



Accelerated Learning accelerates students who are near college readiness on placement test scores by enrolling them in a college-level English or math course and a co-requisite developmental course during the same semester. Research shows that “real time” learning in the co-requisite course improves understanding and learning of the college-level material. These students often out-perform their peers who place directly into and complete only the college-level course.

Achieving the Dream (AtD) is a comprehensive approach to student success reform with a national network of higher education partners, coaches, advisors, and state policy teams focused on assisting community college students with completion. Ten NC institutions are part of the AtD network: Asheville-Buncombe Tech CC, Blue Ridge CC, Central Piedmont CC, Davidson County CC, Durham Tech CC, Gaston College, Guilford Tech CC, Martin CC, Stanly CC, and Wayne CC.

Career and College Promise (CCP) The CCP initiative provides qualified NC high-school students with opportunities to earn tuition-free college course credits via three pathways: College Transfer, Career and Technical (CTE), and Cooperative Innovative High Schools (Early Colleges).

Certified Career Pathway refers to the sum of all the education, training, and credentials that result in a “good job at a good salary.” In NC, workforce and education agencies are partnering with industry to create NCWorks Certified Career Pathways under the direction of the NCWorks Commission. As the designated state organization under the federal **Workforce Innovation and Opportunity Act (WIOA)**, the NCWorks Commission includes 33 leaders from business, state workforce agencies, education, and local communities.

Completion, as defined by *NC Community College Performance Measures*, is the percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

Completion by Design (CbD) is a national community college student success initiative funded by the Gates Foundation. North Carolina was one of four states selected to participate when the project launched in 2011. Five colleges—Central Piedmont CC, Davidson County CC, Guilford Tech CC, Martin CC, Wake Tech CC—and the System Office collaborated with Guilford Tech serving as project lead. Studies conducted by CbD college teams and other state initiatives, as well as numerous external studies about NC community college students led to strategic state-wide policy changes, including the **Developmental Education Initiative, Multiple Measures for Placement, Career and College Promise**, a revised **Comprehensive Articulation Agreement, and Reverse Transfer**, among others.

The **Developmental Education Initiative (DEI)** is North Carolina’s state-policy initiative to redesign developmental education curricula, accelerate student completion, implement effective diagnostic assessments, increase the number of students who successfully complete developmental education and enroll in college-level courses, and implement supporting policies. The DEI Task Force included teams of curriculum experts in developmental and college-level math and English who began working in 2012 to develop, pilot, revise, and implement the policies.

First-time in College (FTIC) refers to a student who enrolls in college for the first time during an academic year with no previous college-level experience or credential.

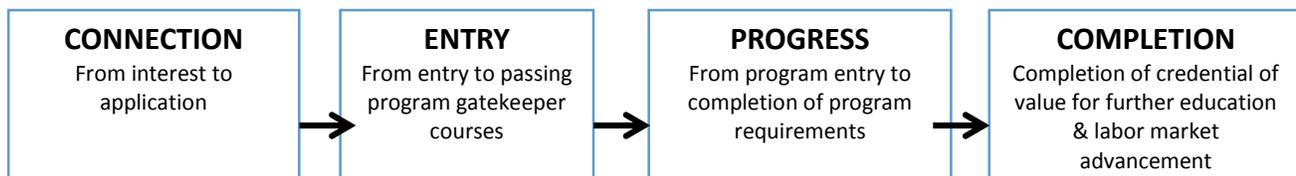
First-Year Progression, as defined by *NC Community College Performance Measures*, is the percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C” or better) at least twelve of those hours.

Gatekeeper (or Entry-level) Courses are the first college-level course students take in a subject such as mathematics or English.

The **Independent Comprehensive Articulation Agreement (ICAA)** is a statewide agreement governing the transfer of credits between the NC Community College System and the signatory institutions of the NC Independent Colleges and Universities (NCICU.) The aim of the ICAA is to ensure ease of transfer to a signatory institution with minimal loss of credits.

Key Performance Indicators (KPIs) are a set of metrics designed to measure students’ progress at each point of institutional contact—connection, entry, progress, and completion. KPIs are used to monitor institutional performance and track the effects of improvement strategies in student progression through academic milestones.

The **Loss-Momentum Framework** is designed to help colleges better understand their students’ experiences through the four main stages of their interaction with the college. The Framework is a tool for evaluating college policies and assessing student data outcomes to identify where students stumble or become sidetracked and where there are opportunities to prevent students from dropping out and improve their momentum toward program completion.



A **Meta-Major** is a cluster of academic programs that are grouped together by common or related courses or occupations. Students are provided options to choose from among 5 – 10 meta-majors (or career clusters) instead of selecting from 100 or more programs of study. By implementing **meta-majors**, colleges help students narrow their program interests early in their academic careers, especially important if they are undecided when they apply. These pathways ensure that students register for relevant courses that add up to a coherent degree program.

Milestones are measurable educational achievements that include both conventional terminal completions, such as earning a credential or transferring to a baccalaureate program, and intermediate outcomes, such as completing developmental education or adult basic skills requirements

Multiple Measures are policies that allow colleges to use more than one measure of student readiness in order to place students in appropriate college level courses. National research shows that between 24 and 33 percent of students are “misplaced” when entering college and therefore are required to complete developmental education courses that often stall postsecondary completion. In North Carolina, the **Multiple Measures Policy** stipulates that students who have graduated from high school within 5 years with a minimum unweighted GPA of 2.6 and one math beyond Algebra II will be exempt from placement testing in English and math.

The **NC Comprehensive Articulation Agreement (CAA)** is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. First established in 1997, the CAA required significant revisions, and in 2014, a new CAA was launched, which allows greater transfer of general education credits and enables junior status admission for students who graduate from a NC community college with an Associate of Arts or an Associate of Science degree.

North Carolina's 67% Goal is the state's priority to address the projected need for workers in the state to have post-secondary education and/or credentials.

Onboarding describes the series of activities that occur between the time a student applies to the college and his/her first day of class. Getting to the first day of class requires significant time and effort for students, and the process is especially daunting for underserved, at-risk students. The goal of **onboarding** is to increase enrollment by streamlining admissions, financial aid, orientation, and registration processes in ways that reduce confusion and frustration, thereby helping to ensure student engagement and success.

Pathways is a term used in a variety of student success initiatives and policies, including high-school **Career and College Promise** pathways, **Student Pathways** in a particular major, **Certified Career Pathways**, and **Reverse Transfer**, among others. To clarify, the operational definition of **Guided Pathways** encompasses all uses of the term in a broader context to refer to the **integrated, institution-wide approach to creating highly structured student experiences that guide them on the pathway to completion**. In the **Guided Pathways** model, incoming students are given support to clarify goals for college and careers, choose a program of study, and develop an academic plan with predictable schedules. Embedded advising, progress tracking, and feedback are integrated into pathways leading to successful transfer or entry into the labor market.

A **Program of Study** describes a set of courses that lead to attainment of a credential, such as a certificate or an associate's degree, sometimes referred to as a "major" or "program code."

Reverse Transfer provides a pathway to completion for community college students with significant amounts of credit who transfer into four year colleges or universities prior to earning a community college credential. Students who earn credits from a four-year institution transfer their credits back to the community college they attended. If eligible, the student is awarded an associate degree. Studies indicate that students who earn an associate degree have a higher income potential as well as a higher probability of completing a bachelor's degree than their peers who did not complete an associate degree.

Stackable Credentials build pathways with "off-ramps" as students need to enter the workforce and easy "on-ramps" when they return to obtain a higher-level credential. In this model, students have clear options for reaching the next milestone without unnecessary repetition of courses.

Structured Programs are streamlined programs of study with clear choices, limited electives, and relevant coursework that create clear roadmaps to careers or transfer institutions. Using the **Structured Programs** model, colleges create opportunities for students to enroll and complete specific sequences of courses, credentials, or certifications. These **Stackable Credentials** build upon each other, leading to more education or career mobility.

A **Student Pathway** is the route a student takes to connect with, enter, progress through, and complete a program of study.

Student Success The NC operational definition states that **Student Success** occurs when:

1. Students make informed decisions.
2. Students progress through programs that lead to valuable credentials, without unnecessary detours.
3. Students are provided integrated, targeted supports and interventions when these are most effective.

Student Success Learning Institute (SSLI) was developed by the NC Completion by Design cadre to scale the project to other colleges across the state. Participating SSLI colleges organized campus teams to review, rethink, and redesign student support across the loss-momentum framework. To date, three SSLI cohorts have completed campus action plans to implement strategies that support greater student success and completion. Together with five original CbD colleges, 52 of the 58 NC community colleges have instituted data-informed student success strategies developed by campus working groups focused on the needs of their students.

SuccessNC is a strategic planning initiative across the range of programs and student services with the goal of having more college-ready students enroll in and complete high-quality education and workforce training programs that will prepare them for further education or the labor market. Developed by State Board of Community College members, community college presidents, trustees, faculty, and staff, and system office leaders, the goals of SuccessNC are to:

- **Improve Student Success:** Increase the number of students leaving with a job-ready credential that can lead to becoming a successful employee or employer in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.
- **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into and proceed successfully through post-secondary education and training programs.
- **Ensure Program Excellence:** Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

Workforce Innovation and Opportunity Act (WIOA) refers to federal legislation that provides guidance and incentives to NC workforce agencies, education sectors, and business and industry partners to train the workforce and connect job-seekers to employers through the NCWorks Commission.

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