-track faculty

Determining Programs To Be Offered

- Cooperative needs assessment with community colleges
- Consultation with respective academic unit(s); seek approval based upon availability of faculty and instructional resources to deliver the off-campus program

Proceeding With Planning

- College offering proposed off-campus major approves program; academic coordinator (faculty member in dept. of major) named
- UNC-OP/SACS program approval documents developed cooperatively by Office of Extension and Distance Education and degree-granting department and college
- Advertise program offering, conduct promotional meeting and begin receiving applications on behalf of Office of Admissions or the Graduate School
- Initiate cohort program

Considerations for Undergraduate Student Services

- Students should receive academic services comparable to on-campus students
- Services available without driving to main campus
- Services not limited to daytime hours

Comparable Services

On-Campus Services: Off-Campus Complement:

Orientation	→	Orientation
Academic Advisor	→	Academic Coordinator
Photo ID card	→	Photo ID card
Computer account / lab access	→	Computer account / lab access
Library services	→	Distance Learning Library services
Textbook availability	→	Textbook availability
Health services, athletics and special facilities usage	→	Students do not access, so no fees assessed (Students are offered opportunity to purchase Student Health Insurance)

Framework for Providing Services Off-Campus

- Toll-free number to the Office of Extension & Distance Ed. = conduit for accessing on-campus services (i.e., registration, student accounts, faculty and other on-campus offices)
- Academic advising provided primarily by academic [faculty] coordinator of each cohort
- Student Services coordinator within Office of Extension & Distance Ed. communicates regularly with students & serves as key contact for student support

Financial Aid – The Consortium Agreement

- Enables undergraduate students who must take lower-level credits through community college concurrent with cohort courses to have all credit hours counted for financial aid
- Appalachian serves as home school and community college as host. Aid is channeled through Appalachian & students receive any refunds after Appalachian account paid.
- Students must sign consortium paperwork and ensure information is reported each term. Appalachian's Office of Financial Aid monitors individual student progress according to each term's transcript.

Distance Learning Library

- **Services**
 - Equivalent to traditional campus setting
 - More individualized than on campus
- **Funding**
 - Separate from regular library funding
 - Expand as programs and enrollments grow
- **Agreements**
 - ASU is their primary library resource
 - Community colleges provide on-site services including:
 - Interlibrary loan
 - Reserve materials
 - Online database computer access
 - On-site document delivery

Distance Learning Library Outreach Efforts

- Toll-free number for off-campus student access to Distance Learning Library staff
- Distance Learning Library web page
- Provide updates on library support available to off-campus students
- Librarians (1 full time; 3 part time dedicated to off-campus student support)
 - Conduct on-site orientations - CD-ROM distributed to all students
 - Deliver on-site workshops for students
 - Conduct faculty training about library services available for off-campus students

Current Undergraduate Degree-Completion Programs Delivered Off Campus

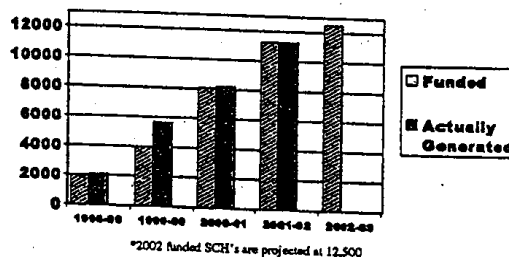
- BS in Elementary Education (Grades K-6)
- BS in Middle Grades Education (Grades 6-9)
- BS in Special Education (Grades K-12)
- BSBA in Business Management
- BSW in Social Work
- BS in Child Development: Birth through Kindergarten
- Licensure program in Business Education

Current Graduate Programs Delivered Off Campus

- EdS in Higher Education, Adult Education
- MA in Elementary Education (Grades K - 6)
- MA in Educational Media/Instructional Tech.
- MA in Higher Education
- MA in Middle Grades Ed. (Grades 6 - 9)
- MA in Reading Education
- MA in Social Science
- MA in Special Education (Grades K- 12)
- Master of Library Science
- Master of Public Administration
- Master of School Administration
- Graduate Math Studies

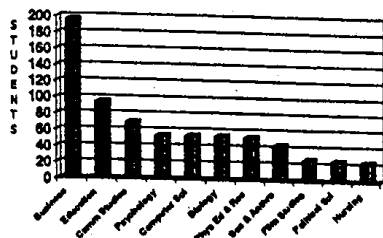


Student Credit Hours Growth



Case Study: UNC at Wilmington

Academic Areas of Interest for Transfer Students



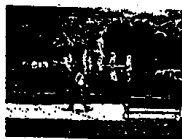
UNCW Articulation Agreements

- Transfer articulation
 - Course equivalents
 - Program (2+2 programs)
 - UNCW Agreements based on CAA
 - Admission to UNCW with junior standing
 - Courses satisfy general education requirements
 - A GPA of 3.0 or better assures admission to UNCW



UNCW Service Delivery

- Collegial visits
- Review syllabi and course content
 - Admissions and financial aid counseling
 - Academic advising
- Transfer orientation
 - Schedule review
 - University orientation



Eligibility Status for Fall Semester 2002 Transfer Students at end of Spring Semester, 2003, UNC Wilmington

Transfer from...	Total Transfers	Eligible to continue	Not Eligible to Continue	Percentage not Eligible
Public Senior	156	153	3	1.9%
Community College	335	323	32	9.6%
Private Senior	42	39	3	7.1%
Private Junior	18	13	5	27.8%
Other (Inc. Tech.)	226	221	5	2.2%
Totals	997	949	48	4.8%



UNCW and the Military

- Camp Lejeune converting base school to classrooms, computer lab, and restaurant
- Coastal Carolina Community College will partner with UNCW
- Will meet needs of military personnel as well as others in the community
- Offering Criminal Justice to meet needs for local police departments
- Will combine face-to-face with e-learning

Support for Partnerships

- Huskins Bill—allows community colleges to teach high school students to supplement high school curriculum; tuition-free (~14,000 students/year)
- Dual enrollment—students (16 and older) in high school enroll in community college or 4-year institution and get credit for both (~5,000/year)
- Under-16 Gifted Program—allows students under 16 to take courses if they meet certain academic and maturity requirements; students pay regular tuition

Support for Partnerships

- Some local school boards pay for books and required fees
- Teaching Assistant scholarships are available to lead to teacher certification
- Joint Governing Boards meeting; Joint Liaison Committee; Education Cabinet

Teacher Education Issues: The Problems

- Elementary and Special Education Teacher Education programs required second major or second academic concentration that impeded transfer
- Some lower division Teacher Education courses were taught at the community colleges but not accepted for meeting university requirements
- Articulation was impeded by both these factors

Teacher Education Issues: The Solutions

- Reduced credits for Second Academic Concentration from 24 to 18
- Second Academic Concentration for Teacher Education Students: Global Studies, Arts, Diversity and Multicultural Issues, Math/Science/Technology
- Students can take Second Academic Concentration at the community college along with General Education core to receive Associate degree
- Methods courses are taken at the upper level at the university
- NCATE does not apply to the community college courses

Future Plans

- 2 + 2 online degree programs with the NCCCS Virtual Learning Community and UNC's 50+ online programs
- Collaboration in the bioprocessing initiative—two UNC campuses and five NCCCS campuses
- International Opportunities
- MS Nursing online at UNCG to meet need for Nursing faculty at community colleges

Lessons Learned

- Articulation agreements are excellent recruiting tools for both community college and university
- Articulation agreements enhance success measures for community college transfers
- Attention to community college transfers through collegial visits and transfer orientation reduces student anxiety
- Student performance feedback to community colleges should enhance future student performance at UNC campuses
- There is a need for a structured means of communication among segments



UNC and NCCCS Articulation

*BOG and NCCCS Task Force
February 24, 2004*



Dr. Robert C. Kanoy

*Associate Vice President for
Academic and Student Affairs*

The University of North Carolina Office of the President

Comprehensive Articulation Agreement

- **A.A. and A.S. degrees**
 - General Ed core transfers
 - 64/65 hours transfer if degree completed
 - Initially included 170 courses in Gen Ed
- **1997-98 – first class to enter CC and use the CAA**
- **2004 – changes to the A.S. degree**



The University of North Carolina Office of the President

Comprehensive Articulation Agreement

- **Transfer Advisory Committee**
 - 4 NCCCS representatives
 - 4 UNC representatives
 - 1 NCICU representative
- **Acts on requests from the Chief Academic Officers of NCCCS and UNC**
- **Meets 4-6 times per year**



The University of North Carolina Office of the President

CAA Evaluation

- **5-year Evaluation Study**
 - TAC began self-study in 2002
 - Available data
 - Transfer student performance data
 - Average hours attempted
 - Hours to completion
 - Student surveys
 - Individual case studies



The University of North Carolina Office of the President

Data

College Transfer Students with A.A. or A.S.

	1996-97 (Pre-CAA)	1997-98 (Pre-CAA)	1998-99 (CAA)	1999-00 (CAA)
Hours (attempted)	25	25	27	27
% GPA > 2 (after year 1)	75	78	85	84



The University of North Carolina Office of the President

Data

Hours to Completion for Selected Majors

	Transfer Students	Native Juniors
Computer Science	81	68
Mathematics	71	72
Mathematics Education	78	68
Biology	70	70
Chemistry	64	71
Computer Science	81	68
All Selected Majors	74	72



The University of North Carolina Office of the President

College Access Partnership

■ Pathways funded in 1999

- DPI, NCCCS, NCICU, and UNC
- NC SOICC, State Education Assistance Authority

■ Evolved into CFNC

- www.CFNC.org
- CFNC Resource Center



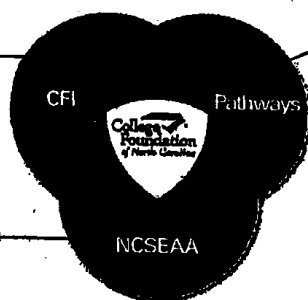
The University of North Carolina Office of the President

CFNC

CFNC is the name of a service provided by three NC entities

NC's loan originator - 501(c)3

State Guarantor - scholarships, 529 program



State-funded K-16 partnership (DPI, NCCCS, UNC, NCICU, SOICC) administered by the UNC Office of the President



The University of North Carolina Office of the President

College Access

■ CFNC

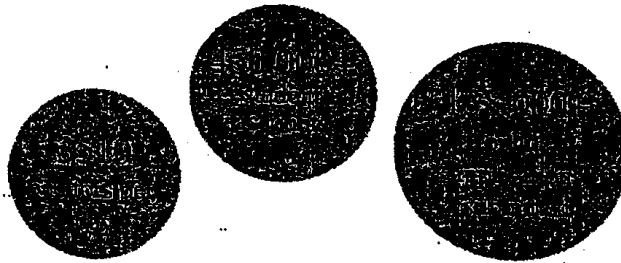
- All 110 colleges and universities
- Online applications
- Electronic transcripts
- Adult module
- College Redirection
- Scholarships and Grants



The University of North Carolina Office of the President

CFNC Data

Website Usage July 2001-December 2003



www.CFNC.org



The University of North Carolina Office of the President

APPENDIX V

Task Force on UNC/NCCCS Partnerships

February 24, 2004

1:00-3:00

Executive Conference Room
General Administration Building

Dr. Bataille and Dr. Kanoy,

Thank you for that overview. It was comprehensive, it was thorough, but most importantly, it was real. It documents the very real progress that has been made to coordinate and articulate our two systems.

There's an old Chinese saying that "As you drink the cool water, don't forget those that dug the well." We are grateful for the hard work by so many to make the promise of a seamless educational system closer to reality. And down on the farm, it felt good to stand up and look back and see how far you've come down the row with a hoe. And then look ahead to how much is left to be done, And then get back to work.

We do have work to do. We haven't made the goal of a seamless educational system a total reality yet. There are still bumps in the road to be removed.

My sense is that higher education in this State is undergoing another evolution - that's evolution, not revolution! 50 years ago there frequently was only one bank in town, and it was open from 10-12 and 2-4. Now there are bank branches everywhere, and they are open all day and into the evenings and on Saturday. The banks responded to their customers' demand for convenience.

Those of us involved in education are undergoing a similar evolution to meet the demands of the citizens for education that's convenient, and affordable.

The University is growing and the Community Colleges are growing. Community Colleges have grown by 30,000 in the last two to three years. While we're having to build more parking lots, the University is having to build dormitories and parking lots.

My instincts tell me that over the next 20 years, we will evolve to the point that perhaps as many as one-half of the Universities' freshman and sophomore classes will be taught on Community College campuses. The demand for convenience, affordability, and for education will force us in that direction.

We are evolving to where a standard education is pre-K through 14. University-based education housed on-campus will be 15 to 20 something. It is imperative that we smooth out the rough spots in our articulating relationship.

Community Colleges have as an integral part of their mission Workforce Preparedness for industry. They are flexible and can quickly respond to a need.

Our State has lost the textiles and furniture industries for the most part and many of our people are out of work. But jobs are out there, waiting for them - IF they can get the right training and education, conveniently and affordably.

Two of those industries in need of professional workers are education and health care. Once again Community Colleges are trying to meet its obligations to those industries.

I was pleased to see a summary of the report by the Task Force on Teacher Supply and Demand, co-chaired by Hannah Gage, and my attention was drawn to Recommendation 6 - "University will work with Community Colleges to put in place 'access' to credit courses at Community College sites, for alternative pathway teachers...within two years." We are working together to solve the problem of the education "industry." But as Ms. Gage points out, "there are 30 to 40 barriers to transferring to the University from the Community Colleges." (Parenthetically, we're learning there are barriers to transferring from one University branch to another, but that's for a different task group to resolve.)

We want to help resolve the teacher shortage not only because of our responsibility to our citizens, but because the Community College campuses face a looming crisis in securing faculty ourselves. The pool of available trained people must be enlarged quickly.

The rural areas of the State need help badly. And training our adult students in a local setting to become teachers is a very real need. The beauty of it is, if they are trained at a nearby Community College, they are likely to stay there because they already have roots in the community.

The Appalachian Learning Alliance and the Wachovia Partnership East programs are beautiful and need to be replicated. In my area such an alliance or partnership by UNC-Greensboro or NC A&T would be welcomed in Randolph County, by the people there and by Randolph Community College. So far UNC-G and A&T have not responded to an open invitation. We wish they would.

The Comprehensive Articulation Agreement with the University is working fairly well for general admission to the University. The problem is

lack of standardization of admission requirements by various schools of education and nursing within the University.

Two weeks ago at the Joint Boards meeting, Howard Lee commented on this problem and said, "The consolidated University was formed 40 years ago, but some of the schools of education haven't adhered to consolidation as yet."

Before I turn the podium over to Dr. Norris, I want to comment about Nursing briefly. We all know the critical need for nurses. We all know the critical need for nursing faculty. We have approved RN programs that can't enroll students because they can't find faculty. We are all recruiting faculty from each other.

Nursing is not under the Comprehensive Articulation Agreement. We need a model articulation agreement for the Associate of Applied Science Degree in Nursing to encourage pursuit of the Bachelors degree in Nursing, and perhaps the Masters in Nursing so we have more people available for Nursing faculty.

Now I'll turn the podium over to Dr. Larry Norris, President of Fayetteville Technical Community College for his real world experience with his students being able to transfer. Fayetteville Tech registered over 37,000 students last year. Dr. Norris -

APPENDIX V



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, NC 28223

Office of the Chancellor
(704) 687-2201
Fax (704) 687-3219

MEMORANDUM

TO: Dr. Gretchen M. Bataille
Senior Vice President for Academic Affairs
Office of the President
The University of North Carolina

FROM: J. H. Woodward
Chancellor

DATE: April 13, 2004

Again, I regret not being able to attend the meeting of the Task Force on UNC/NCCS Partnerships on Monday. I did want to share with you, however, certain information about UNC Charlotte that members of the Task Force might find helpful.

The first two pages of the attachments are a summary of pertinent procedures and practices regarding our interaction with community colleges and their students. As noted, we do admit any student who has earned at least a 2.0 on a minimal number of hours of transferable credit. This admission decision is a "rolling" one. That is, if a student applies in May, we evaluate his or her application and respond with an explicit admission decision, normally within a few days but never any longer than three to four weeks. The same is true for a student who applies on August 1. Likewise, if a student applies in, say, September, we make an admission decision regarding the semester that starts in January.

It is my understanding that not all campuses use "rolling" admissions. Some do not admit community college transfer students except in the fall. Quite frankly, I do not know who does what.

Another thing that UNC Charlotte does that is of great value to transfer students relates to course evaluation. We have a web site where a student attending a community college can actually get a course for course equivalency evaluation. Further, our admission letter is accompanied by a formal evaluation of transfer credit. That is, the student knows when he or she finds out about admission exactly what transfers to UNC Charlotte. Again, I don't know exactly the situation

Dr. Gretchen M. Bataille

Page 2

April 9, 2004

across all campuses, but it is my understanding that we may be one of the few campuses that provides this type of quick response regarding transfer credit.

Another source of pride for me personally is the high level of presence we actually have on community college campuses. As indicated in the attachment, we routinely visit those community colleges that provide us with many of our transfer students. These visits are normally day-long and made in concert with the counseling offices on the community college campuses. Sometimes, students schedule a meeting with UNC Charlotte representatives. Other time, they simply drop by an office or a desk.

On campus, we have an office specifically staffed to advise potential transfer students. That office is open throughout the week and from 9:00 a.m. to noon on Saturday morning. The head of that office indicates that they deal with some four to five students an hour during this time of the year.

Lastly, we hold orientation programs specifically for transfer students. This past year, we held eight, perhaps all of which were full. This year, students can apply for an orientation program on-line.

I asked our staff about some of the bigger problems they encounter with transfer students. They indicated that one relates to students who have pursued a program of study leading to the Associate of Applied Science degree. This is a technical degree that is not part of the community college transfer program. Yet, students are sometimes directed into such a program if they express an interest in, say, business, education, or engineering. Actually, the course work taken in these programs does not transfer to any senior university.

The attached group of tables provides some information about how well we deal with transfer students both from community colleges and other senior institutions. As you will see in the first table, for the 2003-04 year, we received applications from 5,298 students. Again, these applications came from students attending community colleges and senior institutions.

The second table shows the specific origins. Of the 2,458 transfer students who entered UNC Charlotte, 1,223 transferred from community colleges. The third table gives some information about specific feeder colleges.

Hopefully, you will find some of this information helpful. Please feel free to share it with other members of the Task Force if you would like. Of course, give me a call if you have questions.

JHW/cfh

Attachments

Transfer Application Procedures and Admission Requirements Undergraduate Admissions UNC Charlotte

Application Procedures

1. Two official transcripts are required from every college or university attended. Request that the registrar from each school send official transcripts to your address. Once you have received all transcripts, enclose them in the same envelope with your completed application and the application fee.
2. Official transcripts may also be sent directly from the institution to the UNC Charlotte Admissions Office, 9201 University City Blvd., Charlotte, NC 28223.
3. Transcript envelopes must arrive in the Admissions Office sealed by the registrar in order to qualify for consideration.
4. An official high school transcript is required.
5. Attach a check or money order for \$35.00. **DO NOT SEND CASH.**
6. Students should apply six months prior to the time admission is desired.
7. Please allow three to four weeks for a completed application to be processed.

Transfer Admission Requirements

1. Transfer students should have completed the following courses in high school: 4 units of English, 3 units of mathematics (Algebra 1, 2, and Geometry, 2 units of social science (one must be U.S. History), 3 units of science, and 2 units of a foreign language.
2. Students who did not complete their required high school units must complete 6 semester hours of college level transfer credit in each of the following areas: English, math, social science, and natural science (24 semester hours total) OR earn an associate degree which transfers into a UNC Charlotte degree program. Those graduating from high school in 2004 or beyond, must also earn 6 additional semester hours by completing two courses of the same foreign language.
3. Applicants must present an overall "C" average (2.0 based on the 4.0 scale according to the UNC Charlotte method of computation) on all transferable courses attempted at other institutions.
4. Students who do not meet freshman admission requirements (based on high school grades and test scores) must earn a minimum of 24 or 30 semester hours of transferable credit in specific courses as stated in section "2" above.
5. Applicants must be in good standing at, and able to return to, the last institution attended.

Additional Requirements Programs which are more competitive for admission by grade point average or by space limitation include: accounting and business (2.5 overall), architecture (space, portfolio & interview), computer science (2.5 GPA), engineering (2.5 GPA), engineering technology (2.2 GPA and 2.5 GPA for manufacturing), music (audition), art (portfolio), and nursing (2.5 and clinical space).

Transfer Recruitment Initiatives:

UNC Charlotte has the largest transfer population of all UNC System schools. We take great pride in servicing the many transfer students who visit our campus. We see transfers on a walk-in basis daily. We also conduct the following initiatives to service this important population:

- Host a community college workshop on campus for all NC community college counselors
- Craig Fulton will serve as Chair of the Transfer Advisory Committee for the UNC System for the 04-05 year. He was appointed by the Board of Governors.
- Visit the following top-feeder community colleges on a monthly basis:
 1. Central Piedmont Community College (Main Campus)
 2. Central Piedmont Community College (South Campus)
 3. Central Piedmont Community College (West Campus)
 4. Central Piedmont Community College (Northeast Campus)
 5. Central Piedmont Community College (North Campus)
 6. Gaston Community College
 7. Rowan-Cabarrus Community College (North Campus)
 8. Rowan-Cabarrus Community College (South Campus)
- Visit the following community colleges once a semester:
 1. Forsyth Community College
 2. Cleveland Community College
 3. Mitchell Community College
 4. Guilford Community College
 5. Wake Community College
 6. Stanly Community College
 7. Asheville-Buncombe Community College
 8. Blue Ridge Community College
 9. Sandhills Community College
- Serve on the Transfer Advisory Boards for the following colleges:
 1. CPCC
 2. CCC
 3. Mitchell
 4. Carolinas College of Health Sciences
- Participate in CACRAO Tour for community colleges annually
- Will participate in the transfer workshops hosted in May across the state. Craig Fulton will present at the workshops.
- Maintain a community college counselor listserv and send out important announcements in admission or general education changes.
- Mail a community college newsletter once a semester to all counselors highlighting important university news.
- Host an interactive web site for transfer students. Student may check their admission status and evaluate their transfer credits online.



UNCCCHARLOTTE

TRANSFER APPLICATIONS AT UNC CHARLOTTE

	2003-04	2002-03	2001-02	2000-01	1999-00
Applied	5298	5480	5291	4866	4699
Accepted	3873 (73%)	3622 (66%)	3716 (70%)	3503 (72%)	3510 (75%)
Enrolled	2499 (65%)	2458 (68%)	2463 (66%)	2363 (67%)	2341 (63%)
Freshman Class	2585	2503	2396	2277	2233



UNCCHARLOTTE

ORIGINS OF TRANSFERS AT UNC CHARLOTTE

	2002-03	2001-02	2000-01	1999-00
NC Privates	156	169	177	172
UNC	413	441	444	423
Out-of-state	765	765	709	801
NCCC	1223 (50%)	1071 (43%)	1003 (42%)	933 (40%)
Totals	2458	2463	2363	2341



UNCCHARLOTTE

**ORIGINS OF NCCC TRANSFERS AT UNC CHARLOTTE
2002-03**

48 Colleges represented

32 Colleges sent at least four

545 Central Piedmont

103 Rowan Cabarrus

94 Gaston

49 Catawba Valley

39 Forsyth

32 Mitchell

24 Guilford

24 Wake

APPENDIX V

Task Force on the North Carolina Nursing Workforce Report

Chapter Six

Summary of Recommendations and a Blueprint for Action

Nursing is a dynamic field of professional practice. People enter nursing through a variety of nursing educational programs. Graduates are employed in a complex variety of practice organizations and settings, and have many pathways through which their careers may unfold. Hence, it is difficult to draw conclusions about the present circumstances in which nursing is practiced, the future demand for numbers of nurses, the mix of their various educational levels or experiences, or about the intellectual or technological demands on those who practice in particular settings. Despite these uncertainties, the Task Force on the North Carolina Nursing Workforce attempted to formulate a set of recommendations to ensure an adequate supply of appropriately trained nurses for the state.

The Task Force met for 14 months to examine the need for nurses, their requisite skills and qualifications, the capacity of the state's educational institutions to produce adequate numbers of qualified nurses, barriers to career advancement, and the workplace environments within which nursing is practiced. On the basis of these deliberations, the Task Force has concluded that, without some intervention, North Carolina is likely to experience a severe shortage of nursing personnel (in addition to the current shortage of nursing assistants—especially in long-term care) in the coming decade due to the combination of an aging population and an aging nursing workforce. The long-range forecasts of a shortage of anywhere from 9,000 RNs in 2015 to almost 18,000 RNs by 2020 give reason for concern and add salience to the steps recommended in this report to offset the trends identified.¹

The Task Force's work focused on four primary areas: 1) nursing faculty recruitment and retention; 2) the capacity, quality, and accessibility of nursing education programs, 3) transitions from school-to-work, and 4) the work environments within which North Carolina nurses practice. While much of the Task Force's effort focused on workforce issues related to Registered Nurses (RNs), the Task Force also examined issues specific to Licensed Practical Nurses (LPNs), and Nursing Assistants. Additional attention was given to the special circumstances surrounding the practice of Advanced Practice Registered Nurses (APRNs).

Principal Findings and Observations

The Task Force made a number of key findings or observations about nursing education and practice. These findings formed the basis of the recommendations presented in the previous chapters of the report. Among the key findings are:

Nursing Faculty Recruitment and Retention

- The average age of faculty in all of North Carolina's nursing education programs is becoming older; a high proportion of faculty in all types of programs has retirement plans within the next 10 years.
- Faculty salaries in community college nursing education programs (both ADN and LPN) are low by national standards; the graduates of many of these programs in their first jobs make more than their full-time nursing school faculty.
- Faculty salaries in UNC System nursing education programs are comparable to national average salaries in nursing schools, but most UNC System nursing schools have experienced significant budget cuts in recent years which have led to losses of faculty positions (for both classroom and clinical faculty), and this has necessitated a reduction in nursing school class sizes in these UNC System programs.
- It has been hard to recruit MSN-level faculty in community college programs, especially in rural counties, although the proportion of faculty in these programs with MSN or other advanced degrees has risen from 50% to 78% since 1990.

Nursing Education Programs

- North Carolina has an abundance of nursing education programs (more than any Southern Regional Education Board state except Texas), yet some of these programs are very small (with fewer than 20 graduates sitting for the NCLEX-RN examination each year).
- Attrition (failure-to-complete) rates are about 50% in ADN and LPN programs operated by the state's Community College System, with considerable variation among individual campuses in this System.

Task Force on the North Carolina Nursing Workforce Report

- Only 12 of 45 ADN nursing education programs and no LPN programs are nationally accredited. All other nursing education programs in the state are nationally accredited.
- Task Force members agreed that all categories of nursing education programs need to produce more graduates, reduce attrition (especially ADN programs), and maintain current high pass rates on the NCLEX-RN and NCLEX-PN exams.
- At the same time, there is a need to increase the number of practicing nurses who hold the BSN, MSN and other advanced degrees. The Task Force embraces the idea of moving from the present ratio of 60:40 (ADN/diploma nurses-to-BSN) to a ratio of 40:60 through enabling more ADN and diploma graduates licensed as RNs to extend their educational credentials through RN-to-BSN programs, as well as through expansion of prelicensure BSN programs and accelerated BSN options.
- The overall goals for nursing education are therefore: (1) producing the numbers of nurses needed to meet the state's needs; (2) creating opportunities for every practicing nurse to advance her/his education credentials; thereby (3) elevating the overall level of education of the entire North Carolina nursing workforce.

Transitions from Nursing School-to-Work

- Many recent graduates from nursing schools report difficulties in assuming full-time clinical responsibilities upon graduation from nursing school. This view has been expressed by nursing employers and supervisors as well. There appears to be a need for some kind of supervised transitional work experience, much like a clinical internship, for newly graduated nurses.

Nursing Work Environments

- Only about half of North Carolina nurses report being satisfied with their jobs. Turnover rates for nurses in North Carolina range from 15 to 57% for RNs, and from 15 to 41% for LPNs, and from 16 to 58% for nurse assistants. Some nursing homes report turnover rates greater than 100% for nursing assistants.
- Only 40% of RNs and 50% of LPNs would recommend nursing as a career to others.
- Those working in community settings report higher levels of satisfaction than those working in hospitals

and long-term care facilities. The stress and patterns of work in the latter types of facilities are major reasons many nurses give for either shortening their working careers, or for finding other nursing work situations outside of these types of facilities.

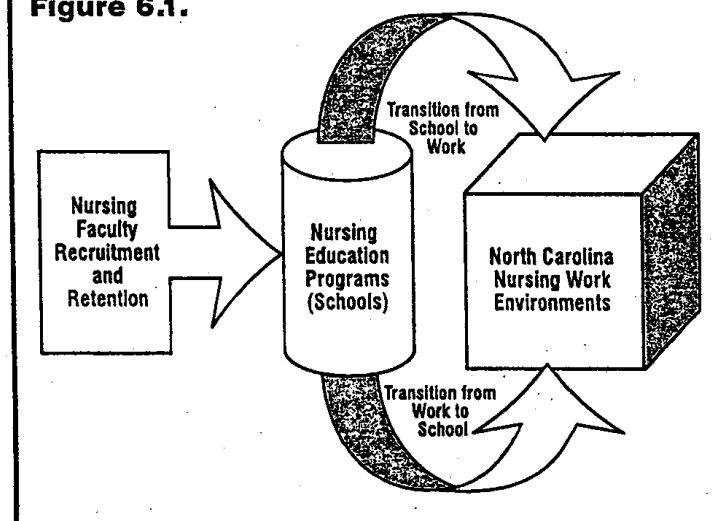
- Hospitals and other nursing employers report spending significant sums in the recruitment and training of new nursing staff.
- The racial and ethnic or gender-specific composition of North Carolina's nursing workforce does not reflect the diversity of the state's population. Only 6% of RNs and 5% of LPNs are males. Twelve percent of RNs and 26% of LPNs represent racial and ethnic minorities whereas 28% of the state's total population are from these minority groups.
- Factors that nurses report would encourage them to remain in the workforce are:
 - ◆ management support and skilled nurse managers;
 - ◆ an environment that promotes positive team relationships with coworkers;
 - ◆ orientation and mentoring programs;
 - ◆ competitive salaries and benefits (North Carolina offers slightly lower salaries than the national average for both RNs and LPNs);
 - ◆ reasonable staff loads (a factor found to correlate with patient care outcomes and patient safety; over 50% of North Carolina hospital nurses report short staffing affecting their ability to render patient care weekly or daily);
 - ◆ safe working environments;
 - ◆ career ladders and opportunities for advancement;
 - ◆ minimizing paperwork and administrative burdens; and
 - ◆ professionalism and process standards in all departments with accountability.

Recommendations for Action

The Task Force built upon these findings to formulate a series of recommendations to address the nursing workforce issues facing the state. Despite the observation that the state is not presently experiencing what might be called a "crisis" with regard to its nursing workforce, there are present shortages and evident trends that predict the likelihood of such shortages in the future. Therefore, Task Force members agreed that it was important to take action in the near term to avoid a future nursing workforce crisis.

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Figure 6.1.



In organizing this summary of the recommendations, we have grouped recommendations under four principal rubrics, depicted in Figure 6.1, which may be thought of as major segments in the approach to understanding the current nursing workforce situation in North Carolina. Action steps recommended in regard to one of these four broad segments of the overall nursing workforce situation has important implications for actions taken with regard to the other three. Visualizing the flow of these segments, from left-to-right in the diagram, and in the way the recommendations are presented in the following table, is intended to make their overall impact easier to follow.

In recognition of the complexities of budgetary, organizational and political decision making that might be associated with so broad a set of recommendations, the Task Force chose to segment this summary in a format that would allow readers to identify those priority recommendations that need more immediate action separate from those that may take longer to implement. The highest priority recommendations are shaded in the grid below. We also identified those recommendations that require legislative action separately

from those that can be addressed through educational institutions, employers, foundations, the Board of Nursing or other organizations. Recommendations are identified by chapter number so that the corresponding text for each can be located in the body of the report. We hope that segmenting the Task Force recommendations in this way will facilitate the more systematic response to the findings and recommended actions discussed throughout this report.

RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions or AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
Nursing Faculty Recruitment/Retention							
Priority Recommendation:							
The Faculty Fellows Program (as proposed in House Bill 808 in last session of NC General Assembly) be enacted and funded to support the effort of BSN nurses who wish to pursue MSN degrees in preparation for nursing faculty careers. (Rec. # 3.25)	✓				✓		
Other Recommendations:							
The NC General Assembly should increase funding to the NC AHEC to offer off-campus RN-to-BSN and MSN nursing programs using a competitive grant approach which is available to both public and private institutions statewide. (Rec. # 3.20)	✓	✓			✓		
Nursing doctoral programs should be expanded. (Rec. # 3.21)	✓	✓			✓		

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RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions or AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
RN Education Programs							
Priority Recommendations:							
Production of prelicensure RNs should be increased by 25% from the 2002-2003 graduation levels by 2007-08. The NC Community College System (NCCCS), UNC System, private colleges and universities, and hospital-based programs affected by these goals should develop a plan for how they will meet this increased production need and report to the NC General Assembly in the 2005 session. Greater priority should be placed on increasing production of BSN-educated nurses in order to achieve the overall Task Force goal of developing a nursing workforce with a ratio of 60% BSN: 40% ADN/hospital diploma graduates. (Rec. # 3.1a-c)	✓	✓				✓	
Nursing education programs in the community colleges should be reclassified as "high cost" (therefore increasing per capita funding of these programs). (Rec. # 3.6)	✓						
The NC General Assembly and/or private philanthropies should invest funds to enable NC community colleges to employ student support counselors specifically for nursing students and to provide emergency funds to reduce the risk of attrition for students in ADN and PNE programs. (Rec. # 3.8)	✓				✓		
The NC General Assembly should restore and increase appropriations to enable UNC System institutions to expand enrollments in their prelicensure BSN programs above current levels. These funds should be earmarked for nursing program support and funneled to university programs through the Office of the President of the UNC System. Funds should be allocated on the basis of performance standards related to graduation rates, faculty resources, and NCLEX-RN exam pass rates. (Rec. # 3.15)	✓						
The NC General Assembly and private foundations are encouraged to explore new scholarship support for nursing students in NC's schools of nursing. (Rec. # 3.19)	✓				✓		
Nurse Scholars Program should be expanded, per-student loans increased and new categories of eligible students added (as specified in Chapter 3). (Rec. # 3.24a-f)	✓						
Private institutions offering the BSN degree should be encouraged to expand their enrollments. (Rec. # 3.17)		✓		✓			
NC residents with a baccalaureate degree who enroll in an accelerated BSN or MSN program at a NC private college of nursing should be eligible for state tuition support equivalent to students in these institutions pursuing the initial undergraduate degree. (Rec. # 3.18)	✓						
The Comprehensive Articulation Agreement between community colleges and UNC System campuses should be further refined and implemented fully. a. Associate Degree nursing curricula should include non-nursing courses that are part of the Comprehensive Articulation Agreement (CAA) between the NCCCS and the UNC System. b. The UNC System and Independent Colleges and Universities offering the BSN degree should establish (and accept for admission purposes, UNC System-wide) General Education and Nursing Education Core Requirements for the RN-to-BSN students who completed their nursing education in a NC community college or hospital-based program after 1999. (Rec. # 3.28a-b)		✓					

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RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions of AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
<i>Other recommendations:</i>							
Approval for (and funding to support) enrollment growth should be limited to those nursing education programs where attrition (failure to complete) rates are lower than the three-year average attrition rate for that category of education program (BSN, ADN, or PNE) and the pass rates on the NCLEX-RN or NCLEX-PN examination exceed 80%. (Rec. # 3.2)		✓			✓	✓	
NC BON-approved "slots" should be realigned with current enrollment in NC nursing education programs by 2006. (Rec. # 3.3)		✓				✓	
Clinical facilities, in collaboration with local/regional nursing education programs, should identify and make available more clinical training sites for nursing education. (Rec. # 3.4)		✓	✓				
Nursing education programs and clinical agencies should work together to develop creative partnerships to enhance/expand nursing education programs and help ensure the availability and accessibility of sufficient clinical sites: a. AHEC should convene regional meetings of nursing educational programs and clinical agencies to develop creative educational opportunities for <i>clinical</i> nursing experiences. b. Nursing education programs of all types at every level should work together to develop creative educational collaborations with clinical facilities and programs that promote educational quality, efficiency and effectiveness. (Rec. # 3.5)		✓	✓				
An alternative method of financing the expansion of community college-based nursing programs should be considered by the NC General Assembly (instead of the dependence on external resources for such expansions). (Rec. # 3.7)	✓						
Funding should be made available to enable every nursing education program to apply for and attain national accreditation by 2015. (Rec. # 3.9)	✓	✓					
The Community College System should include in the comprehensive data and information system being developed data on nursing student applications, admissions, retention and graduation. (Rec. # 3.10)	✓	✓					
A consistent definition of "retention" (or "attrition") should be developed by the Community College System and used in every community college. (Rec. # 3.11)		✓				✓	
A consistent standard should be developed and used within the Community College System for the evaluation of retention-specific performance criteria for each nursing education program. (Rec. # 3.12)		✓				✓	
The NC General Assembly or private philanthropies should fund the Community College System to undertake a systematic study of the relationship between competitive, merit-based admission policies and graduation/attrition rates. (Rec. # 3.13)	✓	✓					
Admission criteria in community college nursing programs should be coupled with competitive, merit-based admission procedures in all community college-based nursing education programs. (Rec. # 3.14)		✓					
The UNC Office of the President, utilizing data provided by the NC Board of Nursing, should examine the percentage of first-time takers of the NCLEX-RN exam who are BSN, ADN and hospital-based school of nursing graduates. If necessary, the UNC Office of the President should convene the UNC System deans/directors of nursing for baccalaureate and higher degree programs to plan for increases in funding to support enrollment that will assure, at a minimum, a 40% or greater ratio of BSN prelicensure graduates (in relation to		✓					

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RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions or AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
ADN and hospital graduates) and, where possible, a gradual increase in the BSN ratio over the next decade. These ratio increases should take into consideration increases in prelicensure BSN program enrollment, as well as ADN-to-BSN and accelerated BSN program productivity. (Rec. # 3.16)							
Hospitals and other nursing employers are encouraged to consider tuition remission programs to encourage their nursing employees to pursue LPN-RN, RN-BSN, MSN or PhD degrees. (Rec. # 3.27)			✓				
An RN-to-BSN statewide consortium should be established to promote accessibility, cost-effectiveness and consistency for these programs. (Rec. # 3.29)		✓					
PN Education Programs							
<i>Priority recommendation:</i>							
Production of prelicensure LPNs should be increased by 8% from the 2002-2003 graduation levels by 2007-08. NCCCS and private institutions affected by this goal should develop a plan for how they will meet these increases. NCCCS should convene this planning group, including representatives of private institutions offering these nursing programs, and a plan should be reported to the NC General Assembly in the 2005 session. Each year thereafter, the PNE programs should provide a status report to the NC General Assembly showing the extent to which they are meeting these goals; and whether production needs should be modified based on job availability for new graduates, changes in in-migration, retention or overall changes in demand for nurses in NC. (Rec. # 3.1d-e)	✓	✓				✓	
<i>Other recommendations:</i>		✓					
All NC BSN and ADN nursing education programs should explore creative LPN-to-ADN and LPN-to-BSN pathways to facilitate career advancement and avoid unnecessary duplication of content in these curricula. (Rec. # 3.30)	✓	✓				✓	
The State Board of Education and the NCCCS should promote dual enrollment programs for PNE programs in high schools. (Rec. # 3.31)	✓	✓					
All PNE programs in NC should seek and attain national accreditation by 2015 with adequate funding provided for faculty resources, student support services, and NLN accreditation application fees. (Rec. # 3.32)							
Nursing Assistant (Nurse Aide) Education Programs							
NC DHHS should develop special designation for licensed healthcare organizations providing LTC services that choose to meet enhanced workplace environmental and quality assurance standards. (Rec. # 4.5)			✓				✓ NC DHHS
The NC General Assembly should appropriate funds to be used as a wage pass-through to enhance the salaries of nursing assistants, especially within LTC facilities that have chosen to enhance workplace and quality assurance standards. (Rec. # 4.9)	✓		✓				
Efforts of NC DHHS, NC BON and NCCCS to create "medication aide" and "geriatric aide" classifications should be encouraged and supported. (Rec. # 3.33)				✓			✓ NC DHHS
NC Division of Facility Services in conjunction with the NC BON should develop a standardized Nurse Aide I competency evaluation program, to include a standardized exam and skills demonstration process. (Rec. # 3.34)		✓					✓ NC DHHS

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RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions or AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
Transitions from Nursing School to Nursing Practice							
<i>Priority recommendation:</i>							
NC BON should convene a group to study options to improve school-to-work transitions, including: ■ intensive clinical experience in direct patient care during the final semester of study for nursing students, and ■ a supervised/mentored clinical internship experience either pre- or post-licensure. (Rec. # 4.3)		✓	✓	✓		✓	✓
Nursing Work Environments							
<i>Priority recommendations:</i>							
Employers should take steps to create "positive work environments" (meeting several defining criteria). (Rec. # 4.1)			✓		✓		
AHEC and the professional nursing schools should offer educational opportunities for leadership development, conflict resolution and communication skills training, interdisciplinary team building, and preceptor training. (Rec. # 4.2)		✓	✓				
NC BON and Division of Facility Services should implement regulations to prohibit nurses from providing direct patient care more than 12 hours in a 24 hour time period, or 60 hours in a 7 day time period. (Rec. # 4.10)						✓	✓ NC DHHS
<i>Other recommendations:</i>							
NC nursing organization leaders and healthcare trade associations should develop model programs and best practices (e.g., Magnet Hospital principles) for statewide dissemination. (Rec. # 4.4)			✓	✓	✓		✓
Trade associations, AHEC and private philanthropies should take the lead in disseminating best practices that help create a positive workplace culture for nursing personnel. (Rec. # 4.6)		✓	✓		✓		✓
NC Nurses Association should promote consumer advocacy efforts toward a well-educated, adequately staffed healthcare system in the interest of higher quality of care. (Rec. # 4.7)				✓			✓
Philanthropic organizations should support the provision of technical assistance to healthcare organizations as they attempt to make the changes necessary to improve the nursing workforce environment and enhance the quality of patient care. Financial assistance should be targeted to those facilities that would be unable to make these changes without financial assistance. (Rec. # 4.8)					✓		
Advanced Practice Registered Nurses							
The NC IOM should convene a workgroup to study issues specific to the practice of APRNs. (Rec. # 5.1)				✓		✓	✓ NC IOM
Trade and professional associations in NC should initiate an aggressive statewide effort to effect changes in federal and state legislation and regulations that affect Medicare, Medicaid and commercial managed care reimbursement in order to promote the full utilization of APRNs in long-term care and in other health care arenas. (Rec. # 5.2)			✓	✓			✓

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RECOMMENDATIONS	ACTION TO BE TAKEN BY ORGANIZATION, INSTITUTION OR GROUP						
	Legislature	Educational Institutions or AHEC	Employers	Nursing Community	Foundations	Board of Nursing	Other
Building an Interest in Nursing as a Career							
Priority recommendation:							
Existing programs via AHEC, the health science programs in community colleges, universities and colleges, the NC Center for Nursing, and employers that target a diverse mix of middle and high school students to encourage them to consider health careers and prepare them for entry into programs of higher learning need to be strengthened and expanded. (Rec. # 3.22a-d)	✓	✓	✓	✓	✓		
Other recommendation:							
High school and college-level guidance counselors should receive additional training in the requirements of NC's nursing education programs, with counselors designated to provide nursing-specific advice to interested students. (Rec. # 3.23)		✓					
Additional Cross-Cutting Recommendations							
Employers of nurses (RN and LPN) who hold licenses in compact states other than NC should be required to report annually the names, states in which licensed, and period of employment of these nurses working in their facilities and programs. (Rec. # 2.1)	✓		✓				✓
Any NC resident enrolled in a public or private nursing education program should receive a state income tax credit to offset their nursing education expenses. (Rec. # 3.26)	✓						

Summary

As the work of the Task Force unfolded, it became clear that North Carolina is indeed fortunate to have avoided many of the extreme shortages of nurses reported in other states. Yet, even as this was noted, there were important developments on the horizon which had the potential to cause such shortages even here.

The Task Force brought together a large and diverse group of stakeholders, all with strong commitments to their respective interests in the state's nursing workforce. Each voiced strongly held points of view with regard to aspects of nursing and nursing practice that needed attention if the Task Force was to adequately address the many issues of relevance to the future of nursing in North Carolina. The fact that there are so many pathways into this field and throughout an individual nurse's career made it necessary to organize our deliberations in a way that enabled the Task Force to deal with the special (often unique) situations faced by one form of nursing education, or one venue of nursing practice, then to synthesize these findings and recommendations in a format

that offered a potential framework for future policy decisions affecting the profession of nursing as a whole. It is a tribute to both the process and the participants that the way these discussions unfolded may have identified ways in which seemingly disjointed elements of North Carolina nursing might begin to see opportunities for collaboration, coordination, and ultimately greater levels of accomplishment in relation to the broad goals of this effort as a whole.

In this report, as one would expect, there are identifiable needs for additional financial support for nursing education (through support to our public and private institutions and their faculties offering different types of nursing credentials, as well as for the scholarship support of those who choose to enter this field), for programs and initiatives to enable recent nursing school graduates to enter the field of practice better able to render the professional services for which they were employed, and needs for concrete improvements in the work environments within which nurses practice. The fact that nursing, especially nursing at the bedside in hospitals and in long-term care, requires increasingly sophisticated technical skills and continues

Task Force on the North Carolina Nursing Workforce Report

to demand both intellectual, physical and emotional energy beyond what would be required in many other professions and occupations, the recruitment and retention of well-prepared and motivated nurses remains a challenge now and in the future. But, as these discussions and the interactions with Task Force members have demonstrated over and over again, nursing is both a dynamic and exciting field of professional practice. And North Carolina is considered by

most to be one of the very best states within which to be a nurse.

It is hoped that the recommendations offered here will serve as a template for a deliberate policy agenda through which the nursing workforce for North Carolina can continue to be the vibrant example of the highest standards of practice for which its reputation has been well-earned.



REFERENCES

- ¹ Lacey, L.M. and Shaver, K. North Carolina Trends in Nursing: 1982 - 2001 RN and LPN Supply Trends. March, 2003. Available at: <http://www.nursenc.org/research/Trends2001/supply.pdf>

APPENDIX V

**North Carolina Community College System Report
Selective Admissions Programs with Waiting Lists**

**Submitted At the Special Request of
The North Carolina General Assembly**

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(Revised June 1, 2004)

APPENDIX V

North Carolina Community College System Report Selective Admissions Programs with Waiting Lists

Report Summary (Revised)

The North Carolina Community College System provides this report on waiting lists for curriculum and continuing education programs that have selective admissions. These selective admissions programs are restricted based upon allocation of student spaces by external licensing boards, by the availability of clinical or apprenticeship sites for students to complete the practical skills component of their programs, or by availability of highly specialized training equipment required for training of individual students. Fifty-eight (58) community colleges provided responses regarding selective admissions programs including five (5) colleges that noted they do not maintain waiting lists. Several institutions indicated that non-admitted applicants must reapply annually.

The smallest number of students waiting to enter limited admissions degree or certificate seeking programs were three (3) students at colleges offering Nursing Assistant, Lab Technology, and Golf Course Management. The greatest number of student awaiting admissions to a degree seeking program were 669 applicants to an Associate Degree Nursing program with a minimum wait of 24 months, a maximum wait 36 months, and an average waiting period of 30 months. The greatest number of months occurs for students applying to four (4) allied health programs at one college where applicants had waiting periods up to 48 months. One community college reported the greatest number of applicants on waiting lists for occupational education training at 800 students for Intermediate Emergency Medical Technician – Intermediate Level.

Twenty-four (24) community colleges provided additional explanations that are summarized in the notes attached to the report. Comments indicate that some colleges develop a pool of qualified applicants for admission to these programs, and the pool may be rank-ordered for offers of admission. Once the allocated seats are filled and classes begin, the list is dissolved and non-accepted applicants must reapply for the next available admission period of the program. One college notes that applicants are admitted on a “first come, first serve” basis for limited admissions programs.

The colleges are diligently pursuing allocation of additional spaces in selective admissions programs as licensed faculty becomes available, as new clinical sites are identified, and as licensing authorities increase program size authorizations. Many institutions enter collaborative agreements to share programs and clinical resources to meet the needs of hospitals, nursing homes and other allied health occupations.

APPENDIX V

NUCCS
PROGRAM WAITING LIST

APPENDIX V

Indicate dates used for data			Waiting List Data		Indicate Program Type			
COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03	# Students	Least # Mnth	Greatest # Mnth	Average # Mnths	CU	CE
Alamance**								
Asheville-Buncombe Tech								
ADN(Assoc. Degree Nursing) Day		X	298	1	4	4	2 X	
ADN(Assoc. Degree Nursing) Night		X	5	1	4	4	1 X	
LPN(Practical Nursing)		X	174	1	4	4	2 X	
Dental Hygiene		X	54	1	4	4	4	X
Dental Assistant		X	15	1	4	4	1 X	
Radiography		X	5	1	4	4	2 X	
Medical Sonography		X	54	1	4	4	4 X	
Culinary Arts		X	12	1	4	4	1 X	
Phlebotomy		X	15	1	2	1	1	X
Beaufort County								
ADN(Assoc. Degree Nursing)	X		83	1	4	4	1 X	
LPN(Practical Nursing)	X		26	1	4	4	1 X	
Bladen*								
Blue Ridge								
Nurse Aide	X		25	1	6	6	3	X
Motorcycle Safety	X		40	1	12	12	6	X
Computers	X		20	2	2	2	2	X
Notary Public	X		10	1	1	1	1	X
Vehicle Safety	X		10	1	1	1	1	X
Spanish	X		50	2	6	6	2	X
ADN(Assoc. Degree Nursing)	X		86	12	24	24	12 X	
Brunswick**								
LPN(Practical Nursing)	X		64	1				X
Caldwell								
ADN(Assoc. Degree Nursing)	X		174	1	27	27	11 X	
Cardiovascular Sonography	X		14	1	29	29	9 X	
Medical Sonography	X		41	1	34	34	14 X	
Indicate dates used for data			Waiting List Data		Indicate Program Type			

NCCCS
PROGRAM WAITING LIST

6/7/2004

COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03	# Students	6	Greatest # Mnth	Average # Mnths	CU	CE
Nuclear Medicine Technology	X		47		15		8 X	
Ophthalmic Medical Assistant	X		15		17		5 X	
Physical Therapy Assistant	X		24		23		6 X	
Radiography	X		43	2	22		7 X	
Cape Fear**								
Carteret*								
Catawba**								
Central Carolina**								
Motorcycle Safety	X		3	6	6		6	X
ADN(Assoc. Degree Nursing)	X		30	12	12		12 X	
Veterinary Medical Technology	X		38	12	12		12 X	
Nurse Aide	X		300	6	6		6	X
Phlebotomy	X		246	6	6		6	X
General Occupational Technology	X		423	12	12		12 X	
Central Piedmont**				12				
Interior Design	X		33	2	5			
Medical Transcription	X		271	2	5			
Motorcycle Safety	X		186	2	5			X
Nurse Assistant	X		208	2	5			X
Real Estate Appraisal	X		51	2	5			X
Real Estate Sales	X		594	2	5			X
Real Estate Mortgage	X		354	2	5			X
Nursing	X		153	2	5			X
Dental Hygiene	X		105	2	5			X
Physical Therapy Assistant	X		8	2	5			
Respiratory Therapy	X		25	2	5		X	
Cytotechnology	X		13	2	5		X	
Dental Assisting	X		115	2	5		X	
Cleveland*								
Indicate dates used for data			Waiting List Data			Indicate Program Type		
			# Students	Least # Mnth	Greatest # Mnth	Average # Mnths	CU	CE
COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03						

[illegible]

[illegible]

NCCCS
PROGRAM WAITING LIST

LPN(Practical Nursing)		X	70	0	3	0	X
Guilford Technical**							
Cosmetology - Fall		X	39	20			X
Dental Assisting		X	98	36			X
Dental Hygiene		X	108	36			X
Medical Assisting		X	49	35			X
Nursing		X	307	107			X
Physical Therapy Assistant		X	24	16			X
LPN(Practical Nursing)		X	21	17			X
Surgical Technology		X	70	36			X
Halifax							
Nurse Assistant 1	X		130	3	6	5	X
Allied Health	X		22	2	2	2	X
Haywood							
Professional Crafts -Clay	X		16	12	24	12	X
Professional Crafts -Jewelry	X		8	12	12	12	X
Professional Crafts -Wood	X		28	12	36	12	X
Isothermal							
Nurse Assistant 1	X		300	1	24	5	X
EMT	X		30	1	8	3	X
ADN(Assoc. Degree Nursing)	X		91	1	24	12	X
LPN(Practical Nursing)	X		109	1	24	12	X
Developmental Math	X		229	1	4	2	X
James Sprunt							
ADN(Assoc. Degree Nursing)		X	283	2	12	6	X
LPN(Practical Nursing)		X	202	2	12	6	X
Phlebotomy	X		58	1	12	3	X
Indicate dates used for data				Waiting List Data			
Indicate dates used for data				Indicate Program Type			
COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03	# Students	Least # Mnth	Greatest # Mnth	Average # Mnths	CU CE
Johnston**							
ADN(Assoc. Degree Nursing)	X		96				X
Radiography	X		128				X

Indicate dates used for data		Waiting List Data				Indicate Program Type	
COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03	# Students	Least # Mnth	Greatest # Mnth	Average # Mnths	CU CE
Lenoir**							
Martin							
Nursing Assistant	X		1		6	6	X
Mayland**							
Nursing Assistant	X		35		2	2	X
Pottery	X		10		2	2	X
Computer Info System	X		22		6	6	6X
McDowell Technical							
ADN(Assoc. Degree Nursing)	X		167			12	X
LPN(Practical Nursing)	X		215			12	X
Phlebotomy	X		300			12	X
Mitchell**							
ADN(Assoc. Degree Nursing)	X		72		1	7	7X
Montgomery							
LPN(Practical Nursing)	X						
Nurse Assistant 1	X						
Nurse Assistant 2	X						
Phlebotomy	X						
Nash**							
Nurse Assistant 1		X	300		1	3	2
Nurse Assistant 2		X	175		3	4	2
LPN(Practical Nursing)	X		62		3	12	X
ADN(Assoc. Degree Nursing)	X		93		3	12	X
Pamlico*							
Piedmont**							
Pitt**							
Nursing	X		240	**			X
Occupational Therapy	X		9				X
Radiation Therapy	X		20				X

COLLEGE NAME	Indicate dates used for data		Waiting List Data		Indicate Program Type		
	7/1/03-4/30/04	7/1/02-6/30/03	# Students	Least # Mnth	Greatest # Mnth	Average # Mnths	CU CE
Rowan-Cabarrus**	Nurse Assistant 1		595	3	12	8	X
	Nurse Assistant 2		127	3	12	8	X
	Phlebotomy		190	3	12	8	X
	Dental Assisting	X	126	2	8	5	X
Rockingham	Nurse Assistant		150	0	3	2	X
Robeson	Nurse Assistant		150	0	3	2	X
Roanoke-Chowan**	Nurse Assistant		150	0	3	2	X
Randolph	Nurse Assistant		150	0	3	2	X
Richmond	Nurse Assistant		150	0	3	2	X
Rowan-Cabarrus**	Nurse Assistant		150	0	3	2	X
Rockingham	Nurse Assistant		150	0	3	2	X
Robeson	Nurse Assistant		150	0	3	2	X
Roanoke-Chowan**	Nurse Assistant		150	0	3	2	X
Randolph	Nurse Assistant		150	0	3	2	X
Richmond	Nurse Assistant		150	0	3	2	X
Rowan-Cabarrus**	Nurse Assistant		150	0	3	2	X
Rockingham	Nurse Assistant		150	0	3	2	X
Robeson	Nurse Assistant		150	0	3	2	X
Roanoke-Chowan**	Nurse Assistant		150	0	3	2	X
Randolph	Nurse Assistant		150	0	3	2	X

[illegible]

NCCS

Page 9 of 11

	X	6	20	12	9	X
Basic Law Enforcement	X					X
General Instructor Training	X	3	10	6	5	X
Wayne**						
ADN(Assoc. Degree Nursing)	X		11		5	X
LPN(Pactical Nursing)	X		11		4	X
Phlebotomy			9		2	X
Dental Hygiene	X		13		5	X
Dental Assisting	X		15		4	X
Western Piedmont						
Dental Assisting	X	6	27	9	8	X
Medical Assisting	X	12	83	18	15	X
Laboratory Technology	X	6	72	12	9	X
ADN(Assoc. Degree Nursing)	X	24	669	36	30	X
Wilkes						
Dental Assisting	X	12	5	12	12	X
ADN(Assoc. Degree Nursing)	X	12	23	12	12	X
Nurse Assistant 1	X	2	247	6	3	X
Nurse Assistant 2	X	1	95	6	6	X
Nurse Assistant 3	X	1	58	3	3	X
Phlebotomy	X	2	353	8	4	X
Pharmacy Technology	X	1	55	4	4	X
Indicate dates used for data						
COLLEGE NAME	7/1/03-4/30/04	7/1/02-6/30/03	# Students	Least # Mnth	Greatest # Mnth	Indicate Program Type Average # Mnths CU CE
Wilson Technical						
ADN(Assoc. Degree Nursing)	X		18	1	4	4 X
LPN(Pactical Nursing)		X	24	1	3	3 X
Cosmetology	X		5	1	4	4 X
Phlebotomy	X		7	3	3	3 X
Nurse Assistant	X		4	1	3	3 X

INCCS

[illegible]

****See Footnotes**

APPENDIX V

COLLEGE NAME	NOTES:
Alamance Associate Degree Nursing (ADN)	Waiting list of 300+, months waiting depends on completion of prerequisites and number of points awarded Nurse Aide No waiting list but some students cannot register due to classes filling up, maximum wait is until following semester Phlebotomy No waiting list but some students cannot register due to classes filling up, maximum wait is one year since program is only offered once a year Automotive No waiting list but some students cannot register due to classes filling up and lack of classroom/lab space, wait is usually until following semester Laboratory Technology No waiting list but some students cannot register due to classes filling up, maximum wait is one year since introductory courses are only offered once a year Cosmetology No waiting list but some students cannot register due to classes filling up, maximum wait is until following semester
Brunswick	We have, in the last month, accepted students for our Practical Nursing Class that will begin next week. Therefore, the time on the waiting list is relatively short. We do not continue the waiting list once the class has started. Students must reapply each year.
Central Carolina	Many General Occupational Students take related courses to ease their workload once openings are available in their program of choice. Some take courses that will qualify them for admission.
Cape Fear	Cape Fear Community College does not maintain waiting lists. We receive over 1100 applications for 220 seats in our Allied Health programs which operate on a selective admission basis. But once these seats are filled, prospective students must start the application process over again.
Catawba	We do not maintain waiting lists for programs, as such. The most popular curriculum programs are our nursing and allied health. However, since those are all competitive admission, there is no "waiting list" - if a student is not admitted, they go back into the pool to compete for the next year. I would say a reasonable estimate is that only about 25% - 50% of qualified applicants are accepted. The major issues, though, are clinical space, etc. relative to adding more students. We did just increase our nursing enrollment by 15 (from 104-120) and will be running an additional section on the nights/weekends (15 students).
Central Piedmont Associate in Arts Associate in Science	These programs have open enrollment so anyone who wants to declare the program can do so - but when students attempt to register in the general education courses, they cannot get in. The numbers on page 2 were turned away from the college in Fall 2003 and Spring 2004 because there weren't enough sections to accommodate them - they never got in any section of these courses.
COLLEGE NAME	NOTES:

**FOOTNOTES

NCCCS
PROGRAM WAITING LIST

Coastal Carolina

Several years ago, Coastal Carolina Community College adopted a competitive process to determine entrance in the limited enrollment programs. Once the process is complete, and the most qualified students are selected, the waiting lists are eliminated. Students must start the process again to be considered another year. The numbers that are reflected on page 2 indicate those students who fully qualified for a space, but were not admitted due to the limitations of the number of spaces available.

Davidson

ADN(Assoc. Degree Nursing) Davidson County Community College does not use a "wait list" in its traditional form for the ADN program. Based on a points ranking system, the College selects 48 students each spring to begin ADN classes in the fall, and students not gaining program placement must reapply each year to compete against the annual applicant pool. Thus, there is no "wait list" from year to year. The 10-15 students who fall immediately after the 48 accepted applicants on the list are considered possible alternates for the program and may be called between our April 1 notification date and the first day of fall semester to fill available seats, if any. If, however those alternates do not get called to fill a vacancy, they re-apply and return to the applicant pool for the following year with no priority.

Durham Technical

ADN(Assoc. Degree Nursing) Number of Credit/Curriculum program applicants (Summer, Fall 2003; Spring 2004):

Clinical Trials Research	Summer = 266	Fall = 665	Spring = 347	Total = 1278
Pharmacy Technology	Summer = 38	Fall = 147	Spring = 73	Total = 258
Phlebotomy	Summer = 56	Fall = 52	Spring = 29	Total = 137
Practical Nursing	Summer = 17	Fall = 87	Spring = 28	Total = 132
Respiratory Therapy	Summer = 200	Fall = 393	Spring = 285	Total = 878
Surgical Technology	Summer = 17	Fall = 124	Spring = 17	Total = 158
	Summer = 33	Fall = 85	Spring = 33	Total = 151

ADN(Assoc. Degree Nursing) Number of waiting list students admitted to the "clinical" program each year:

Clinical Trials Research	Summer = 0	Fall = 60	Spring = 0	Total = 60
Pharmacy Technology	Summer = 0	Fall = 45	Spring = 0	Total = 45
Phlebotomy	Summer = 21	Fall = 0	Spring = 0	Total = 21
Practical Nursing	Summer = 0	Fall = 15	Spring = 0	Total = 15
Respiratory Therapy	Summer = 0	Fall = 30	Spring = 30	Total = 60
Surgical Technology	Summer = 0	Fall = 25	Spring = 0	Total = 25
	Summer = 0	Fall = 30	Spring = 0	Total = 30

COLLEGE NAME

NOTES:

Gaston

5/7/2004

NCCCS
PROGRAM WAITING LIST

**FOOTNOTES

	<p>For the vast majority of programs we do not keep waiting lists. Two programs (LPN & ADN) do keep waiting lists. After qualified applicants are identified, the top candidates are offered slots in the program. Others are put on the waiting list until the program begins.</p> <p>(If a qualified candidate does not enroll, the first person from the waiting list is given the slot.) The application process is then repeated for the next class - candidates on the waiting list do not automatically carry over to the next class. A new waiting list is created for the 3 to 4 months until the new class starts.</p>
Guilford Technical	<p>GTCC does not keep waiting lists for its classes, except in ESOL. The limited enrollment program requires annual application. At each registration period, many courses close early in the registration period. These include biology, English, developmental, foreign languages, automotive technology, culinary, entertainment technology, and many others. We can only estimate that hundreds of students are turned away, and many take classes that are not their first choice.</p>
Johnston	<p>Does not maintain a waiting list from year to year for competitive admissions programs. Each year interested prospective students must apply/reapply and compete with the current applicant. Figures are taken from number of qualified applicants versus number of spaces available.</p>
Lenoir Health Sciences Programs:	<p>LCC does not have a wait list process for admitting students to its programs. However with these restricted enrollment programs we have more students applying than we can admit.</p> <p>For example LCC had 213 qualified applicants for 60 seats.</p>
Mayland	<p>The Associate Vice President responded that students awaiting the two Continuing Education programs listed on page 5 have been waiting from May until July 1. They are awaiting classes that need instructional supplies or require instructional travel to deliver the instruction. We are unable to provide either due to the 2% cap on these two areas. We have sufficient instructional money but are prevented from transferring funds from part-time instructional above the 2% cap. All students will receive their requested classes as soon as we enter a new fiscal year. The Computer Information Systems (Curriculum) program is on hold until the college can provide the resources for the funding of an instructor and instructional supplies.</p>
McDowell	<p>Classes with continuous waiting lists each semester: BIO 165, 166, 175; NAS 101; HUM 122; CHM 131; ENG 111; COM 231; ACA 115</p>
Mitchell	<p>Last year (7/01/02-6/30/03) admissions to the Associate Nursing Degree program did provide for a waiting list of 12 students, all of whom were given the opportunity to be admitted this year.</p> <p>This year (7/1/03-4/30/04) MCC did not operate from a waiting list perspective. That is to say that if a space were to open up this year at the last minute, the next student from this year's applicant pool would be offered the position. However, if no space becomes available, the 72 students who were not admitted will be encouraged to re-apply next year (Fall 2005).</p>

COLLEGE NAME	NOTES:
Nash	For LPN and ADN programs, the College does not maintain a true waiting list.

There is a limited number of slots that can be filled each Fall depending on the successful progression of the student cohort. Based on this, along with clinical restrictions and Board of Nursing allocations, the College is limited to the number of LPN/ADN students it can accept. LPN and ADN "prospects" must reapply each year to be considered for entry into the Nursing program. More useful data might be:

# Eligible		# College	
Applicants		Accepted Fall03	
"LPN"		20	
"ADN"		35	

Piedmont

We do not maintain any formal waiting lists for any programs. We do have several programs that fill up the available seats each year or semester based on "first come, first served." These programs are: Associate Degree Nursing, Cosmetology, Phlebotomy, Welding, Digital Effects and Animation Technology.

Pitt

PCC does not have waiting lists as such. We use a point system for getting into the high demand areas of health sciences. The numbers on page 6 represent students who have applied and have not met the upper range of the point system yet. Several other health science programs are at capacity.

Roanoke-Chowan

ADN(Assoc. Degree Nursing) The only programs we have that would potentially have a waiting list are Associate Degree Nursing (curriculum) and Nursing Assistant I (continuing education.) However, for the last two years, we have been able to meet the needs of all students who met the requirements for these programs. For ADN, there was one student who met the requirements and sought readmission in January 2004, but could not be readmitted because there was no room in the program.

Rowan-Cabarrus

ADN(Assoc. Degree Nursing) No wait lists are maintained. Students must qualify annually.

LPN(Practical Nursing)

Sampson

We do not maintain a waiting list for any programs. The highest demand program is nursing. Students are admitted by class, and we always have more applicants than space.

**Wake Technical
Nursing**

This is a difficult number to calculate due to the competitive admissions processing.

Wayne

Wayne's Allied Health Programs place only 15 applicants on the waiting list. The waiting list only applies for the current year's class. Students on a waiting list must reapply the next year.

Potential Collaborative Legislative Issues

The University of North Carolina and the North Carolina Community College System

State Issues

1. Enrollment Funding
 - Both UNC and the NCCCS have in the past worked together to securing enrollment growth funding from the NC General Assembly. Full funding for enrollment growth is essential to our ability to admit and serve qualified students.
2. Continuation Budget Funding
 - Basic enrollment growth funding for the University and community colleges should be budgeted as it is for the public schools – as a non-discretionary item in the state's "continuation budget." Only in this way will our campuses and community colleges be assured the support required to meet growing enrollment demand.
3. Faculty Salaries
 - We are both faced with issues of inadequate faculty salaries. It is imperative that North Carolina have the best faculty we can attract and retain.
4. Bioprocessing Support
 - Bioprocessing is an increasingly important element of the North Carolina economy. There are a variety of ways the University and the community colleges can partner to build on the success of the Golden Leaf grant to support education, research, and training for this growing industry.
5. Economic Development Initiatives
 - In a knowledge based economy, the NCCCS and UNC are unquestionably the economic engines of North Carolina. The state should invest in our initiatives to help us play a more comprehensive and active role in statewide economic development.
6. Flexibility
 - Systems of higher learning are unique institutions in state government and require management flexibility. Common issues include budget flexibility, the Umstead Act, administrative code rule making, and personnel issues.
7. Military Tuition
 - The strong military presence in North Carolina contributes heavily to our economy. We should develop military tuition policies that are competitive and build our relationship with the military.
8. Public Records
 - There may be issues involving public records requests. We support the legitimate interests of the public and the media, but are sensitive to certain personnel, student, and donor information.
9. Dual Office Holding
 - Eliminate the prohibition against spouses of members of the Boards of Trustees, Board of Governors, and State Board of Community Colleges being employees or officers of the state.
10. Health Benefits
 - We support increased health benefits for our employees. This is also a competitive faculty issue.

Federal Issues

1. Dream Act
 - The proposed legislation would return to the states the right to decide the tuition status of undocumented students who graduate from state high schools.
2. Pell Grants
 - Ensure the continued vitality of the Pell Grant program including increasing the maximum grant assistance dollars.
3. Supplemental Educational Opportunity Grants
 - Increase grant assistance dollars.
4. National Science Foundation
 - Increase NSF funding for research and education.

APPENDIX V

The University of North Carolina
April 2004

UNC / NCCCS Collaborative Activities Supporting the NC Biotechnology Initiative

In August 2003, the University of North Carolina (UNC), the North Carolina Community College System (NCCCS), and the North Carolina Biosciences Organization (NCBIO) secured more than \$60 million in funding from GoldenLEAF Foundation to launch the training and education component of the North Carolina Biotechnology Initiative. Working together as the North Carolina Biomanufacturing and Pharmaceutical Training Consortium (BPTC), UNC and NCCCS will provide an integrated system of workforce training and educational opportunities to prepare North Carolina's workforce for employment in biomanufacturing, pharmaceutical, and related industries

The availability of a qualified, skilled workforce is one of the most critical factors biomanufacturing companies consider in deciding where to locate or expand. In July 2003, Gov. Mike Easley established a blue-ribbon steering committee, including President Molly Broad and Dr. Martin Lancaster, to develop a long-term strategic plan for future state investments in biomanufacturing and biotechnology to attract new companies to North Carolina. Their January 2004 report¹ presented a roadmap for moving the entire state forward in biotechnology development with the goal of attracting 125,000 biomanufacturing-related jobs by 2023. The transitioning economy of North Carolina is struggling to recover from heavy manufacturing-sector job loss and requires significant workforce training and education to attract these additional biomanufacturing companies to the state and to meet current worker demand.

Recognizing the need for student and worker access to large-scale equipment training, pilot plant and clean room experiences, and Good Manufacturing Processes (GMP) instruction, the UNC and NCCCS systems embarked on a collaborative effort to augment existing resources in the state with new Bioprocessing and Pharmaceutical Training Center that will more efficiently meet the workforce training demands. Many UNC institutions have been working independently for some time to offer students targeted education and research experience in the many areas related to biotechnology, and the NCCCS operates one of the largest continuing education programs in the world. However, by working together these partners are able to expand existing student education offerings and worker retraining programs to quickly and successfully produce well-trained employees for the biotechnology workforce.

In July 2003, UNC, NCCCS, and NCBIO submitted a proposal to GoldenLEAF to establish the BPTC. It was subsequently awarded in the amount of \$60 million, with an additional \$4.5 million pledged from the biotechnology industry. The BPTC will consist of three key elements: a comprehensive, statewide, network of community colleges (BioNetwork), capable of delivering biomanufacturing and pharmaceutical skills training anywhere in North Carolina; a Biomanufacturing Training and Education Center (BTEC), designed to provide hands-on experience with large-scale biomanufacturing equipment and other work environments encountered in biomanufacturing and pharmaceutical manufacturing; and a Biomanufacturing Research Institute and Training Enterprise (BRITE), providing university-level education in biomanufacturing and pharmaceutical-related life sciences.

In particular, North Carolina's community college system will get up to \$ 8.7 million to create competitiveness centers within existing facilities at five campuses, which will be designed to

¹ "New Jobs Across North Carolina: A Strategic Plan for Growing the Economy Statewide through Biotechnology", January 2004. Available online at <http://www.ncbiotech.org/strategicplan/>

APPENDIX V

The University of North Carolina
April 2004

share expertise throughout the system and to prepare students for the biotechnology jobs that do not require a bachelor's degree (estimated to be more than 65 percent of the jobs in these fields). The five centers will be responsible for initiating projects, developing curricula, and accruing expertise that will be shared with colleges across North Carolina. Each center will have a different focus, including skill centers focused on bioprocessing, general pharmaceutical manufacturing, and agricultural biotechnology, and two functional centers which develop continuing-education curricula in response to employer needs and assist small biotechnology enterprises. Additionally, the community college system will provide a mobile training laboratory that will be outfitted with faculty and equipment and can be quickly dispatched anywhere in the state to train or retrain workers.

NC State University will use its portion -- up to \$36 million -- to design, build, and equip a Biomanufacturing Training and Education Center (BTEC). The BTEC will include a pilot plant, a replication of the aseptic process suite, and equipment found in biomanufacturing and pharmaceutical facilities. Located at NCSU Centennial Campus, BTEC will offer a sophisticated and realistic learning environment for students, incumbent workers, and faculty on machinery and facilities too expensive to replicate locally. BTEC will be available to students from across the state, including community college students, for final hands-on training before they enter the work force. The BTEC will include dedicated NCCCS space.

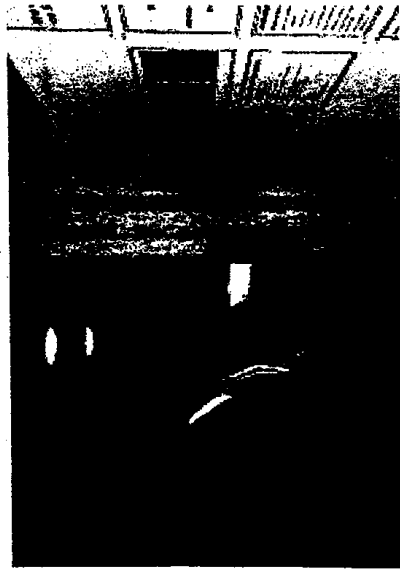
NC Central University will receive up to \$19.1 million to build, staff, and equip research labs in the North Carolina Biomanufacturing Research Institute (BRITE). BRITE will provide students with the opportunity to gain experience with equipment and technologies used in the biomanufacturing-related science such as microbiology, cell culture, analytical chemistry, and bioreactor technologies. NCCU will develop comprehensive curricula, with programs leading to bachelors, masters, and doctoral degrees in biomanufacturing-related disciplines.

There are many additional examples of collaboration between NCCCS and UNC which enhance and expand biomanufacturing and related education and training resources in North Carolina. For example, Robeson Community College and UNC Pembroke have signed a resolution of cooperation to provide biotech jobs to the local economy. Fayetteville Technical College partners with UNC Pembroke to offer an AAS in chemistry and biotechnology and an AAS in Biology with a biomedical emphasis, and Guilford, Alamance, and Randolph Community Colleges all collaborate with NCA&TSU to offer agricultural and biosystems engineering courses.

Through these partnerships and the coordinated efforts of the BPTC, North Carolina will be able to attract biomanufacturing, pharmaceutical, and biotechnology-related companies to locate or expand in any area of the state by guaranteeing immediate access to skilled workers with training in state-of-the-art technologies and manufacturing processes.

Program Goals

The primary goal of the NC-TABS is to increase the number of underrepresented minority community college students entering careers in biomedical research.



Student presents research in Washington, DC

To achieve this goal, the NC-TABS provides, per academic year, 25 underrepresented minority community college students with educational and biomedical research experiences that will promote their transition between the associate and baccalaureate degrees. Students are eligible to participate in the NC-TABS for up to three years and only while actively pursuing an associate degree. The NC-TABS has five primary operational goals:

- Strengthen existing relationships between North Carolina community colleges and baccalaureate institutions.
- Recruit community college and baccalaureate institution faculty mentors willing to share their knowledge and educational experiences, assist the student's socialization into a disciplinary culture, and help the student find suitable employment.
- Develop biomedical research skills in community college students through a *paid* (up to \$1,500/semester) research lab/seminar work-study experience (approx. 10 hours/week) at a community college, baccalaureate institution, or industrial laboratory.

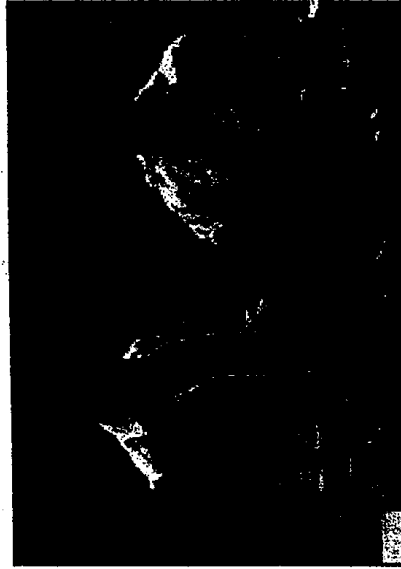
Student Application & Selection Procedures

Applicants must be currently enrolled underrepresented minority community college students majoring in biomedically related sciences (e.g., natural, physical, and behavioral sciences; information sciences; mathematics) who expect to transfer to a baccalaureate institution within two years after graduating from their community college. Underrepresented minority students are those belonging to a particular ethnic or racial group that has been determined by the student's community college to be underrepresented in biomedical or behavioral research. Historically, such underrepresented groups include, but are not limited to, U.S. citizens who are Hispanic American, African American, Native American, or native of the U.S. Pacific Islands.

Interested students must complete an application package that includes basic information (name, address, academic major, etc.), academic transcripts, test scores, a two-page essay outlining their career goals, and two faculty appraisals. Applicants are expected to have a minimum grade point average of 3.0 in mathematics and sciences courses. The NC-TABS management team reviews applications to determine which students would best be served by the program. Accepted students typically are those who have strong academic records but might have difficulty obtaining a biomedically related baccalaureate degree without the financial and advising assistance of a program like the NC-TABS.

Students may submit applications at any time during the year. Acceptance into the program occurs on a rolling basis (i.e., as space is available), but most students begin the program at the start of the fall, spring, or summer academic semester. Applications are available from the NC-TABS coordinator or your campus coordinator (see "Correspondence & Information" below).

- Organize semiannual academic enhancement seminars to provide students with an overview of career opportunities in the biomedical sciences and current topics in biomedical research. Students may also attend additional seminars with support from the NC-TABS, if justified.
- Promote the transition of community college students into baccalaureate institutions through campus orientation seminars, involvement in support activities, and exposure to financial assistance opportunities.



Students conduct research at UNCP



Students attend workshop at NC Central University



Participating Institutions

Participating institutions must be pre-approved by the NC-TABS management team, in consultation with NIH. While the NC-TABS connection with the UNC system allows it to provide a core research/transfer network that serves the needs of most NC-TABS students, those students who desire to transfer to institutions outside the UNC system or North Carolina may do so with assistance from the NC-TABS.

Current North Carolina community college participants in the NC-TABS that provide students and/or research opportunities include the following:

- Durham Technical Community College
- Fayetteville Technical Community College
- Guilford Technical Community College
- Halifax Community College
- Mitchell Community College
- Piedmont Community College
- Pitt Community College
- Wayne Community College

North Carolina baccalaureate institutions that participate in the NC-TABS by providing research opportunities and/or serving as a transfer site include the following:

- Core Network Institutions
- North Carolina A&T State University
- North Carolina Central University
- UNC-Pembroke

Auxiliary Network Institutions

- East Carolina University
- Fayetteville State University
- North Carolina State University
- UNC-Chapel Hill



Management Team

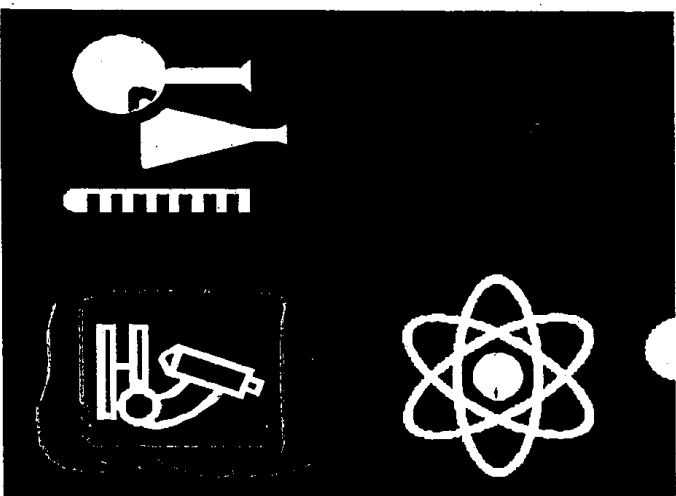
A three-person management team provides overall guidance for the program. The program's principal investigator and co-principal investigator are senior administrators in the sponsored programs offices of the NCCCS and UNC-OP, respectively. The NC-TABS program coordinator is an administrator with the Office of Institutional Advancement at Fayetteville Technical Community College. Together, the team sets program goals, assists the participating community colleges and baccalaureate institutions in meeting those goals, and evaluates program performance.

General Correspondence & Information

Mary Bailey
NC-TABS Program Coordinator
Fayetteville Technical Community College
P.O. Box 35236
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910-678-8509
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Campus Correspondence & Information

Each participating community college has its own campus coordinator. You can identify your campus coordinator and get further information at:
<http://www.ga.unc.edu/NCTPBS>
Or by contacting the person below:



North Carolina Transfer Assistance in the Biomedical Sciences (NC-TABS)

A Joint Minority Student Transfer Venture between the
North Carolina Community College System (NCCCS)
and the University of North Carolina
Office of the President (UNC-OP)



Sponsored by a
"Bridges to the Baccalaureate Degree"
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