

SUCCESSNC

**A COLLABORATIVE INITIATIVE BETWEEN
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AND
THE UNIVERSITY OF NORTH CAROLINA**

***REPORT TO*
THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE**

DECEMBER 1, 2010



INTRODUCTION

This report is submitted as directed by S.L. 2010-31, Sec. 9.16 to the Joint Legislative Education Oversight Committee to provide the Committee with an update on the progress of the North Carolina Community College System (“NCCCS”) and The University of North Carolina (“UNC”) in implementing SuccessNC.

SUCCESS NC REPORT

SECTION 9.16. The University of North Carolina General Administration and the North Carolina Community College System shall report to the Joint Legislative Education Oversight Committee by December 1, 2010, regarding the progress in implementing Success NC. Success NC is a program that represents a collaborative effort between The University of North Carolina and the North Carolina Community College System with the goal of increasing the number of North Carolinians with college degrees and workplace relevant credentials to prepare them for success in today's 21st century knowledge-based workforce.

BACKGROUND

SuccessNC is a collaborative effort between NCCCS and UNC to increase the number of North Carolinians with college degrees and workplace relevant credentials to prepare them for success in today's 21st century knowledge-based workforce. Launched in January 2010, the initiative is an outgrowth of joint planning discussions between UNC and NCCCS that began in Fall 2009. This effort is supported by UNC's UNC Tomorrow efforts and the NCCCS SuccessNC Strategic Plan. SuccessNC also aligns with the Governor Perdue's "Ready, Set, Go" agenda to "increase the number of students graduating from colleges, universities, and community colleges to truly innovate and affect NC's economic future." (See, S.L. 2010-31, Sec. 7.8.(a)(3)e.)

SuccessNC encompasses 3 main goals:

1. To **ALIGN** UNC and NCCCS system goals and processes to achieve increased student success;
2. To **ACCELERATE** successful degree completion through online learning; and
3. To **ASSIST** students in successfully moving from high school into and through college and workplace credential programs.

NCCCS and UNC have formed a team of leadership staff in both system offices who have worked toward developing and implementing the initial components of the initiative. The staff team has met bi-monthly since February to assess progress toward milestones in the SuccessNC action plan.

DESCRIPTION & STATUS

Summarized below are descriptions of the 3 goals of SuccessNC, progress to date on each goal, and next steps planned for the coming year.

Goal #1 – Align

1. Degree Production Goals.

NCCCS and UNC are working collaboratively to set **goals and benchmarks** to increase the number of people with college degrees and workplace credentials, and also to jointly plan for student enrollment growth at both community colleges and UNC campuses. This level of joint goal setting and planning has never been done before, and will give both NCCCS and UNC the ability to comprehensively benchmark and set goals for increased degree and workplace credential production.

PROGRESS TO DATE: UNC and NCCCS have developed the data computation capability to project enrollment growth and baseline degree production projections for both UNC and NCCCS campuses. Baseline degree production projections predict the rate of degree production assuming that rate remains constant over the next 10 years with no improvements in performance (i.e., a minimum baseline). From these baselines, increased degree production benchmarks and goals can be developed. UNC has also updated its enrollment growth projections, and is positioned to assist NCCCS with its enrollment growth projections.

Summary baseline degree production projections:

By 2019-20, UNC will graduate 45,306 baccalaureate degree holders (an increase of 12,999 over 2007-08).

- By 2019-20, NCCCS will graduate 28,318 associate degree holders (and increase of 10,646 over 2007-08)

	2007-08			2019-2020		
	NCCCS	UNC	All Sectors	NCCCS	UNC	All Sectors
All Levels	33,328	44,350	98,686	57,098	63,315	150,450
<2 Yrs	15,589	19	15,941	28,703	34	29,503
Associates	17,672	132	19,126	28,318	127	31,373
2+ < 4 Yrs	67	24	136	77	34	233
Bachelors	n/a	32,327	46,603	n/a	45,306	64,121
Masters	n/a	9,758	13,346	n/a	14,947	20,516
Doctorate	n/a	1,199	1,565	n/a	1,887	2,429
1 st Professional	n/a	891	1,969	n/a	980	2,275

Projections based on straight-line projections of IPEDS degrees awarded data (using 2-digit CIP Codes). "All Sectors" column represents total from all public *and private* IHE's.

NEXT STEPS: Degree production baseline projections will be vetted with UNC campuses this winter following UNC's existing process used for setting retention and graduation rate benchmarks and goals. Similar benchmark and goal setting will be conducted by NCCCS next spring. Both systems will be prepared to announce formal 10-year benchmarks and goals by

Fall 2011. Thereafter, benchmarks and goals will be reviewed and updated on a rolling 2-year cycle concurrent with enrollment growth projection updates.

2. Articulation Agreements.

UNC and NCCCS have begun a **review of the current Comprehensive Articulation Agreement** between UNC and Community College campuses so that both traditional and non-traditional students can clearly understand the requirements needed to complete their degrees and experience a more seamless transition from community college to university. Clearer alignment between NCCCS courses and programs and UNC degree requirements will enable students to progress more successfully toward degree completion.

PROGRESS TO DATE: The current 44-hour core curriculum covered under the Comprehensive Articulation Agreement (CAA) between NCCCS and UNC has been reviewed by the Transfer Advisory Committee (TAC). The TAC recommended comprehensive curriculum review, with particular emphasis on alignment in English and Math courses. The review will be conducted by disciplinary panels comprised of UNC and NCCCS faculty.

NEXT STEPS: Funding to support the work of the disciplinary review panels has been secured through the federal College Access Challenge Grant. TAC will oversee development of the review panel process and selection of the review panel faculty members. The review process will be finalized by the end of 2010, and review panels will be constituted and begin work in early 2011 with the goal of completing review of the CAA and implementing necessary changes by the end of 2011.

Goal #2 - Accelerate

To accelerate students to successful degree completion, NCCCS and UNC will leverage UNC's online course and degree programs – including its 73 baccalaureate completion programs – by partnering with community college campuses to establish **Online Degree Centers** where community college students can complete both their associate degrees AND their baccalaureate degrees without having to leave their home community. The Online Degree Centers will provide the appropriate student advising and support mechanisms, delivered on the community college campus, to assist these students in successfully completing their college degree program.

A survey of community college transfer advisors in spring 2010 indicated that:

- The two categories of transfer information most needed by community colleges are
 - Graduation, admission, and transfer requirements for each UNC institution
 - Course equivalencies between community college courses and courses at each UNC institution
- The two most beneficial college transfer activities are:
 - Transfer information fairs
 - Onsite visits from UNC campus representatives

A survey of UNC constituent institution transfer advisors resulted in the following recommendations for improving coordination of UNC and Community College transfer advising:

- Conduct an annual conference of UNC and NCCCS advisors where they can meet one another and discuss issues such as the “Core 44” credit hour requirement, articulation agreements, coordinated student advising, and best practices
- Develop a website or listserv for all UNC and NCCCS transfer advisors to provide updated lists of advisors and other important contacts, share information, and discuss questions
- Provide professional development opportunities for NCCCS and UNC transfer advisors
- Host UNC campus advisors on site at community college campuses on a regular basis

Twelve UNC institutions are authorized to offer face-to-face degree programs at 36 NC community colleges. In response to a UNC-GA survey, 24 UNC transfer advisors have been identified who are present on community college campuses either part-time or full-time. Most UNC institutions have close working relationships with community colleges in their region that promote efficient communication and coordination of the transfer process. These existing relationships provide a basis for developing more comprehensive transfer information and standardized processes for all possible transfer paths.

Notable examples of UNC/NCCCS site-based advising coordination are:

- ASU - Caldwell Tech, Catawba Valley, Western Piedmont
- ECU - Beaufort, Craven, Nash, Pitt, and Wayne
- ECSU - College of the Albemarle, Halifax
- NCCU - Alamance, Durham Tech, Piedmont, Vance-Granville, Wake Tech
- NCSU - Craven, Lenoir
- UNCA - Asheville-Buncombe Tech, Blue Ridge Tech
- UNCC - Central Piedmont, Cleveland, Gaston, Mitchell, Rowan-Cabarrus, Stanly
- UNC-CH - Alamance, Durham Tech, Wake Tech
- UNCP - Richmond and Sandhills
- UNCW - Brunswick, Coastal Carolina, Carteret, James Sprunt, Sampson, Southeastern
- WCU - Asheville-Buncombe Tech, Tri-County, Western Piedmont

PROGRESS TO DATE: The main components of the Online Degree Centers have been identified (including student advising services, on-campus advisors, online advising, online program liaisons, exam proctoring, and computer lab space). NCCCS and UNC have broadly outlined what each entity will provide to support these program components. For example, NCCCS campuses will provide physical space and access to computer labs for students participating in online degree completion programs, and UNC will provide student advising services and funding to support an on-site student advisor. UNC has identified exam proctoring sites and developed an electronic exam proctoring coordination system to ensure

integrity in administering exams in the online learning environment. UNC has also developed the CFNC Transfer Navigator, an electronic transfer advising tool that will assist students in developing an academic road map to guide them in choosing courses and programs that align for degree completion. Finally, UNC and NCCCS have surveyed all UNC and NCCCS campuses to identify those with existing college transfer collaborative programs

NEXT STEPS: NCCCS will identify up to 5 Community College campuses to serve as pilot sites and announce the pilot site selections before the end of 2010, with the goal of launching the pilot centers during the Spring 2011 semester.

Goal #3 - Assist

1. Minority Male Mentoring Program.

To assist students in successfully moving from high school into and through college and workplace credential programs, NCCCS and UNC are strengthening the focus on underrepresented students, especially minority males, by expanding the Community Colleges' successful **Minority Male Mentoring Program** to include partnerships with UNC campuses. The goal of the program is to increase the matriculation of minority community college students to a UNC campus.

PROGRESS TO DATE:

The Spring 2010 Minority Male Mentoring programs were conducted jointly between 7 UNC campuses and 14 Community College campuses which served 132 minority male Community College Students. Funding for Spring 2011 programs has been secured through \$900,000 in recurring state funds appropriated to NCCCS and federal College Access Challenge Grant funds. Co-branding and marketing plans have been finalized.

Results of the Spring 2010 Minority Male Mentoring Program include:

- 132 community college students, representing 14 community colleges, visited seven UNC campuses as part of the Minority Male Mentoring Pilot Program during March and April 2010. The community college students visited North Carolina Central University, North Carolina State University, East Carolina University, Elizabeth City State University, UNC Wilmington, Fayetteville State University, and North Carolina A&T State University.
- Among all student participants, 117 identified themselves as black or African Americans, and the remaining students identified themselves as Asian, Hispanic, or American Indian. The participating students represented a wide range of ages; one student graduated high school in 1968 and 30 students graduated in 2009.
- Of the 132 students, 108 indicate they are interested in continuing their education at a four-year university after graduation, and the university the student visited was primarily listed as the four-year university to which they hope to transfer.
- Out of 116 community college students, 67 strongly agree that the college they visited will help him achieve his career plans.

- A tour of the university's campus was a primary activity during the day, and the community college students ranked the overall quality of the tour a 4.5 out of 5.0 points (n=129). The students ranked the helpfulness of the campus visit in deciding whether to attend this or any other university a 4.5 out of 5.0 points. One student stated, he "had some doubts on what school to attend, [but] once we were finished with the tour my mind was made up."
- Another key program activity aspect was the mentoring session, and 126 students ranked its effectiveness at 4.6 out of 5.0 points. Of these, 121 students ranked the importance of having a mentor at 4.6 out of 5.0 points.
- Overall, 125 community college students ranked the university campus visit as 4.7 out of 5.0 points. One student who visited East Carolina University said the day was "well planned and organized, [and] all the important places were highlighted as needed by a future student."

NEXT STEPS:

UNC and NCCCS are developing plans for the Spring 2011 Minority Male Mentoring programs. NCCCS is developing a student tracking and program evaluation plan to assess the effectiveness of the program for its students.

2. Development Education Professional Development Programs.

UNC and NCCCS are working to design online remediation programs – particularly in the critical core subjects of writing, English, math and science – to better assist Community College adjunct instructors who teach students needing remedial education in these areas. Support for the online programs is being provided by UNC, and curriculum will be designed by UNC and NCCCS faculty experts.

PROGRESS TO DATE: UNC-GA and NCCCS staff have consulted with the National Center for Developmental Education at ASU and ECU experts in developmental education and online program development to identify the scope of online programs. NCCCS and UNC-GA staff have also consulted with faculty at Guilford Tech who have developed a "Faculty-in-Training" program for new community college instructors. UNC has identified funding to support developing the online professional development programs for use by NCCCS developmental skills adjunct instructors.

NEXT STEPS: NCCCS will identify faculty experts to work with UNC online development experts to design curriculum and produce online modules.