Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2016-17 Grant Evaluation Deadline: Friday, June 30, 2017
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

Alamance Community College

ADDRESS: 1247 Jimmie Kerr Rd, Graham, NC 27253

PREPARED BY:
Allison Dove & Maximillian Matthews, Student Success

<table>
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<tr>
<th>Name/Title</th>
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<tbody>
<tr>
<td>336-506-4339</td>
<td><a href="mailto:allison.dove@alamancecc.edu">allison.dove@alamancecc.edu</a></td>
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PROGRAM COORDINATOR:
Allison Dove, Student Activities Coordinator

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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Action Plan # 1: Develop the College’s capacity to create a “risk profile” for individual students at entry.

The staff began in earnest this year to explore “risk profiles” for students by first determining when male minority students first begin experiencing academic challenges and if their time of registration and their enrollment in DMA or DRE courses play roles in a risk profile. The staff also determined places where insufficient data is available to comprehensively develop a profile and have discussed next steps for collecting data from male minority students at the time of their enrollment at the College.

In partnership with the Student Success Committee, it has been recommended that the College invest in a predictive analytics package that would allow further conclusive development of a risk profile, identifying not only the semester during which the academic challenges begin to be experienced, but the very courses creating the greatest impact (both positive and negative).

Action Plan #2: Deepen the knowledge and expertise of key faculty and staff members to support the academic and practical needs of minority male students.

This year was dedicated to first expanding the knowledge and experience of the co-chairs for the MMSI program. Both staff members were able to attend conferences, listen to webinars, speak with peers at other NCCCS schools, and broaden their knowledge of academic research. Though the goal was to develop a “trained allies” approach, we quickly determined that developing greater expertise by the co-chairs made the most sense for the “allies” approach. In addition, it was also quickly determined that the college needed to be very clear in its goals and approach if we were to train “allies”. That being said, the year was spent focused on morphing the program from the original mentor program to a more distinct and inclusive First-Year Experience model. With this in mind and the focus now clear, the goal is to “train allies” in the 2017-2018 year and assign minority male students to trained academic/success coaches by the Fall of 2019 as one of the final blocks in the First-Year Experience program.
Action Plan #3: Strengthen the wrap-around approach to supporting minority male students by reaching out to ensure participation in the already existing campus-wide first-year student experience.

This is the portion of the action plan that saw the most activity and success. The co-chairs were able to reach out to students regularly, remind them of “success” opportunities and establish new and increased opportunities for leadership development, peer relationship development, and meaningful discourse. Top programs included hosting open forum workshops where we discussed topics such as personal success, time management, and career development. Students enjoy hearing from those that are accomplished so we hosted ACC alum guest speakers and local community leaders. Our coordinators recognize the importance of our students seeing life outside of Alamance County so we also sponsored several trips to local colleges and universities. We collaborated with our Financial Aid department to sponsor informational workshops for our students and we provided opportunities for our students to participate in ACC admissions events. The biggest take-away from this experience has been the desire to model programs and opportunities in a positive frame (this is what successful students look like) versus a focus on the “unsuccessful” student.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

- To implement a First Year Experience initiative as part of the MMSI Program at ACC, which includes connecting with incoming students during their admissions process and providing specialized support (i.e. success coaching and intrusive advising) throughout the academic year.
- To add special components (leadership development, career development, and academic enrichment) to ACC MMSI programming. Leadership Development component features mentoring, community service, and local/national conferences that feature leadership development. Career Development component features attending career fairs and hosting training workshops in resume writing and job interviewing. Academic Enrichment component features monitoring student academic performance and workshops on studying.
- Develop and implement Allies Training for focused advising/success coaching with male minority students and a greater network of support for these students.
- Continued development of the “risk profile” including student surveys and ideally the purchase of a predictive analytics program.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice
be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

There were two practices that served us best: having a part time employee & student employee that focused on MMSI, attending the Clemson University Men of Color National Summit, and establishing visibility on campus. The part time position supported our retention functions by communicating with current minority male students and making referrals to campus resources. He followed up on the academic progress of our students through personal contact, documented all student interactions and regularly marketed MMSI through his visibility on campus. The student position represented MMSI at campus events, frequently recruited students to participate in the program, and provided input on our programming initiatives. Our motivation to create the student worker position was influenced by research which has shown that institutional efforts are enhanced by insights from black male achievers (Harper & Kuykendall, 2012). From this experience we confirmed the value in having dedicated and trained staff and peer support for student outreach, follow-up and support. It helped to further advance the support network, prior to the establishment of a true allies program.

The Clemson University Men of Color National Summit deserves our recognition because it was such a transformative experience for our students. They had never attended a professional conference or an event of such large magnitude. Taking our students to this event illustrated how invested Alamance Community College was in their success and leadership development. The students were extremely appreciative and indicated they wanted to attend next year. This was one of the best examples we experienced of using a positive frame of reference versus focusing on the risks and challenges.

Harper discusses the importance of black male students establishing relationships with faculty and staff in “Black male student success in higher education” (2012). For these reasons, our MMSI coordinators strived to make themselves visible on campus and available for students. They attended campus events where they would be seen by students and have an opportunity to speak with students directly. This led to our coordinators establishing a positive rapport with students on campus. It is also the foundation for the model we hope to expand with trained allies and focused advising and success coaching.

We would recommend that more institutions consider the model prescribed, perhaps best, by Sean Harper, in which the focus is on developing positive frameworks, establishing hope and self-confidence, and modeling successful outcomes. We believe this is scalable and would go a long way to removing the stigma and fear many male minority students face as they consider higher education opportunities. We also recommend that colleges allow students to take some ownership of their respective programs. When students “are engaged as equally powerful collaborators with administrators,” this shows students that their insight and experiences are valued, as we have seen in our work with minority male students (Harper, 2012). In addition, colleges that collaborate across departments on programs and activities aimed at minority male students serve themselves well, which is also cited in Harper’s research. In addition to our students, our Director of Student
Success, Vice President of Student Success, Coordinator of Student Activities and Recruitment Coordinator all work together in developing strategies for our minority male students.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The challenges and barriers have remained the same. In a simple refrain, “not enough time, not enough money, and not enough hands”. That being said, we are enthusiastic that the program we have been developing will be able to grow and sustain, particularly as the ally network is developed and trained. It would be valuable if the System Office could invest in and support focused training for staff and faculty wishing to support the MMSI initiative. It has been our experience that faculty and staff participate because they are committed to the students and the vision, but frequently have very little formal training, experience, or academic knowledge of the issues and best practices.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.
<table>
<thead>
<tr>
<th>College Name/Prepared by/Date:</th>
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### Personnel Support Salaries
1. Stipends for faculty/staff mentors/success coaches (4)  
2. Est. benefits associated with stipends  
3. Part time coach will take on a case load of students and meet with them throughout the semester. Additionally, he/she will assist in the programmatic efforts for the program.

<table>
<thead>
<tr>
<th>Funds Requested</th>
<th>Expended</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4000.00</td>
<td>$1200.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> $5,200.00</td>
<td><strong>$5,143.93</strong></td>
<td>Supported PT Staff (Fall) and PT Student (Spring/Summer)</td>
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</tbody>
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### Student Support Salaries
1. Wages for student workers (peer mentor and tutor), 15 hours per week, 30 weeks, $8 hourly  
2. FICA and required Medicare  
3. The student worker/peer mentor will assist with administrative tasks including creating and distributing flyers/handouts, confirming events/meeting locations, and recruiting/mentoring of student members.  
4. The student workers/tutors will provide tutoring support for courses not supported by Academic Skills Lab staff.

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<thead>
<tr>
<th>Funds Requested</th>
<th>Expended</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>$3,600.00</td>
<td>$275.40</td>
<td>Unused funds were used to support travel to Men of Color Conference at Clemson University and College Tours (NC A&amp;T and NC State)</td>
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<tr>
<td><strong>Total:</strong> $3,875.00</td>
<td>0.00</td>
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### Educational and Professional Materials & Supplies
- Examples are study skills materials for students, interest inventories, career planning materials.

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<tr>
<th>Funds Requested</th>
<th>Expended</th>
<th>Notes</th>
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<tbody>
<tr>
<td>$925.00</td>
<td>$900.00</td>
<td>Funds supported the purchase of Webinar (Creating an FYE Success Course for Men of Color: Methods and Implementation)</td>
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### Equipment and Office Supplies
- List/describe the anticipated amount of equipment needed, and the estimated total cost. (For example, computers, printers, scanners, fax machines, computer programs and software, etc.)

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<tr>
<th>Funds Requested</th>
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<th>Notes</th>
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<tbody>
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<td>$0.00</td>
<td>$58.94</td>
<td>Funds supported the production of Advertising Materials for MMSI Program</td>
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<tr>
<td>Contractual Services</td>
<td>$1,500.00</td>
<td>$2,000.00</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Excludes consultants or speakers to enhance student academic and self-management skills</td>
<td>$1,500.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Funds supports Registration for Men of Color Conference at Clemson University</td>
<td>$1,500.00</td>
<td>$2,000.00</td>
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<thead>
<tr>
<th>Travel</th>
<th>$2,000.00</th>
<th>$4,366.84</th>
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<tr>
<td>Travel such as</td>
<td>$2,000.00</td>
<td>$4,366.84</td>
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<tr>
<td>State Conference (2 allies/mentors plus 5-8 students)</td>
<td>$2,000.00</td>
<td>$4,366.84</td>
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<tr>
<td>College visits for aspiring transfer students</td>
<td>$2,000.00</td>
<td>$4,366.84</td>
</tr>
<tr>
<td>Funds were used to support travel to Men of Color Conference at Clemson University and College Tours (NC A&amp;T and NC State)</td>
<td>$2,000.00</td>
<td>$4,366.84</td>
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<tr>
<th>Faculty and Staff Training</th>
<th>$3,500.00</th>
<th>$1,760.00</th>
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<tr>
<td>Materials and external consultants/speakers to provide faculty/staff development activities that result in a group of “allies” who provide “safe” spaces and practical support/referral for minority male students</td>
<td>$3,500.00</td>
<td>$1,760.00</td>
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<tr>
<td>Funds were used to support Registration for JV Educational Consultants Conference</td>
<td>$3,500.00</td>
<td>$1,760.00</td>
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<tr>
<th>Other</th>
<th>$2,174.45</th>
<th>$1,640.16</th>
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<tbody>
<tr>
<td>Funds supported on campus programs and materials.</td>
<td>$2,174.45</td>
<td>$1,640.16</td>
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**TOTAL:** $17,000.00 $16,404.16

6. Please provide any comments, suggestions, or feedback that you would like to add.
REFERENCES

MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: A-B Tech Community College

ADDRESS: 340 Victoria Road, Asheville, NC 28801

PREPARED BY:
Michele Hathcock, Director, Title IX Compliance and Student Life Development 6/23/17

Name/Title  Date

828-398-7203  michelechathcock@abtech.edu
Phone  Email Address

PROGRAM COORDINATOR:

same as above

Name/Title  Date

Phone  Email Address

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E-mail application to: JEvans@nccommunitycolleges.edu.
A-B Tech fully embraced the new three-year model of the Minority Male Success Initiative by utilizing year one for planning and implementation of new system-wide strategies to increase retention and program completion among new minority male students. The grant core team worked with members of the Student Progression and Completion subcommittee under the Enrollment Management Task Force to determine the following:

- Service gaps, barriers to current services or delivery systems, and professional development needs.
- Success areas specific to minority males including best practices and student success stories and how to utilize this information to support other minority males.
- Opportunities for collaboration with college and community resources and partners to aid student with individual challenges (transportation, housing, food access, legal assistance, medical assistance, childcare, etc.).
- Opportunities or areas in which to increase multicultural programming to enhance student and employee engagement.

Three main focus areas emerged during the initial information gathering phase of the grant process. The first focus area involved connecting students with academic supports, primarily the Academic Learning Center and the Writing Center which are both underutilized by minority students. The second focus was the need for targeted outreach to new minority male students in order to increase their connection to a full range of college support services. The final area of focus was student and employee professional development/training opportunities that would build knowledge, appreciation, and skills related to multiculturalism and build stronger connections among students and employees.

Focus Area One – Academic Support

Academic support was identified as a priority area as data has shown that 80% of students who utilize the services of the Academic Learning Center were successful (A, B, or C grade) in their courses. The core team examined the possible barriers that prevent or deter minority students from utilizing the free tutoring services provided by the Academic Learning Center and the Writing Center. It was determined that limited evening and Friday hours of operation, limited availability of tutors, paired with a small number of minority tutors, and the lack of front door receptionist coverage were among the top barriers to utilization. As such the core team worked with the coordinators of both Centers on the following initiatives:

- Increase the operating hours of the Academic Learning Center during the second minimester of the spring semester as a pilot to see if the selected times would be utilized by students.
  - Added 4 evening hours to the schedule by extending the normal operation by one additional hour (6-7 p.m.) Monday – Thursday.
Added 2 daytime hours to the schedule by extending the normal operation on Fridays (1-3 p.m.).
The addition of six hours per week to the normal operation was made possible by the addition of seven tutors who staffed the Math, Science and English tutoring labs.
A total of 156.5 hours of tutoring (Math, Science, English, Accounting, etc.) were added during the pilot period (Minimester 2, Spring 2017).
During the pilot period the extended hours garnered 247 additional visits to the Academic Learning Center.
Partnered with the Financial Aid Work Study program to hire a Greeter/Receptionist to fill a newly created position that aids with getting students set-up to use the lab – exceptionally important for first time users of the Center.
Worked to increase diversity of applicant pool and the hiring of minority tutors, aids, receptionist, and peer tutors. During the spring semester the Center saw the addition of 1 minority male and 3 minority females to the staff.
126 minority students (including those with unknown race and those with two or more races identified) used the Center during the spring semester.

- Increase the availability of tutors in the Writing Center during the last six weeks of the spring semester as a pilot project to alleviate the backlog of students on the waitlist to see a tutor.
  - Added 3 additional tutors to the Writing Center operation during the peak hours of Mondays 1-5 p.m., Tuesdays 10 a.m. – 5 p.m., Wednesdays 9-11 a.m., Thursdays 10 a.m. – 2 p.m., and Fridays 10 a.m. – 4 p.m.
  - A total of 98 hours of tutoring were added during the pilot period.
  - This service also included the option for students to schedule individual appointments as well as access walk-in services. Minority students were given priority access to the individual appointments that were added as part of the grant program.
  - 192 minority students (including those with unknown race and those with two or more races identified) utilized the Writing Center during the spring semester.

Focus Area Two – Success Coach
For the second priority, the core team focused on the need to assist minority students as they navigate through their higher education experience. Minority males were determined to be less likely to know about and successfully access college support services (counseling, tutoring, child care assistance, transportation assistance, career services, legal assistance, etc.). Originally, the team planned to hire a part-time position entitled College Navigator to serve as a central resource for minority males. It was later determined that due to a gap in grant funding between the end of the current fiscal year and the time when the next state budget would disburse (July – September) funds, that the College could not move forward with hiring this newly created position. This
turned out to be a gift in disguise as it forced the team to rethink the objectives of the position. A partnership between Student Services and Instructional Services enabled the core team to take a current part-time Academic Advisor position and turn it into a full time (30 hours a week) position funded by Instructional Services with supplemental support provided by the grant. This provided the following opportunities:

➢ A part-time Academic Advisor was promoted to full time (30 hours) in April with an amended job description (Academic Advisor/Success Coach) that included serving as a success coach for new minority male students.
➢ The grant funding is supplementing the salary of this employee with the College covering any gap due to the timeline of fund disbursements from NCCCS.
➢ This repositioning also allowed the College to recognize the work of a current minority employee by elevating the individual from part time to full time employment status thus creating a more sustainable model for success.
➢ Targeted outreach focused on the Completion by Design momentum points, enabling the advisor to make contact with minority male students at key milestones during the semester to encourage continued progress towards program completion.
➢ The College identified 209 minority male students as the Academic Advisor/Success Coach’s target cohort group.

Focus Area Three – Student and Employee Professional Development
The final focus area for the core team was the need to provide additional professional development and training around cultural competencies for students and employees. As such the core team in partnership with various departments across the College hosted the following programs:

➢ Black history month presentation in partnership with the History Department and the Diversity and Inclusion Committee. The presentation, “The Songs of the Freedom Struggle: From Rock and Soul to Rap” by Dr. David Gilbert from Mars Hill University examined the lyrics of the civil rights and social justice movements within various musical genre. Over 100 students and employees attended this presentation.
➢ The College sponsored 7 tables (4 for employees and 3 for students) at the annual Martin Luther King Jr. Prayer Breakfast hosted by the Asheville-Buncombe Martin Luther King Jr. Association. The 30 student tickets were sponsored by the grant while the 40 employee tickets were sponsored by the president’s office of the College.
➢ 6 individuals (4 students and 2 employees) participated in the E3: Engaging, Exciting, and Energizing First Generations Students and Students of Color Conference.
➢ 15 individuals (13 students and 2 employees) represented A-B Tech at the Annual African American Student Leadership Conference at Greenville Technical Community College.
➢ Additionally, the College’s Professional Development department hosted “Hood Tours” – a community based training focused on the past, present, and future of African-Americans neighborhoods in Asheville.
2017-2018 Program Goals

The goals for the 2017-2018 academic year are as follows:

- To continue working with the Progress and Completion committee to identify barriers to minority male student success and work to reduce and/or eliminate the barriers.
- To build off the success of the initial pilot project with the Academic Learning Center and Writing Center by continuing to provide financial support for additional tutors and increase hours of operation in an effort to build utilization rates among minority male students.
- To develop a robust outreach plan for the Academic Advisor/Success Coach, now that the position is operational, to better assist students through the milestones of the semester and academic year.
- To continue to provide focused diversity and inclusion education and professional development opportunities for students and employees.

LEARNING

Upon completion of the first year of the grant cycle it became clear that system barriers do exist and that a partnership approach was needed to build consensus on how best to tackle an issue. The Progress and Completion committee or core team may see a barrier but may not have the knowledge or tools to individually create a change. Once a barrier is identified it is vitally important to have all contributors, no matter how remote, at the table to determine the best course of action to reduce/remove a barrier or perceived barrier. For example, the focus on the underutilization of academic supports by minority students presented several unique barriers: lack of access to tutors, limited operational hours, limited minority tutoring staff, and the vacancy of greeter/receptionist. Each barrier had to be investigated, institutional partners/allies identified, resources allocated, and an action plan created.

This process became the model by which each barrier was reviewed. In some cases, pilot projects were implemented to test ideas or possible solutions. In other cases, staff positions had to be restructured to build a model that would be sustainable for the employee and the long term success of the program. This process also involved determining the stakeholders, the related policies or procedure, and identifying assumptions about what is or is not possible within the framework of the college.

Part of this evaluation process lead the core team to not move forward in contracting individualized life coaching services as originally proposed. It was determined that this funding would be better utilized through the application of direct academic support/tutoring, support from an Academic Advisor/Success Coach, and enhanced professional development opportunities. Additionally the core team determined it would be more effective to enhance the support services the College already has in place verses implementing new services at this point in time. The College already provides many amazing services to support students, so the focus shifted to determining why minority male students were not accessing the services at the same rate as their non-minority peers.
SUSTAINABILITY

2016-2017 MMSI Expenditures

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<th>Personnel Support Salaries</th>
<th>$9,291.87</th>
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<tr>
<td>College Navigator</td>
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<tr>
<td>Academic Learning Center and Writing Center Tutors</td>
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<tr>
<th>Educational/Professional Developmental Materials/Supplies</th>
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<tr>
<th>Equipment and Office Supplies</th>
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<tr>
<th>Contractual Services</th>
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<table>
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<tr>
<th>Travel</th>
<th>$1,478.64</th>
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<tr>
<td>Annual Grant Kickoff Event – hotel, mileage meals - $241.92</td>
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<tr>
<td>African American Student Leadership Conference at GTCC - $561.72</td>
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<tr>
<td>Martin Luther King Jr. Prayer Breakfast - $675</td>
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<tr>
<th>Faculty/Staff and Student Professional Development Training</th>
<th>$770.00</th>
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<tr>
<td>Black History Month – “The Songs of the Freedom Struggle” - $500.00</td>
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<tr>
<td>E3: Engaging, Exciting, and Energizing First Generation Students and Students of Color Conference - $270</td>
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| TOTAL BUDGET: | $17,234.64 |

During this first year of the grant period, the core team worked to identify opportunities to streamline activities and increase cross functional partnerships in order to strengthen the current student support infrastructure. These activities created the mechanism by which long term sustainability can be achieved. For example, one of the long term goals of the pilot project with the Academic Learning and Writing Centers was to document the need for additional tutors and tutoring hours. Our short term pilot program paved the way for a longer pilot period during the 2017-2018 academic year. The end goal is to document the need for the College to add additional staffing dollars to the budgets of each Center.

As mentioned above the College was able to incorporate Success Coach duties into a current academic advisor position when changing the individual’s employment status from part time to
full time. Thus promoting a current employee and at the same time realigning tasks to better support student completion. This position is now funded by the College with limited supplemental funding coming from the grant during the next two years. The grant funding allows the College to slowly acquire the full cost of the position over the next two years.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

Beaufort County Community College

ADDRESS: 5337 US Highway 264 East, Washington, NC 27889

PREPARED BY:

Julia R. Crippen, Grant Writer 7/10/2017
Name/Title Date

252-940-6271 julia.crippen@beaufortccc.edu
Phone Email Address

PROGRAM COORDINATOR:

Rick Anderson, VP Student Services 07/10/2017
Name/Title Date

252-940-6417 rick.anderson@beaufortccc.edu
Phone Email Address

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E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved. The program success was demonstrated in multiple ways. The students within the program attended three conferences, including one designed to increase awareness of the total student needs. They hosted a motivational speaker series, that included featured speaker, Dr. Joseph Fox, who presented at a Social Interaction Awareness Workshop on managing cultural sensitivity. Field trips were taken to other colleges including AB Tech, Pitt and Halifax Community College, and four year universities to expand the opportunity awareness of the participants. The goal of increasing community outreach was measured in the number of hours the students interacted with middle school students, along with expanding the reach to the Ed Tech center for challenges At Risk Students, John Small Elementary and PS Jones Middle School. MMM participants mentored other students. Our participants and leader also helped with recruiting in rural areas of our four county district by attending presentations in Creswell and Plymouth. In addition, BCCC reached out to begin training the MMM participants in modeling health and exercise initiatives in a community wide health and wellness event.

2. What are your goals / objectives and action plan for the 2017-18 academic year? The Men of Success Program aims to increase 1) the club numbers by possibly expanding to other groups that engage minorities, 2) the number of opportunities to expand into the local school systems, by partnering with the high school nearby to offer mentoring services. 3) Become visibly present on campus with an office. MMM will continue to sponsor the Men of Success Gala which is part of the Black History Month events featuring a dinner, music, speakers and presentations on campus. This program grew exponentially this past year, with over 150 guests at the dinner. The dinner paid for itself for the first time. Continued monthly meetings and field trips will test out the best approaches identified for helping student “build the track while riding on it” as stated by Program advisor, Bishop James McIntyre. Fundraising efforts and grant writing will continue in order to expand the role of the coaches in the program.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within
the NC Community College System? The lessons learned have directly been obtained from lessons from community colleges already engaged in the growth of the program, which is where our program needs to focus. The consistent core team of 6 members determined that they need to engage the larger group into more direct leadership action. By developing an on campus physical space the group can aid in the identity of the program, assist with Meet and Greet sessions, and have a place where mentoring can take place on a consistent basis.

The challenges include making the college staff more aware of the services offered, the programs offered and to reach out to females and minority males through different avenues. The best practice has been the leadership development within the group. Attending the outside school functions as an ambassador of the school and speaking at events has tremendously helped the participants gain confidence in themselves.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges? The only major barrier has been obtaining staff support in attending the sponsored programs and trainings. If professional development was attached to the sessions, it would be more likely to gain staff participation. Also developing guaranteed times to coach students coming in would be advantageous to all. We plan to use additional resources to run computer and display screens that advertise the Men of Success program. The system office can help by sending leadership training ideas, speakers and offering professional development justification language samples for the program to use.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding. There were no variances in the budget. All categories were spent according to the directives laid out initially.

6. Please provide any comments, suggestions, or feedback that you would like to add. The program was very successful and we appreciate the support from the NC Community College system.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Bladen Community College

ADDRESS: Post Office Box 266 Dublin, North Carolina 28332

PREPARED BY:

John Green / Recruiting & Retention Coordinator 6/26/2017
Name/Title Date

910.879.5591 johngreen@bladenc.edu
Phone Email Address

PROGRAM COORDINATOR:

Jerry McDowell 6/26/2017
Name/Title Date

910.879.6001 jmcdowell@bladenc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, & TIMELINE

For the 2016-2017 academic year, we had two main objectives: 1) **to increase the growth and progression of our first-year minority male students** and 2) **to increase minority male utilization of campus resources through deliberate and intentional interactions between students and the campus community**

Below are some of the activities and programs that were developed to achieve objective #1 were:

- **Bi-Weekly Meetings.** The intent of these meetings were to not only meet with the participants on a consistent and ongoing basis, and to also incorporate specific activities and workshops to target the areas that are essential to success in the academic setting. For example, sessions on strategies and techniques for dealing with stress, managing time, and utilizing the readily available resources to assist students in classes like the tutoring lab and the writing center.

- **Tours to in-state 4-year colleges and Universities.** The focus of these tours was two-fold: 1) to broaden the perspective of our participants, many of whom have not travelled far from where they live and 2) to allow those with the goal of transferring to a 4-year college or university to visit and speak with counsellors and other representatives to see the options and opportunities that they would be afforded if they attend.

- **Guest Speaker Series.** The program coordinator sought out individuals who serve and/or lead in their communities and who could offer practical advice on succeeding in life and prospective careers. The intent was to find speakers who could relate to the program participants in some way to capture their interests and to spark their imagination to see opportunities and to help motivate them to continue with the “necessary struggle” that comes with advancing through school and life.

- **Basketball Program.** Participants who had a 2.0 GPA and remained continuously enrolled were eligible to participate in a locally developed community basketball league representing the college. By tying an attendance and GPA requirement, the goal was to provide an incentive to keep academics as a priority.

Some of the activities and programs that were developed to achieve objective #2 were:

- **Academic Advising.** Students received special sessions to make sure they understood their academic plan and which courses they had to complete and important pages in their course catalogues. These sessions were developed to get students acquainted with the student services building and staff that could assist them.

- **Tutoring through the campus Learning Enhancement Center (LEC).** Participants were encouraged to use the LEC to set up tutoring sessions if they were having difficulty in a course or course(s). The program coordinator’s office is strategically located in the LEC, so that it would become a familiar building for participants to get used to being in.

- **Mentoring Sessions.** The goal was to differentiate mentoring based on participants’ circumstances.

From the activities above, the bi-weekly sessions were not successful. Success was based on using attendance as the main gauge of success. The attendance was poor because there was
not a clearly defined incentive. Ideas and plans will be generated to determine meaningful incentives to help increase attendance and to keep it consistent.

Bladen Community Colleges goals for the 2017-2018 academic year will be:
1. Increasing participant attendance at bi-weekly meetings
2. Seeking engaging and dynamic speakers for our “Guest Speaker Series”
3. College tours and informative sessions with counsellors
4. Seek ways to increase student peer-to-peer mentoring and teamwork building activities

LEARNING

Some of insights that were gained during the 2016-2017 academic year were:
- We must develop a shared vision with our most active group participants. The goals that we have set are beneficial, but we will modify activities that cater to these goals by making sure to take a holistic approach by taking into account such things as: student’s interests, personalities, programs of study, and school/work schedule.
- Communication with instructors must be improved in order to keep participants involved and to not be concerned that their absences when participating in group activities will not count against them. All efforts will be made to coordinate activities at times that will not cause many absences and to ensure that instructors are informed of activities well in advance if there is a possibility that a participant may be absent from class.
- The basketball program was effective for the students who participated because it provided an incentive that was tied to their academic progress.
- Some of the barriers and challenges we face are students with inconsistent or limited transportation; financial obligations outside of school; lack of support from instructors. Additional resources are not needed to increase effectiveness, however the goal will be to assess where to allocate the most resources by taking into consideration the participants we have and what will keep them engaged and

SUSTAINABILITY

Grant funds for the 2016-2017 academic year went to the following areas: 90.1% went to “Personnel Support Salaries”; 6.15% went to “Educational and Professional Materials and Supplies”; 3.75% went to “Travel”. Some of the variances included no money needing to be used for “Contractual Services” or “Faculty & Staff Training”. Special guest speakers during this year did not require us to pay and there were no funds needed to pay for any trainings for faculty. Conversations with the campus grant writer have been made in an effort to seek additional funds to add to and sustain the program beyond MMSI funding.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Brunswick Community College

ADDRESS: PO Box 30, Supply, NC 28462

PREPARED BY:

Denise A. Houchen-Clagett, Ed.D., Dean, Academic Support 06/28/17
L. Keith Harris, M.A., Male Mentor/Success Coach 06/28/17

Name/Title                  Date

910-755-7472                 houchen-clagett@brunswickcc.edu
Phone                           Email Address

PROGRAM COORDINATOR:

L. Keith Harris, M.A., Male Mentor/Success Coach 06/28/17

Name/Title                  Date

910-755-8094                 harrisl@brunswickcc.edu
Phone                           Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

**E-mail application to:** JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

During 2016-17 the Male Mentor/Success Coach (3MP Coordinator) worked closely with the Student Success Core Team planning outreach services for at-risk students, which included minority males. Initial contact with students began at New Student Orientation. At orientation, we focused on helping students transition into college, learn about college expectations and rigor, and the support programs available to them. At the start of the semester we also visited classrooms to promote support services and activities to help engage students in the campus culture.

This year, we implemented a proactive intrusive mentoring and coaching advising model. And, in Spring 2017, the 3MP Coordinator developed an Academic Success Plan packet for mentoring and coaching students. The Academic Success Planning packet helped to provide consistency in mentoring services focusing on exploring student’s study habits, discussing resources, and support services, while also helping students develop short-term goals. This Plan was also used as a communication tool in future mentoring meetings to assess student’s progress. During the year, we also conducted Professional Development activities with faculty advisors and staff in an effort to increase student referrals.

In addition, during the Summer 2017 we implemented AVISO (Retention Software Solution) to help identify students in need of support resources. With the integration of this system, we have now automated many of our manual alert processes enabling us to further support proactive mentoring and advising services. AVISO helps provide the information needed to work with students as soon as an issue arises rather than waiting until the event or behavior negatively impacts the student’s academic progress.

During the year, we continued to require mandatory mentoring, coaching, and tutoring of athletes and developmental students as well as encouraged participation in service learning activities. This year, minority male participants took part in Martin Luther King and Black history month programs, helped coordinate campus blood drives, where part of student life functions including Career Day, as well as assisted with graduation ceremonies.

In the 2016-17 period, we increased our minority male participation rate from 17 to 26 students with a slight increase (1%) in students completing at least 67% of the hours attempted.

Objective 1: Increase the progression of first-year minority male students
<table>
<thead>
<tr>
<th>Objective 1: Increase percentage of first-year minority male students who complete their second semester with a GPA &gt; 2.0 in comparison to baseline data from academic year 2015-16.</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Male Cohort Population</td>
<td>N=17</td>
<td>N=26</td>
</tr>
<tr>
<td>1. Increase percentage of first-year minority male students who complete their second semester with a GPA &gt; 2.0 in comparison to baseline data from academic year 2015-16.</td>
<td>9 Students &gt; 2.0 GPA (53%)</td>
<td>13 Students &gt; 2.0 GPA (50%)</td>
</tr>
<tr>
<td>2. Increased percentage of first year minority male students who successfully complete at least 67% of attempted credit hours in the fall and spring semester of their first academic year as compared to baseline data from fall and spring term sin in 2015-2016.</td>
<td>13 Students completed 67% of attempted hours (76%)</td>
<td>20 Students completed 67% of attempted hours (77%)</td>
</tr>
<tr>
<td>3. Increase percentage of first-year minority male students who successfully completed at least 24 hours if full time and at least 12 hours if part time.</td>
<td>11 full-time students 9 completed at least 24 hours. (81%)</td>
<td>11 full-time students 7 completed at least 24 hours. (63%)</td>
</tr>
<tr>
<td></td>
<td>7 part-time students 4 completed at least 12 hours. (57%)</td>
<td>15 part-time student 12 completed at least 12 hours. (80%)</td>
</tr>
</tbody>
</table>

**Objective 2: Increase minority male utilization of campus resources and services**

<table>
<thead>
<tr>
<th>Objective 2: Increase minority male utilization of campus resources and services</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Male Cohort Population</td>
<td>N=17</td>
<td>N=26</td>
</tr>
<tr>
<td>Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</td>
<td>11 Students utilized support services including tutoring services. (64%)</td>
<td>13 Students utilized support services including tutoring services. (50%)</td>
</tr>
</tbody>
</table>

2. **What are your goals / objectives and action plan for the 2017-18 academic year?**

To enhance our program support services to increase the progression of first-year minority male students.
a. Continue to engage the Student Success Core Team in reviewing baseline data, planning outreach, engaging, and improving academic success rates of minority males students enrolled at BCC.

b. Use technology, AVISO Retention Software, to monitor the progress of students by “following” their academic process, working to establish an Academic Plan, and documenting interactions with students.

c. Continue to develop policy and procedures to develop and implement a quality first-year experience program to include:
   1. New Student Orientation
   2. Career Counseling
   3. Intrusive Advising
   4. Summer Bridge Program
   5. Academic Success Courses
   6. Early Alert Program and ongoing supplemental support and tutoring services
   7. Outreach to promote Male Minority Mentoring services

The action plan items are focused toward increasing the minority male utilization of campus services through deliberate and intentional interactions between students and the campus community are:

a. Engaging the Student Success Core Team in reviewing the level of minority male participation in past interventions, planning how to reach and engage minority males enrolled at BCC, and improve rates of participation in success strategies.

b. Implement targeted outreach to minority male students in new student orientation, academic success courses, summer bridge programs, and advising. Market available support services and recruit students to special mentoring activities designed for first-year minority male students.

c. Design and implement mentoring interactions for first-year minority males that addresses student success characteristics such as personal validation, self-efficacy, a sense of purpose, active involvement, social interaction, and reflective thinking.

d. Provide on-going reach-out, supplemental support, and instruction as needed for at-risk students identified through early alerts.

e. Provide professional development for faculty and staff on student success strategies, student learning, and engagement.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you
have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Based on the data it appears that we were successful in promoting the minority male program participants through our outreach support services. This was a deliberate effort through our New Student Orientation Program and interacting with students in the Classroom, Library, Tutoring Center, Student Life Activities, and at Sporting Events. And, the implementation of AVISO Retention software should also help us be proactive identifying minority male students who need outreach services rather than relying on referrals as we move forward with this program.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

It appears that the part-time students were more successful, completing more credit hours than the full-time population. In evaluating the data, it appears success rates declined in the Spring 2017 semester. Two factors may have impacted these success rates; the departure of Michael Bailey in December, 2016, Male Mentor Success Coach, who was an integral part of our outreach efforts and the change in athletic events that occurred in the Spring semester. We were able to fill the Male Mentor/Success Coach position but not until April 2017, thus we lost the momentum of the program from Fall to Spring. We were able to hire a new Male Mentor Coach working 30 rather than 20 hours a week accommodated by the previous 3MP Coordinator. We hope that these additional hours will help us continue the growth of this program. In relation to the declined hour completion rates we will be looking at ways that we can assist athletes in the Spring when there are many more sporting activities that interfere with their academic schedule.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

During the year we expended the funds allotted for the program. A total of $16,215 was spent on personnel support salaries, $200.00 on contractual services (motivational speakers for Martin Luther King as well as Black History Month), $196.00 on materials and supplies, and $736 on software programs. The purchased software package will help us further promote and develop leadership training materials directly related to this program.

6. Please provide any comments, suggestions, or feedback that you would like to add.
We continue to struggle with participation in our events. We are looking at developing a leadership program that may entice more student participation. Also, we anticipate that the implementation of AVISO will help us to proactively reach out to students.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Cape Fear Community College

ADDRESS: 411 North Front Street, Wilmington, NC 28401

PREPARED BY:

Travis Corpening, Nixon Minority Male Leaders Coordinator/Academic Advisor 06/27/2017

Name/Title 
Date

910-362-7604 tcorpening@cfcc.edu
Phone Email Address

PROGRAM COORDINATOR:

Travis Corpening, Nixon Minority Male Leaders Coordinator/Academic Advisor 06/27/2017

Name/Title 
Date

910-362-7604 tcorpening@cfcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Goal/Objective 1

Increase the progression of first-year minority male students.

Action Plan Items

This semester we set out to positively impact the retention rates for first time minority male students. Continuing our success and building on the programming structure we created over the past eight years, we also worked to transfer and/or graduate and retain students that were still with us from past cohorts. We set out to accomplish this goal through mentoring, coaching, connecting them to resources, and offering tutoring at convenient intervals. As a result, we have helped 5 students progress through either graduating or transferring to various 4-year institutions. We were successful in achieving all of our proposed outcomes.

One of our primary targets in our efforts to achieve this was organizing, marketing, and facilitating our newly developed Nixon Minority Male Leaders Center (Nixon Leaders Center). Our plan to market the center and its resources to students, faculty, and staff began with the coordinator attending divisional meetings and announcing its availability. In August 2016, we hosted a table at our Cape Fear Community College Welcome Fair to connect with first time minority male students. In September, we held a meeting with the Counseling Department to give
them an in-depth look at what the Minority Male Success Initiative would do and to develop a partnership with them for continued student referrals. At the beginning of the second semester we continued to market our programs through events such as our Student Involvement Fair. As planned, we made adjustments to expand our website and web marketing to keep students and staff updated on center activities through creating a Nixon Leaders Center calendar that could be accessed online.

As a part of our marketing and sustainability efforts, we also invited our students, staff, faculty, private donors, news media, and administrators to an open house in the center. Further, we used the Nixon Leaders Center open house as a platform to allow some of our career team members the opportunity to address donors and be exposed to professional speaking. As a result of the efforts of our Nixon Leaders staff, students, Career Teams, and Core Team members, the Nixon Leaders Center was heavily utilized as shown by our student check-in system. We were able to track more than 600 visits to the Nixon Leaders Center for the 2016-2017 academic year and more than 90 individuals working with us through our outside activities.

Our efforts began with putting together a list of individuals and departments that would help us meet our goals for the target population. This departmental list included the Academic Advising Center, CFCC Foundation, Counseling, Veterans Services, Financial Aid, Career Development, Institutional Effectiveness and Planning, and the Learning Lab. These departments serve as a team of resources that the Nixon Leaders Center accesses to help us provide students with tutoring, financial assistance, financial aid, financial literacy, scholarships, professional development workshops and speakers, monitoring Early Alerts, transfer workshops, and program planning. The Nixon Leaders Center staff also worked in partnership with the QEP planning
team to assist with efforts that may help first year minority male students better connect with campus and be retained. After reviewing campus-wide procedures that could be improved to better facilitate minority male transfer and career success, we incorporated a presentation in our ACA course that addresses issues that disproportionately affect minority male students. This presentation provided solutions for overcoming career and educational barriers such as transferring or gaining employment with a criminal history. The program coordinator also spoke to one of our ACA classes about the Nixon Leaders Center and campus resources and using campus resources as a whole. Information about the Nixon Leaders Center is available in the Online New Student Orientation, and it was provided to participants who attended the on-campus orientation sessions. We also adapted and administered campus graduation surveys to ensure the assessment of the challenges, needs, interests, and experiences of minority male students.

Goal/Objective 2:

Increase minority male utilization of campus resources and services through workshops and activities that address student needs

Action Plan Items:

Participants of the Nixon Minority Male Leaders Program were encouraged to attend Student Success, and Transfer Planning Workshops offered by Student Services, as well as events and club meeting conducted through Campus Activities. They were also urged to take advantage of tutoring and counseling resources available on campus. Through our tracking reports from the Learning Lab, we learned that our students made 119 visits for 180.9 hours to receive tutoring and computer assistance. Also, we had 17 students take advantage of additional tutoring provided
within the center. This was available for 49 hours in the Fall 2016, and 91.5 hours for Spring 2017.

We have reached out to each of our various students to empower them to stay on track and complete their course load through workshops, and consistent weekly contact whether through one-on-one coaching, by email, or by phone. Nixon Leaders staff (coordinator and/or assistant) were available to students from 8:00 a.m. to 5:00 p.m. in the Nixon Leaders Center. However, to fully execute our plan, the Nixon Minority Male Leaders Coordinator/Academic Advisor (Coordinator) spent at least four hours each day in our Academic Advising Center to personally connect with newly arriving students and offer academic advising. This also allowed us to reach students at critical points and moments when they commonly make unwise course choices that affect whether or not they successfully complete semesters and receive future financial aid. With these sessions, we have also been able to teach these students to critically look at their program evaluations, so they are able to eventually self-advising properly. As a result, we have had many students begin to seriously evaluate their own journey and reassess their own career goals.

We implemented two career teams to develop students’ professional experience in areas they may use in their future careers. Our teams were formed around events and community outreach. The Events Team assisted with the planning, direction, and execution of our workshops and special events. The Community Outreach Team volunteered for this year’s efforts with First Tee Golf of the Lower Cape Fear, the North Carolina Black Film Festival, the YWCA (handling phone calls for the St. Jude’s Children’s Hospital Radio-thon), and the New Hanover County Partnership for Fatherhood Conference. Each of these efforts gave students new experiences to
add to their resumes and allowed them to engage in service learning and professional development.

We provided six workshops/seminars focused on barriers to student success. These included:

**MLK to BLM Workshop**
For the purpose of giving individuals an opportunity to see the Nixon Leaders Center fully equipped with empowering messages, projector, computers, and additional resources, we designed and implemented a workshop in spring 2017 that taught students and staff to critically analyze non-violent response to conflict or disagreement. As a tool, we used social justice media and discussed examples of individuals fighting against obstacles in a non-violent manner just as others did during the Civil Rights movement.

**Pizza with “Life” StoryForce Poetry Workshop**
Retired Gunnery Sergeant Edwin Lawrence spoke to students on how he overcame tremendous obstacles to achieve professional success.

**Four PUSH WEEK Workshops**
P.U.S.H is an effort that stands for Pursue and Uplift Study Habits. Starting April 24th, we launched a four-day schedule of workshops to prepare students for exams and motivate them to find solutions to overcome challenges they may face in college. These workshops included:

- **Late Night Breakfast and Books**
  - Overcoming Challenges

- **Tutor Tuesday**
  - Tools to help you Succeed
Wednesday with UNC Wilmington’s Professor Dub
- What you should know to Achieve in College

Thursday Hip-Hop to Hillman
- Award Winning Filmmaker and Speaker Byron Hurt

Transfer Activities

This year, to expose students to four-year collegiate campus life and give them an opportunity to see the colleges they may want to attend, we completed the following events.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14/16</td>
<td>Hosted UNC Wilmington Transfer Event at CFCC Addressing Barriers to Admission</td>
</tr>
<tr>
<td>9/27/16</td>
<td>Hosted UNC Pembroke Transfer Advising Session in the Nixon Leaders Center</td>
</tr>
<tr>
<td>11/30/16</td>
<td>Helped with event setup for CFCC Transfer Fair</td>
</tr>
<tr>
<td>2/8/17</td>
<td>UNC Pembroke Campus Visit</td>
</tr>
<tr>
<td>3/23/17</td>
<td>UNC Charlotte Campus Visit</td>
</tr>
<tr>
<td>5/19 – 5/20/17</td>
<td>Hosted CFCC Spring Fling Transfer Tables</td>
</tr>
</tbody>
</table>

Nixon Leaders Center staff and students also participated in four-year college and information sessions hosted by the Academic Advising Center. Additionally, the Coordinator visited Shaw University and UNC Wilmington to attend Transfer Advising Workshops.

We connected with one of our partners in our financial aid office for guidance in determining scholarship need and eligibility. As a result of our financial aid and scholarship advising, we were able to award deserving students more than $4,500 dollars in scholarships to assist with academic need. Our partnership with Live Oak Bank has produced an annual scholarship for the Nixon Leaders Center. To earn this award, our students are required to give a
formal presentation outlining the challenges they have overcome and their future career goals. We also offer a book resource program which allows students to check out resources from our center that may help them in their coursework or with their career and educational planning.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

Goal/Objective 1

Increase the progression of first-year minority male students.

Action Plan Items

To increase the progression of first year minority male students, we will complete a variety of action steps. Our base operations will be taken care of through utilizing the Nixon Leaders Center for planning and as a resource for incoming students. The Coordinator will first reach out to the Department of Institutional Effectiveness and obtain contact information for all first year minority males. We will then reach out to each one letting them know what the center has to offer, its location, and our goals for all center participants. In the center, we will continue to offer tutoring, consistent collegiate coaching, academic advising, program planning, computers, and scholarship referrals for those that need financial assistance. The center will be open for student use from 8:00 a.m. to 5:00 p.m. The Coordinator will spend a portion of each day in the Academic Advising Center in a dual role to reach students that may not know to come through the center but may instead opt to use the academic advising center for help. Students will then be invited to information sessions that will be led by former freshmen who will give new students the formula they practiced as the center’s most successful students. During these sessions, students will also be given the opportunity to apply for the Nixon Minority Male Leaders Scholarship, learn about
the center’s resources, and receive information on some of the pitfalls that affect the retention of most first year students. We explain how the staff can help them and allow them to share ideas about what would help them.

As the conduit for the Minority Male Success Initiative, the Nixon Leaders Center will also continue to monitor our Early Alert system to refer students who are not meeting course requirements. Additionally, several marketing outreach efforts will be implemented in the coming year to inform new and current students of the Nixon Leaders Center. Nixon Leaders Center staff will market through being a part of events such as CFCC’s new Sea Devil Summer, Welcome Week, In-Service (for returning faculty and staff), and Fall Festival. Through events like these, we will be able to inform first year minority males of available student support offered by the college and on how the Nixon Leaders program can help develop not only their collegiate plans but their career plans, as well. We will place more of a focus this year on conducting professional development workshops within our center, specifically for faculty in partnership with the Center for Teaching Excellence. Our efforts will also be recognized and possibly shared through presenting at the North Carolina State University College Advising Corps.

We plan to host faculty/staff professional development offerings and also workshops on time management, employability, and professionalism for students. Student activity within the center will continue to be tracked through our student sign-in system, as well as through student attendance in the Learning Lab where they will receive tutoring. We will also offer Academic Program Completion Workshops through the Academic Advising Center to help standardize student campus engagement and help ensure credential attainment as part of our college’s First-Year Experience Initiative.
We will continue to review and adjust campus-wide procedures that could be improved to better facilitate minority male transfer and career development. We know that lack of financial stability negatively impacts student retention. Therefore, we will continue to facilitate our students’ connection to scholarships and career options. Our partnership with Financial Aid has increased student awareness of scholarships for which they qualify to receive because of their academic standing, and as a result, thousands of dollars in support have been received by our students. Additionally, we will continue to urge our students to join the Community Outreach and Events Teams which will put them in position to learn and network with potential employers.

We will engage in at least four transfer activities by partnering with the Academic Advising Center for the 2017-2018 academic year to give students a look at what their college work could afford them if they successfully stay and complete their degree. These sessions will include various visits to university campuses and/or transfer sessions led by our four-year university partners. This will allow students to see the GPA they will need to maintain if they truly want to transfer. To give the best opportunity for successful completion, we will run our PUSH Week around the mid-term cycle, so students can get tips on how to finish the semester strong, overcome any current barriers, and complete their exams. We will again extend the event, so it covers multiple days and subjects and continues to focus on studying, overcoming barriers, career selection, and academic resiliency.

Goal/Objective 2

Increase minority male utilization of campus resources and services through workshops and activities that address student needs
**Action Plan Items:**

We will participate in Sea Devil Summer and Welcome Back Week allowing some of our students the opportunity to set up and run our tables to actually show students how the program gets them involved to build skills. This year, we will actually schedule or assign certain students to attend student government association meetings to see and be involved in the setup of all of the activities held on campus and to get them familiar with networking. Nixon Leaders Center students attending these meetings will serve a dual role, as they present about the Nixon Leaders Center and its resources, so other minority males may decide get involved. Further, these students will look for opportunities to partner with SGA and other clubs in their activities, and consult with them on how to make sure activities are inclusive and may attract more minority males.

Our first organized meeting will involve not only allowing students to plan on-campus activities through the center but also, informing students about the various clubs and activities our campus offers to possibly attract them and get them involved. We will invite various members of Student Services and Student Activities to present on what students can get involved with on campus that may help them network, get employed, and/or complete their academic program. We will take a survey of student needs and interests, and allow individuals to sign up for our career teams to actively be involved in bringing their interests to our campus. This was very successful in the past, as we had events such as “MLK to Black Lives Matter: A View of Non-violence,” North Carolina Black Film Festival, and First Tee Golf of the Lower Cape Fear. Students are able to get hands-on experience in planning and executing solutions to their own issues while gaining valuable networking and professional development.
Student Activities will continue to partner with us, as we allow their director to consistently come and present upcoming events to be held and/or resources available on our campus which will keep our students connected and engaged. As a part of each Career Team, students will create, promote, and be involved in these events. These students will also be involved in tutor time set-up within the center, so individual student needs are met.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

This year we learned:

1. The biggest connection we can make with the campus community with specific events is spending more energy in inviting specific classes to these events and workshops that we provide. We plan to continue this practice and find creative ways to cross collaborate curricula, so more workshops cover items already being stressed in courses, and instructors encourage more students to become involved with the center. This can be duplicated on any of our campuses.

2. The most highly attended effort that we have ever had was this year’s P.U.S.H (Pursue and Uplift Study Habits) Week. This effort was successful in part because we focused more on marketing effort inviting faculty and staff, as well as students. Through this event, college support members and students began to realize how the center can help. We will build off of this for the upcoming year. Other campuses should plan to use financial resources for this type of effort.

3. If you have a centralized location and offer services that female students also take advantage of, then it works really well to invite female faculty and/or mentors to this space.
4. Creating our Nixon Leaders Center Facebook page and prompting students to like the page allowed us to promote the center in a new way, as they get Facebook updates on their timeline every time we post to the page. Programs should definitely look into promoting this.

5. Utilizing Facebook Live gives students and potential students the opportunity to attend events virtually. That way relevant information from transfer colleges or inspiring presenters will not be missed. Programs should speak with their department heads about how to achieve this safely and within college policies, procedures, and guidelines.

We plan to spend more energy inviting specific classes to our events and workshops along with general campus-wide invites. We found this to give us a better participation return on our marketing efforts. Due to our P.U.S.H (Pursue and Uplift Study Habits) Week being so successful in training students about the importance of studying, the mindset of successful students, and noticing the pitfalls of following culturally destructive habits, we will make sure we build on the week-long workshop format. Through P.U.S.H, many faculty, staff, and students began to realize how we can help, and we will continue to invite faculty and staff next academic year.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The system office has been extremely thoughtful and generous in its support of our efforts. Our major challenge was students providing updated or relevant contact information other than email. Being able to consistently touch base with all first time minority males when the telephone numbers have changed, or are no longer in service makes it little more difficult to connect with some; however, we will still reach out to them and offer resources through other channels.

Another challenge is helping them gain employment when they have little to no experience. One action that may possibly help is providing a short-term intensive leadership training and experience off campus that is branded by the NC Community College System and
provides participants with a certification from the system office directly. This could legitimize the students' experience in leadership and could serve as a powerful resume builder for students looking for employment.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

   Our grant funds were utilized for staffing the Nixon Leaders Center and providing professional development for our students in order to assist them with overcoming barriers through activities that allowed them to hear the steps taken by thriving individuals to become successful in the face of challenges. We have no remaining funds. To sustain the program, we continued to make connections and give updates to our current funders through the Nixon Minority Male Leaders webpage, blog site, and post cards. Furthermore, we invited all current and past funders to the open house of our Nixon Leaders Center to show them the results of their efforts and support. This in turn will allow us to have leverage with them in terms of asking stakeholders to support us in the future. We will continue to solicit help from our donors, and we have already reviewed scholarship and support criteria to expand the amount of funding we provide to address student needs.

6. Please provide any comments, suggestions, or feedback that you would like to add.

We have none at this time.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Carteret Community College

ADDRESS: 3505 Arendell Street, Morehead City, NC 28557

PREPARED BY:

<table>
<thead>
<tr>
<th>Dana Merck/Dean of Student Services</th>
<th>June 28, 2017</th>
</tr>
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<tbody>
<tr>
<td>Name/Title</td>
<td>Date</td>
</tr>
<tr>
<td>(252) 222-6021</td>
<td><a href="mailto:danal1289@carteret.edu">danal1289@carteret.edu</a></td>
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PROGRAM COORDINATOR:

<table>
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<tr>
<th>Hank Hingley/MMSI Lead</th>
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<tr>
<td>Name/Title</td>
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<tr>
<td>(252) 222-6080</td>
<td><a href="mailto:haroldh5434@carteret.edu">haroldh5434@carteret.edu</a></td>
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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Objective 1 – Increase the progression of first year minority male students

All MMSI students were coded into AVISO, the Early Alert System used by Carteret Community College, to monitor the academic progress and attendance of program participants. AVISO uses color coded indicators to alert the MMSI Lead if a student’s grade point average drops below a 2.5, allowing the Lead to make immediate intervention and address the area of need. MMSI students were also exposed to additional on-campus resources such as Academic Support Services, TRiO/Student Support Services, and Student Activities in order to enhance academic and personal development.

Although we lost 42% of our Fall 2016 cohort moving from Fall to Spring semester, we did well at retaining second semester students by keeping them focused on their educational pursuits. Among those students who returned to the Spring semester, 86% have either registered for Fall 2017 classes at CCC or committed to transferring to other colleges.

Objective 2 - Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.

In addition to being exposed to academic support, success coaching, and progressive engagement with professional staff, students have benefitted from an intrusive advising approach through the use of AVISO. The Lead and Success Coach do their best to stay consistent and keep program participants motivated about the college experience. Students have been successfully engaged in campus leadership, i.e., Student Government Association (local and state level), and Student Activities. Through proper preparation, the implementation of further leadership training and community service projects have been planned to provide a holistic learning approach to the mentoring/coaching experience in an effort to improve retention and academic progress.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

The goal for the upcoming year is to sustain and increase program participant participation. CCC has taken an aggressive approach to developing and structuring the MMSI program in order to make supportive services accessible and beneficial for program participants. Kevin Daniels, past Director of Community and Constituent Affairs for the Governor’s Office, is
assisting with program development for the 2017/2018 academic term. He is developing a calendar of events for 2017/2018, identifying guest speakers and topics for discussion, improving branding and marketing of MMSI within the campus community, and identifying outside resources that will assist in keeping program participants engaged.

Recently we have developed a Student Support Care Team, which allow campus partners to work together on comprehensive solutions to keep our at-risk population engaged in the academic community. Key areas of focus will be informative workshops on the adjustment and adaptation of the educational process, methods to effectively engaging and getting students involved, and the use of interactive technology (AVISO) as a means of tracking and staying up to date on student progress. This approach will directly support the efforts of MMSI as we work diligently to meet our goals/objectives while increasing campus support.

**LEARNING**

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

We have learned that we must think outside of the box and be proactive with engaging program participants and keeping them actively involved in the educational process. We will do a better job with using technology to stay informed and up to date on student progress, thus giving the Lead, Success Coach, and Staff a competitive edge when it comes to interactions with MMSI program participants. We believe keeping participants connected with campus resources is paramount to student success. The development of the Student Support Care Team which is comprised of Academic Support Services, TRiO/Student Support Services, Student Life, Disability Services/Title XI, Veteran Student Success Center, C-STEP and Success Coaching is an important part of the success of MMSI. Its primary focus is, how as a support team can we effectively and efficiently provide and leverage non-duplicated support services to our students?

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Unfortunately CCC encountered staff changes which may have attributed to some inconsistencies and breakdown in communication as it pertains to the MMSI program, which may have been the cause for 42% of the cohort being lost in the fall of 2016. Although the MMSI program at CCC was not as successful as we would have liked it to be this past year,
we have done a superb job with identifying our weaknesses and improving upon our strengths in an effort to increase minority male engagement, retention efforts, and academic success.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

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| Fund Total | 17,234.00 | 17,232.97 | 1.03 |
| Grand Total | 17,234.00 | 17,232.97 | 1.03 |
6. Please provide any comments, suggestions, or feedback that you would like to add.

To ensure future success, the MMSI has strong institutional buy-in and support from key staff and administration, to include the Vice President of Instruction and Student Support, Dean of Student Services, Director for TRiO/Student Support Services, Coordinator for Academic Support Services, and Staff Support. With a renewed focus and revived staff, MMSI is on the verge of having an outstanding year. The implementation of the R.I.T.E. (Retention Initiative Through Education) Program will further integrate each student into supportive services offered by the CCC Student Support Care Team, comprised of the various co-curricular programs within Student Services, and future community engagement initiatives.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Central Carolina Community College

ADDRESS: 1105 Kelly Drive, Sanford, NC 27330

PREPARED BY:
Talia Friday_________________________June 30, 2017
Name/Title                               Date
919-718-7505_________________________tfriday@cccc.edu
Phone                                                                     Email Address

PROGRAM COORDINATOR:
Talia Friday_________________________June 30, 2017
Name/Title                               Date
919-718-7505_________________________tfriday@cccc.edu
Phone                                                                     Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to:                JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Goals for the 2016-2017 year included:

- Increasing the progression of first-year minority males through required timely academic advising, required enrollment in ACA (College Success) courses, creation of a fluid success plan, and partnership with TRIO. This goal has been met. Central Carolina Community College (CCCC) utilizes AVISO early alert software in order to track the progression of students through curriculum programs. Documentation of advising sessions (whether of academic, financial, or personal nature, etc.) by various faculty and staff at CCCC is captured using the software. This includes encouraging enrollment in the first year, preferably the first semester of enrollment, in an ACA course.

  By design, students receive assistance with creating a success plan for progression leading to graduation. Additionally, students received targeted exposure to campus community resources thorough scheduled visits to resource centers or from staff members including Academic Assistance (http://www.cccc.edu/studentservices/academicassistance/), the Writing and Reading Center (http://www.cccc.edu/writingreadingcenter/), the STEM Lab (http://www.cccc.edu/studentservices/stem/), Career Services (http://www.cccc.edu/careercenter/), and TRIO (http://www.cccc.edu/trio/).

- Increasing minority male interaction with campus resources through deliberate interaction with the campus community. This was to be completed through a series of workshops, career development, educational field trips, and participation in a peer mentoring program. This goal was also achieved. As mentioned previously, students were introduced to services provided by various resources available within the campus community. Workshops were continuously offered in a collaborative effort by various resource centers.

Students were also provided with various leadership opportunities. Peer mentoring is a mutually beneficial program as it offers an opportunity for students who successfully matriculate and progress to assist first students in a leadership capacity while first year students receive the benefit of an additional resource for help with transitioning to a
new academic environment. Information on our peer mentoring program can be found here at http://www.cccc.edu/made/.

Students also worked alongside various members of the campus and local community through service learning programs. Such provides an opportunity to learn more about the services available while building leadership skills and offering networking opportunities. This is an addition to participating in educational field trips such as the Men Building Leaders Conference sponsored by Roanoke-Chowan Community College.

Specially targeted programs were also facilitated by partnerships. The Academic Assistance Center facilitated study hall for student athletes, as a considerable number of student athletes were identified as first-year minority males. Peer tutors were available to assist student athletes attending the study hall in efforts to balance rigorous academic demands with participation in the athletics program.

2. What are your goals / objectives and action plan for the 2017-18 academic year?
   • Our goals and objectives are to continue our concentrated efforts to increase the number of minority males progressing through curriculum programs through exposure and concentrated collaborative efforts by the campus community. Central Carolina Community College has long supported efforts to increase the persistence, retention, and transfer rates of at-risk minority male students beginning with the development of the mentoring program, Men of Academic Distinction and Excellence (MADE) Scholars program, in 2011. The coaching philosophy adopted by coaches and partners blends appreciative advising and intrusive advising that engage students from an asset based perspective that encourages students to explore the individual talents, values, passions, and aspirations while building connections to their personal academic, educational, and career goals. Programming supported by MMSI funding including facilitating of many services students have enjoyed and continue to seek such as intentional personal and professional development through workshops, college visits, career exploration tools in partnership with the Career Services Center, and academic support through partnerships with the Academic Assistance Center (AAC), Writing and Reading Center (WRC), and Science, Technology, Engineering, and Mathematics (STEM) Lab in order to provide tutorial and study skills assistance will expand in the 2017-2018 academic year.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice
be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

- Collaboration has been the key to success for Central Carolina Community College. In the future, efforts will focus on expanding collaboration and widening the reach based on student needs. Of particular focus will be STEM education. There is a limited minority presence in these fields, and future goals include increasing minority male exposure and interest in STEM education and careers.

- CCCC was recently awarded a National Science Foundation grant to fund a scholarship program for students who have demonstrated financial need and are interested in completing associate degrees (A.S., A.E, or A.A.S) in a field of science, math, or engineering through which the STEP-UP Scholars program was founded. The goal of the STEP-UP Student Scholars Program is to demonstrate the validity of scholarships and intrusive advising in the enrollment and retention of economically challenged students who reside in the CCCC service area (Chatham, Harnett and Lee Counties).

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

### SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

- Variances occurred in the budget regarding student support expenditures and allowances for contractual services (guest speakers). Some students were unable to continue employment. External circumstances were affecting the crucial work-life balance, and in an effort to support continued academic success, these students resigned from their support positions to focus on successful course completion. Additionally, a planned visit from a guest speaker had to be canceled due to effects from Hurricane Matthew including closures and recovery efforts.

- The College Success Center was established as part of a 1.65 million dollar Strengthening Institutions Program (SIP) grant which allowed for the development of a team of seven success coaches who engage in professional development on a regular basis. Coaches are able to share knowledge and collaborate, inclusive of the Minority
Male Success Initiative program coordinator at CCCC in efforts to sustain the program, for orientations, early-alert training, and success plan development.

6. Please provide any comments, suggestions, or feedback that you would like to add.
   • Additional supporting documents have been included as email attachments.
SERVICE LEARNING OPPORTUNITIES FALL 2016
If interested please contact Patrick Kelly, PALS Coordinator, at pkelly@cccc.edu or 919-718-7347

**BackPack Pals LEE COUNTY** started in September 2008 by providing food to Lee County students who have little or nothing to eat on the weekend. Children are identified as candidates for the program through input from teachers, counselors and school administration. Food bags are sent home every Friday afternoon with 10-12 non-perishables, easy to fix food items.

Join the BackPack Pals Program by serving with other CCCC students, faculty and staff on one of our upcoming service opportunities. Christian United Outreach Center is the host of the program and serves as the hub for it. CUOC is located 2885 Lee Avenue Sanford NC 27330. This takes place every Thursday at 9am unless there is a Holiday. FOUR students are allowed to go each Thursday and need to sign up with Patrick Kelly at pkelly@cccc.edu. If you show up without signing up, your time will not count.

**Lee County Breadbasket:** Students are needed to help cook and serve food for those who can’t afford to eat. Students have to show up from 8am to 10am, 9am to 11am, or by 11am to be counted as there. The breadbasket is closed by 1pm. If you sign up for a day you have to be there. Also NO open shoes/sandals/flip flops or shorts. Long hair must be up or under a hat. TEN students allowed each day. The bread basket is located at 140 E Chisholm St, Sanford, NC 27330. To sign up for the Breadbasket visit [http://www.breadbasketofsanford.org/Volunteer](http://www.breadbasketofsanford.org/Volunteer) and fill in the form. Follow the rules listed on the website.

**Letters to Troops:** Students will write letters to our troops serving here and abroad. Also they can do a class drive to raise supplies that our troops need as well. For more information on this see Patrick Kelly at pkelly@cccc.edu.

**Letters to Shut-ins and Rest Homes:** Students will write letters to those who are living in local rest homes in our three counties. Please contact Patrick Kelly at pkelly@cccc.edu for more information on what needs to be in the letters.

**Voter Registration Drive:** A class can divide up into groups of five or four and do voter registration drives on a campus of CCCC and if allowed at shopping center. You must contact Patrick Kelly at pkelly@cccc.edu of when and where you will be completing them and they must last two hours.

**Lee County Pop Warner Football** This organization needs students to "pull chains/assist with down markers", keep the game clock, be a play checker, etc. I can provide job descriptions in more detail for our students that wish to participate. For more information reach out Pkelly@cccc.edu and Carl Bryan at cbrya799@cccc.edu.

**East Lee Middle Athletics:** Can you run a scoreboard for basketball? If so East Lee needs you. Please email jstack.elms@lee.k12.nc.us. and pkelly@cccc.edu if you are interested in doing this.
**Book Drive:** Books at Steal is a book store ran by two local nonprofits is a book store that sells donated books at really reasonable prices can always use more books and volunteers to work as well. To organize a book drive or work please contact Robin Godwin at booksatasteal@gmail.com and Patrick Kelly at pkelly@cccc.edu

**GIVE CLUB:** GIVE stands for “Get Involved Value Everyone” and its mission to raise money for the student emergency fund and for scholarships. We are currently seeking officers and members. If you have any interest please contact Patrick Kelly at pkelly@cccc.edu

**Stevens Center:** The Stevens Center is a nonprofit agency located in Sanford, North Carolina. The Stevens Center philosophy is based on treating all people, including those with disabilities, as equals and with respect. Services provided by the Stevens Center are designed to provide the support people with disabilities need to be an active member of the community, to empower rather than control. It is located one mile down the road for Main Campus in Sanford. If you wish volunteer please contact Pkelly@cccc.edu to arrange it.

**I Read You Read:** IRYR generally runs twice during the school year, for about 8 weeks each semester. Volunteers Skype in with the students for 20-30 minutes once a week. Volunteers sign up for the program through VolunteerLee.com and through Pkelly@cccc.edu. You will be reading with a student in Lee County Schools. They're both on Tuesdays and Thursdays, but the times are a bit different at each school, as is the grade level of the students.

Volunteers need to register on VolunteerLee.com if they haven't already, and then all they have to do is click Respond to Need for whichever one they want to do. Carol Chappell from LCS will get in touch with them after that to set it up.

Here is the link for J.R. Ingram: [http://www.volunteerlee.com/volunteer/agency/need/?need_id=140073](http://www.volunteerlee.com/volunteer/agency/need/?need_id=140073)

Here is the link for Deep River Elementary: [http://www.volunteerlee.com/volunteer/agency/need/?need_id=140074](http://www.volunteerlee.com/volunteer/agency/need/?need_id=140074)

**VolunteerLee.com:** VolunteerLee is a website dedicated to help nonprofits find volunteers for projects. Check out their website and choose something you may be interested in. There are plenty of options to choose from.
**Harnett County Specific Events**

**Harnett Backpack Buddies:** Join the BackPack Buddies Program by serving with other CCCC students, faculty and staff on one of our upcoming service opportunities. They pack each Friday morning unless school is out. They start packing at 7:30 am. FOUR students are allowed to go each Friday and need to sign up with Patrick Kelly at pkelly@cccc.edu. If you show up without signing up, your time will not count. The packing location is 17273 Hwy 27. This address is a trailer just east of the Hwy 27 & Hwy 87 intersection. The contact there is Bob Doberstein or his wife (bob3269@windstream.net, 919-499-4569).

**FIVE N TWO FOOD PANTRY:** The pantry opens 5 days a week to distribute food to people in our area. During the hours of operation, we have tasks that need to be accomplished.

People are needed to work at The Checkin Counter: There is always a need for one person at the front counter to greet families as they walk in the door. This individual will also be responsible for gathering the person’s information on an intake sheet. They will explain to the family how much food they can choose from each section. Stock Food: Every day, we receive a great deal of food. We need volunteers to help stock shelves with what comes in. Also, we have to go through produce items and throw out fruits and vegetables that have spoiled.

How Do I Become a Volunteer at the Pantry?
We have a short process in which you can become a volunteer. Please come by the pantry during our regularly scheduled business hours. While you are there, you can talk with one of the pantry managers. Each week we put together a schedule of volunteers to cover the shifts that the store is open. When you are available, we can work you into this rotation.

The pantry is located at 17247 N 27 W, Cameron, NC 28326. Mondays, Wednesdays, & Fridays 11am-5pm and Saturdays 9am-3pm

Below is a list of upcoming activities that will be facilitated by Student Outreach & Recruitment (SOAR):

1. **8th Grade Campus Tours**
   
   Designed as an exploratory trip for students in the 8th grade to:
   
   - Introduce students to pathways and programs that will become available to them upon entering high school
   - Build awareness of the college; its resources and pathways for students, teachers and the middle school’s administration
   - A fun school trip

   **Outline of campus tours**

   1. Lee Main campus – Fall 2016
      - Dates: Thursday or Friday (September 29th or 30th)
      - Length of program: 8:00 am – 12:30 pm
         - 90 minutes per school (3 middle schools)
# of Volunteers Need: 5-10

- Students can participate in the entire event or select specific tour group (time) in which they are available

II. Lillington and Sanford campuses – Fall 2016 (proposed sites HMC and HHSC and LMC)

- Dates: Thursday and Friday (October 20th (Harnett) and October 21st (Lee)
- Length of program: 8:00 am – 2:00 pm (Lunch will be provided)
  - 90 minutes per school (3 middle school for the Harnett campuses) and
  - 60 minutes per school on the Sanford campus (3 Harnett middle school will visit the Sanford campus)
- # of Volunteers Needed: 5-10
  - Students can participate in the entire event or select specific tour group (time) in which they are available

III. Pittsboro Main campus – Fall 2016

- Dates: Thursday and Friday (December 1st and 2nd)
- Length of program: 8:00 am – 12:00 pm
  - 60 minutes per school (3 middle schools and 3 schools with 8th grade)
- # of Volunteers Need: 3-5
  - Students can participate in the entire event or select specific tour group (time) in which they are available

2. 2016 First® Lego® League (FLL) Robotics Tournament (December 10th)

Tournament Host for a Qualifying tournament site during the 2016-2017 season. This is a collaborative production with NC A&T (NC FLL Affiliate Partner Representative) and Sharpe Pursuits Inc. (Event Management Company).

CCCC will facilitate the set-up and break down, security, sanitation and the catering of meals for volunteers.

- Dates: Friday afternoon/evening (set-up time TBD) and Saturday (tournament)
- Length of program: Saturday 6:00 am – 5:00 pm (Breakfast and lunch will be provided)
- # of volunteers need: 5 persons
  - Volunteers can participate in the entire event or select specific time in which they are available
4. High Tech-High Touch Week Workshops

Workshops that are designed to introduce students to the hands-on aspect of various industries. This year, we will have workshops in Criminal Justice-Latent Evidence, Lasers & Photonics, Fine/Creative Arts, and Esthetics.

- Dates: Saturdays (TBD)
- Length of program: 9:00 am – 12:00 pm (snack will be provided)
- # of volunteers needed: 2 per workshop

Wrenn L. Crowe
Student Outreach & Recruitment Specialist
(919) 718-7443
wcrowe@cccc.edu
Time Management, Procrastination, Organization, OH MY!

October 19th
10:30 AM - 12:30 PM
Front Doors of the Science Building

College Success Center Workshop

Are you having difficulty with managing your time?
Are you a procrastinator?
Do you need to be more organized?

If you're like most people managing your time and becoming more organized are some of the most difficult things to manage. Drop in to our workshop to learn some new skills that can assist you in becoming more organized and managing your time effectively.
SLAM DUNK SHOWCASE AND 3-POINT SHOT CONTEST WITH THE 2016-2017 CCCC MEN’S BASKETBALL TEAM

COME OUT AND SUPPORT RELIEF EFFORTS FOR VICTIMS OF RECENT FLOODING DUE TO HURRICANE MATTHEW, AND HELP US BRING IN THE NEW BASKETBALL SEASON!

NON-PERISHABLE FOOD, TOILETRIES, CLOTHES, AND TOYS FOR CHILDREN ARE NEEDED. MONETARY DONATIONS WILL ALSO BE ACCEPTED.

FRIDAY, NOVEMBER 4TH
1:00PM - 5:00PM
CFC GYM • LEE CAMPUS

HALF-COURT SHOT CONTEST • PRIZES
GAMES & FACE PAINTING FOR KIDS • FOOD • MUSIC

SPONSORED BY:
The CCCC Athletic Department • Student Ambassadors
The Men of Academic Distinction & Excellence
The Women of Academic Distinction & Excellence
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Central Piedmont Community College

ADDRESS: PO Box 35009 Charlotte, North Carolina 28235-5009

PREPARED BY:
Michael Horn, Associate VP, Government Relations and Grants  June 29, 2017

NAME/TITLE
704-330-5963  michael.horn@cpcc.edu
Phone  Email Address

PROGRAM COORDINATOR:
Katrina Johnson, Assistant Director  June 26, 2017

NAME/TITLE
704-330-6656  katrina.johnson@cpcc.edu
Phone  Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

CPCC’s Minority Male Success Initiative (MMSI) successfully conducted activities that were set out to achieve the goal and objectives set forth by NCCCS.

Objective 1: Increase the progression for 1st year minority male students

CPCC is continuously reviewing current policies, practices and engagement strategies, as well as support services to address this objective. A core team was established to evaluate institutional policies. The team includes Timothy Graham (Academic Coach), Dr. Charles Mitchell (Academic Coach), and Isaiah Phifer (peer Advisor). In addition, the college has a previously established African American Achieving the Dream committee, comprised of several different departments which could act as a vehicle to further review and address current policies as they relate to the success of minority males and make recommendations to college leadership.

Objective 2: Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.

CPCC has implemented campus involvement and opportunities by reaching students via activities conducted through the MAN UP program (ex. Real Talk Wednesdays, Bring your “A” Game). MMSI brought several campus departments into the fold in order to increase minority male student involvement. Collaborations were made with Student Life, TRIO, ALC, First Year Advising, Mentoring and Bridge, Outreach and Recruitment. These departments assisted with the successful implementation of new student orientations which were held for all incoming minority males, the inclusion of weekly personal and career workshops, and FAFSA workshops held in the Fall and Spring. Through these activities and others, students were exposed to campus resources and experienced direct connections to the campus community.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

CPCC is dedicated to reducing the achievement gaps among minority males enrolled at the institution. The College will continue to work with minority male students and provide
comprehensive retention services, counseling, tutoring, academic support, career planning, and mentoring services. During 2017-18, CPCC will implement the following goals and objectives:

- Expand participation of minority males in student success initiatives on all CPCC campuses.
- Increase minority male students’ involvement in campus programming and services.
- Collaborate with internal stakeholders to promote resources that ensures retention and timely program completion for minority males.

CPCC will accomplish these goals and objectives by:

- Continue reviewing current policies, practices and engagement strategies, and support services.
- Align professional development activities with the Minority Male Success Initiative.
- Convene internal groups and committees to improve ways and enhance services to minority males.
- Provide structured activities and experiences.

### LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Lessons learned:

- Establishing an efficient student tracking system (for events, office/lab visits, other services) is essential to obtaining reliable student data. CPCC implemented a Google Doc electronic sign in sheet to document student participation in MMSI related activities.
- Students benefitted greatly from academic support, exposure to career opportunities, and campus events. These contributions were essential in building self-confidence enhancing social skills and a sense of responsibility.
- Partnering with the College’s Service Learning department (as well as other areas) contributed to the enhancement of student leadership skills.

As a result of implementing MMSI at CPCC, the College plans to:

- Identify campus resources that can be tapped to advance the MMSI at CPCC and expand services to students enrolled at all campuses.
• Enhance participant tracking and data collection, for example, using technology to document student attendance at events.
• Explore ways to better support students at “loss points.”
• Increase leadership opportunities for students to increase engagement and connection with the institution.

Best Practice: CPCC holds an annual grants celebration recognizing grant funded initiatives and sharing the impact that grants have had on the institution. The celebration features presentations from students, and MMSI participants have welcomed the opportunity to present and develop their public speaking skills with an audience consisting of the College President, College Cabinet, as well as faculty and staff. The student leaders who have participated in this event could be asked to present in other forums to ensure that the College community is aware of the impact of initiatives like the MMSI.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Some of the challenges or barriers the College has encountered in the implementation of activities to advance the MMSI include:

• Inconsistent student participation and motivation.
• Students personal issues (i.e. health, money, family)

Like many institutions, CPCC is under-resourced to effectively reach each and every student facing barriers to academic success. Additional staff (counselors/advisors, etc) to more fully address student challenges and the breadth of “loss points” would enhance the College’s efforts. Any processes or systems the system office could offer to foster collaboration with other community colleges may be beneficial in addressing barriers faced by many institutions.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

During FY2016-2017, funds were spent according to the following plan:
Student Support Salaries
Peer Advisor
Up to 840 hours @ $11.94/hour
Benefits: 8.37% (FICA and Workers Compensation)
Description: The peer advisor will provide advising services to students enrolled in the Minority Male Mentoring Program.

Total:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student Support Salaries</td>
<td></td>
</tr>
<tr>
<td>Peer Advisor</td>
<td>$6,354.47</td>
</tr>
<tr>
<td>Benefits: 8.37% (FICA and Workers Compensation)</td>
<td>$486.12</td>
</tr>
</tbody>
</table>

Educational and Professional Materials & Office Supplies
Used these funds to create and print marketing materials for the Minority Male Mentoring program. Instructional supplies, books, recruitment supplies, and general office supplies

Total: $3,463.24

Equipment
Purchased two (2) IPads to support student engagement (awareness efforts, outreach) and participant tracking and data collection.

Total: $641.36

Contractual Services
Secure speakers two (2) speakers for workshop and the Empowerment Summit

Total: $1,169.46

Travel
Used the funds to travel to UNC Wilmington for Transfer day, Virginia Tech for Black Male Empowerment summit, and Clemson University for the Men of Color Summit. Attendees included 18 students and 2 staff members.

Total: $6,326.58

TOTAL BUDGET: $18,441.23

Returning Amount: $30.77

Sustainability efforts include the dedication of state funded staff to implement activities targeted to minority males, and to advance MMSI efforts. These employees are also engaged in planning efforts designed to integrate multiple student success and college completion efforts across the institution. The College’s Student Life program provides support to assist with student engagement, including snacks, meals and promotional items. In addition, the College has secured funding from the Sisters of Mercy of North Carolina Foundation to support an Academic Advisor dedicated to serving minority males enrolled at the College.
(salary and benefits). Additionally, the program received a CPCC innovation grant for $2,000 to expand MAN UP activities to other CPCC campuses.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

<table>
<thead>
<tr>
<th>COLLEGE:</th>
<th>Cleveland Community College</th>
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<table>
<thead>
<tr>
<th>ADDRESS:</th>
<th>137 South Post Road      Shelby, North Carolina  28152</th>
</tr>
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</table>

**PREPARED BY:**

<table>
<thead>
<tr>
<th>Derrick W. Wise, Program Coordinator</th>
<th>6/23/17</th>
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<tbody>
<tr>
<td>Name/Title</td>
<td>Date</td>
</tr>
<tr>
<td>704-669-4189</td>
<td><a href="mailto:wised640@clevelandcc.edu">wised640@clevelandcc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>Email Address</td>
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**PROGRAM COORDINATOR:**

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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

**E-mail application to:**  [JEvans@nccommunitycolleges.edu](mailto:JEvans@nccommunitycolleges.edu).
**PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE**

1. The Minority Male Success Initiative at Cleveland Community College sponsored a variety of programs/activities to meet our 2016-2017 objectives. See chart below for overview of programs/activities. MMSI was successful in achieving our objectives for this academic year. This year, the college has seen an increase in minority male involvement on campus. For example, the president of the Student Government Association is an active participant of MMSI. With the onboarding of the college’s new advising software AVISO, as coordinator I have the opportunity to receive real time alerts of MMSI participant’s progress in their classes.

<table>
<thead>
<tr>
<th>Objective 1: Increase the progression of first-year minority male students.</th>
<th>Establish Core Team to devote three-year commitment to assess and improve student success outcomes for minority male students</th>
<th>4 employees have committed to actively support the initiative to ensure the success of minority males at the college. The team consists of an academic dean, a counselor for TRIO-Student Support Services and a Success Coach with TRIO Talent Search.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>On-going advising is provided to minority males to ensure that they progressing successfully in all of their classes and assistance with registering for classes and completing FASFA.</td>
<td></td>
</tr>
<tr>
<td>Safe Space</td>
<td>In addition to the Student Success Center, a desk and a computer was set up in the MMSI’s coordinator office for minority male students to complete class assignments and have computer access for other needs.</td>
<td></td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>A Minority Male Mentoring club was created through the Student Government Association to further advance the goals of the initiative. In collaboration with club, an executive board was created consisting of various positions, such as a president, vice president, treasurer and secretary.</td>
<td></td>
</tr>
<tr>
<td>College Tours</td>
<td>Throughout the year, MMSI collaborated with TRIO-Student Support Services to provide college campus visits. We toured the following campuses: University of North Carolina – Charlotte, Winston Salem State University, North Carolina A&amp;T University, and University of North Carolina – Greensboro.</td>
<td></td>
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**Objective 2: Increase minority male utilization of campus resources and services through ManCave**

| ManCave | During the fall semester, MMSI hosted ManCave sessions once a month where participants had the opportunity to dialogue in a safe space on a specific topic. |
deliberate and intentional interactions between students and the campus community.

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
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<tr>
<td>Honda’s Battle of the Bands Weekend</td>
<td>MMSI hosted a trip to Atlanta where participants had the opportunity to take a campus tour of Morehouse College, visit MLK Memorial site, Coca-Cola Factory, and attend Battle of the Bands college fair and performance.</td>
</tr>
<tr>
<td>Black History Month</td>
<td>In collaboration with SGA, MMSI co-sponsored the college’s annual Black History Month Celebration program.</td>
</tr>
<tr>
<td>Fitness Boot camp</td>
<td>MMSI hosted a fitness boot camp that encouraged healthy lifestyles and encouraged students to utilize the college’s fitness center.</td>
</tr>
<tr>
<td>Dr. Seuss Day</td>
<td>In collaboration with TRIO- Student Support Services and SGA, MMSI co-sponsored Dr. Seuss Day. Participants spent the day reading Dr. Seuss books to students at a local elementary school.</td>
</tr>
<tr>
<td>Men of Color National Summit</td>
<td>MMSI attended the summit sponsored by Clemson University where over 2000 men of color were in attendance. Students attended workshop sessions that helped prepared them for academic, social, and economic success.</td>
</tr>
<tr>
<td>Disney’s The Lion King</td>
<td>MMSI hosted a trip to view a Broadway style musical and etiquette dinner.</td>
</tr>
<tr>
<td>Tutoring</td>
<td>MMSI participants are encouraged to utilize the college’s free tutoring services.</td>
</tr>
</tbody>
</table>

2. Our goals/objectives for 2017-2018 academic year is to build upon the progress we have made to accomplish our current two objectives. We will do this by continuing to collaborate with our campus and community partners in an effort to stay innovative and relevant. Specifically, we plan to increase advising opportunities, increase utilization of ADVISO advising system, and start a mentoring relationship with Cleveland Early College High School minority males.

3. I have learned that the use of technology is essential in achieving our intended goals. The majority of MMSI participants are recent high school graduates. The millennial generation use of technology and social media is embedded in their daily lives. Utilizing group reminder apps has really allowed me to stay connected with the group and for them to stay connected with me. A best practice from the college is the form of support and collaboration. One of the reasons why MMSI has been successful in publicizing our programs is that our campus partners support and are willing to collaborate. When you have a campus community that is eager to see this initiative succeed, it makes programming much easier.
4. Two reoccurring challenges/barriers that I’ve notice that affects the success of minority males is food and transportation. Maslow’s hierarchy of needs indicates that food is a basic physiological need for human survival. Lack of this basic need has a direct link to student motivation. After building relationships with our male participants, I have learned that a few of them are often hungry. When the option presents itself between books and school materials and food, many choose food. This is the same with working and attending class. Many will choose work over class in order to ensure access to food. I keep snacks in my office for the purpose of our students if one indicates that he is hungry, which they do more often than one would think. The second challenge/barrier is transportation. Many of the MMSI participants do not own their own vehicle so they rely of family and friends to bring them to campus. There is also no public transportation in Shelby. Many of the students’ mange to work around their family and friends schedules to make their class schedules work. Lack of reliable transportation sometimes may cause students to be late for classes and to be unable to participate in evening college activities.

   Personnel Support Salaries: $6000.00
   Personnel Fringe: $1862.53
   Equipment/Office Supplies: $915.00
   Contractual Services: $4603.00
   Travel: $3447.67

   We spent a little more in travel and office supplies than originally budgeted. We did not spend the $1000 allotted to Faculty and Staff Training.

   For sustainability, a strong partnership exists between the Minority Male Success Coordinator and TRiO-SSS, TRiO-Talent Search, and Student Government and Clubs. Many students who are involved with MMSI are also TRiO and SGA students, so several collaborative projects happen with these areas.

6. Cleveland Community College is appreciative of the MMSI grant opportunity. Research continues to show that the persistence and graduation rates of minority males are drastically lower than their peers. Initiatives like this provides community colleges with the means to actively execute programs that will benefit the success of collegiate minority males, which will have a positive effect on the community. This grant allows CCC to meet minority males where they are and to journey with them as they reach towards their full potential.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: College of The Albemarle
ADDRESS: 1208 North Road Street, P.O. Box 2377, Elizabeth City, North Carolina 27909-2327

PREPARED BY:
Pamela Federline/Director, Planning, Research and Effectiveness July 14, 2017
Name/Title Date
(252) 335-0821 x2300 pamela_federline60@albemarle.edu
Phone Email Address

PROGRAM COORDINATOR:
Kelvin Brown/Director, Advising and Student Success July 14, 2017
Name/Title Date
(252) 335-0821 x2243 kelvin_brown78@albemarle.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

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*Increase the progression of first-year minority male students:*

During 2016-17, a total of 244 minority males attended COA representing 7.63% of the total enrollment. Comparing Fall 2016 to Spring 2017, of the 202 minority males who started in fall, 142 returned – or 70.3%.

(1) Data Roundtable has not been planned. Shortly after the College submitted this application, our President announced she would be leaving COA. Rather than plan an event that should include the President, we are delaying this until 2017-18 to include in a larger Data Summit that reviews data such as performance measures, Perkins data, and MMSI data.

(2) First in the World Grant: The grant is a blind research study so we are working to identify the Year One students who met the criteria in the treatment group who got Success Coach intervention. However, the research is being conducted externally, so at this time, while we know minority male students were in the cohort, we do not know how many.

(3) Student Life: COA’s Strategic Planning Team 1.1. is developing the Student Life Plan. The team is co-chaired by the Coordinator of Student Life/SGA Advisor who directly supported MMSI activities during 2016-17. MMSI activities will be incorporated as applicable to the plan in development.

(4) Professional Development: MMSI training was conducted during Fall 2016 Convocation in a round-robin training. MMSI information was embedded into faculty advising training.

*Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.*

(1) MMSI CORE Team: While the Enrollment Management Team unofficially addresses MMSI issues, it has not been a regular focus. This will be addressed in 2017-18 by making updates a standing agenda item.

(2) Strategic Planning Teams: While MMSI has worked with Strategic Planning Teams both directly and indirectly, there was no definitive approach developed for seeking input and information supportive to MMSI. This will be improved in 2017-18.
(3) Career Counseling Capacity Building: The MMSI Coordinator attended a meeting at US Department of Education to learn more about career counseling and other program options. Advising is also working to be more intentional about supporting student awareness of and needs as they complete their programs of study with resume development and career fairs.

(4) National Society for Leadership and Success and SGA: COA is an active member of NSLS and the Student Life Coordinator is encouraging minority involvement. There were four speaker presentations supported by SGA, all of which were minority focused (one for faculty, one for students, one at the Prison, and one during Black History month).

Academic Advising and Student Success partnered with NC Works to add and provide career services.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

As noted above, plan items not completed in 2016-17 will be carried over for implementation. Additionally, Perkins funding will be used to assist with implementing EMSI CareerCoach software and in hiring a part-time staff member to support outreach to middle and high school to train guidance counselors to use CareerCoach, outreach to students, and more.

The MMSI Coordinator is working to identify data and developing a plan to address minority male students placing into and taking developmental classes through partnership with Academic Deans and visits to Colleges with Summer Bridge programs to see how they implement programs to support minority students.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Linking with the Enrollment Management Team and strengthening linkages to the Strategic Planning Team will solidify MMSI as a more systemic issue. Intended changes are noted above, but will include more intentional placement on agendas, a presentation to specific strategic plan teams focusing on engaging and retaining students, and more.

The strongest best practice is linking the Coordinator for Student Life/SGA Advisor directly into the work of MMSI. She is a strong advocate for the program and has direct access to the students. Another best practice is attaching the MMSI as a part of the College’s overall Enrollment Management practices.
4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The College really needs a part-time person to focus on these activities. The way the funds are structured and the limited amount impacts our ability to do more to move the bar systemically. At a time when COA has declining available funds, these funds, however are important.

Also, having at least two meetings a year with other MMSI coordinators would assist with sharing and learning from others what they are doing to improve both systemic and more granular issues affecting minority males.

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**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

COA received $17,234 and expended $14,412.39. The remaining $2821.61 is predominantly left in supplies, part-time, and contracted staff. We attempted to spend the remaining funds, but the supplies could not be delivered in time to use this year’s funds, so the request was denied by the business office.

MMSI will reach more sustainability as a standing item with Enrollment Management because of the breadth of team represented. However, additional funds are important to the College at present with significant budget deficits decreasing the overall budget in 2017-18.

6. Please provide any comments, suggestions, or feedback that you would like to add.

The MMSI Coordinator feels that 2017-18 will be a stronger year because he feels that he knows what he is doing now compared to the newness of changes happening last year under the former cohort based model.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: ___Craven Community College______________________________

ADDRESS: ___800 College Court,___New Bern, NC 28562____________________

PREPARED BY:

__Monica P. Minus/ Director of Grants & Strategic Partnerships__ June 28, 2017

Name/Title

Date

252-633-1764

minusm@cravenc.edu

Phone

Email Address

PROGRAM COORDINATOR:

__Monica P. Minus/ Director of Grants & Strategic Partnerships__ June 28, 2017

Name/Title

Date

252-633-1764

minusm@cravenc.edu

Phone

Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Craven Community College’s action plan fulfills the objectives to 1) increase the progression of first year minority male students and 2) increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.

The outreach of the campus coach provided tangible support for each student to assist them in academic persistence and connection to campus resources. Students were personally made aware through phone calls, emails and campus resource fairs that there is assistance available and there is someone on campus willing to assist and answer questions of their concern. The College has made systems more efficient through web oriented applications and automated systems. However, some students still need a person that checks in with them if they are on the verge of falling through the cracks. Many students carried on extensive conversations with the campus coach and asked questions they had been thinking about but had not reached out to seek an answer due to their busy schedules. The campus coach would remind them about completing their FAFSA, registering for classes, tutoring opportunities and campus events. Most students were very receptive to the telephone calls.

Positive Attitude in Action Workshops were conducted during the fall and spring semesters at the New Bern and Havelock campuses. There were 12 workshops with 104 participants. The workshops are publicized as part of the campus life calendar and ACA course assignments. Students can use the workshops to fulfill TRIO SSS participation credit and ACA assignments. The workshops help meet both objectives because the topics are related to teaching the tools of resilience, soft skills and personal enrichment. Through workshop conversation some students shared their own experiences and how they have overcome challenges or sought assistance on campus.

A component of our activities involved professional development for our faculty and staff. We understand that there is a need for training and exposure to current trends in student services so our faculty and staff can be aware and understand the climate/environment of our 21st century students. These opportunities assisted faculty and staff on how to better communicate with our students and the challenges they face. These activities assist in determining what we can do as an institution and individually to connect our students to services on campus and assist them in being resilient to complete their educational goals. There were 2 professional development opportunities planned in the previous proposal, one being, the Generational Leadership: Understanding Generational Differences in the Classroom and the workplace. The workshop was held for faculty and staff as part of the professional development and approximately 10 participants attended.
There was a proposed workshop for the Spring called NCCCS Minority Male Success Initiative. However, 2 professional development opportunities arose for faculty and staff and this particular workshop was not conducted. Our Director of Student Services (M2 Success Advisory Board member and college diversity committee member) attended the Minority-Serving Community Colleges Conference in Washington, DC November 1-2. The topics covered ranged in career and technical education development, federal resources, programs that support minority students, student success and White House Initiatives. On February 3, 10 faculty and staff were able to participate in the Got GRIT-4th Annual Student Success Conference- Growth, Resiliency, Integrity, Tenacity at East Carolina University. Individuals attended were new TRIO SSS staff, EOC staff, Title III Director, Faculty, Student Services Director, M2 Success Coach and Coordinator. The individuals that participated were a part of our new grant funded student services initiatives and areas of the college in which M2 Success has been collaborating for the past 2 years. The topics focused on student persistence, developing students into active citizens and high impact student service practices to name a few. The program copies for both are attached.

The project was successful at achieving the objectives, in particular objective 1, in which students’ progress from fall to spring semester. As of yet, we will determine year to year progression once classes have started in August 2017. There were 96 students identified as first time new minority male students for the Fall 2017; 49 students had a 2.5 or higher grade point average (51%). After grades for submitted for the fall, 63 of those students (65%) were registered for Spring 2017. There were 126 students identified as first time students for Spring 2017, so approximately 31 new students were enrolled at Craven CC. At the end of Spring 2017, 58 students were already registered for summer and/or Fall 2017.

Objective 2 is more difficult to determine quantitatively, however, students did ask the campus coach specific questions about services and resources when he made phone calls and emails. There were also a number of students that called the campus coach inquiring about tutoring, job placement and other concerns related to their first year taking classes.

M2 Success joined the African American Male Summit committee to plan for the 3rd annual event on July 1. This is an ideal partnership that has a reach in the local community and eastern region. For the past 2 years, M2 Success has had a table on site, but this year we were asked to join the planning committee. Currently there are 215 individuals pre-registered through Eventbrite for this event- which is already close to the number of people that participated last year.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

The campus coach will still follow the proposed format of outreach and will communicate electronically through the E-Mentoring on Moodle portal. We will investigate how to enhance E-mentoring after students have navigated through the initial sections and make it a continuously active portal. New topics will be introduced through the Positive Attitude in Action Workshops through the collaboration of our campus partners TRIO SSS, Campus Life, Title III Connect 2 Success and ACA Coordinator. We anticipate attending the professional
development opportunity at the East Carolina University’s 5th Annual Student Success Conference. We plan to collaborate on the African American Male Summit and seek participation from other colleges with the MMSI program. Thus far, Carteret CC and Lenoir CC are interested in participating in the planning. Our team will also investigate and try to locate groups in our community that serve the Latino and Asian population to broaden our program reach beyond the African American community.

**LEARNING**

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

The lessons learned are that new first time students need continuous outreach during their first year which makes the campus coach position a priority. Positive Attitude in Action Workshops are considered a best practice. The facilitator has presented workshops at Carteret Community College and will continue to do so for the 2017-18 academic year. We will add new topics to the workshops and keep some of our original ones. A new topic will be Volunteering to Gain Work Experience and this summer we will come up with at least two more new topics. These workshops are included on the campus life calendar for students. Our facilitator will be glad to share at an MMSI forum about the compilation of Positive Attitude in Action for other institutions to adapt to their student populations.

We anticipate the E-mentoring on Moodle to be a best practice but it seems to take at least 2 years to see if it is a success among our students. E-mentoring is intended to be a virtual version of our Positive Attitude in Action Workshops. Once we have perfected it, we are willing to share.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

We tried to schedule 3 face-to-face roundtable sessions with the campus coach leading various topics for students on campus. We did not obtain the participation we had hoped for. However, we do know that lack of participation is an issue in our community for events. Also due to our rural environment and few evening classes, students generally leave campus shortly after 12 noon on most days. Out of 126 students we tracked in Spring 2017, 103 of those were enrolled part-time. We will have to find other ways to engage with part-time students and hope E-mentoring will bridge the engagement gap.
There have been at least 2 self-identified DACA (Deferred Action for Childhood Arrivals) students that face challenges in paying for summer classes. Generally they use the summer semester to save money to pay for fall and spring semester. We would like to find resources for them in relating to finances and potential colleges and universities that are resourceful in helping DACA students transfer.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The personnel support salaries included the program coordinator receiving a total $5,500 from September 2016 to June 2017. The stipend was reduced by $500 from the original proposal to accommodate the part-time campus coach hours. Social Security, Retirement and Medical is in the amount of $1,766.16.

Initially the campus coach position was going to be listed under contractual services, but changed to part time student support to be considered a part time employee of the college and submit hours worked in timeclock plus. The campus coach initially was scheduled to receive $4,320, however the total amount in projected salary expenditure is $6,003.

Contractual services for a technician was allotted for $600. The technician did not fulfill their contractual obligations by the deadline of December 31 to create a Moodle page for the E-Mentoring Portal. As of January 5, funds were moved to the part time student support line item to have the campus coach work additional hours to create and complete the Moodle page for the portal.

Contractual services for the Positive Attitude in Action Workshop Facilitator conducted 12 sessions during the fall and spring at the New Bern and Havelock campuses. The facilitator also completed 1 professional development workshop for faculty and staff. This contractual service was changed to instructor for the budget line item because the facilitator had secured part time employment at the college and could no longer be under contractual services. The total expended for the facilitator/instructor was $2,600. The original budget amount was for $2,800 however only 1 professional development workshop was done during the fall semester instead of the proposed 2. The $400 was reallocated to the campus coach for additional hours for the month of June to assist students taking summer courses and prepare for the African American Male Summit.

Educational and Professional Equipment and supplies allocation was $500. A new table cover and carry bag with the M2 Success logo was purchased at $382.87 Name tag and cards for the campus coach was purchased at $58.14.

Partnering with the 3rd Annual African American Male Summit in New Bern’s Convention Center. The program coordinator was a member of the planning committee and the program assisted with marketing the summit and event programs in the amount of approximately $608. The marketing fliers were placed on Havelock and New Bern campuses,
shared at resource fairs, business expos, chili festivals, Duffest and other activities Craven Community College sponsors or participates.

Initially there were no funds allocated for faculty and staff training outside of the college. However, there were new opportunities that arose in November for the Director of Student Services to participate in the Minority-Serving Community College Conference in Washington, DC. The event did not have a registration fee but lodging was $682 and travel was $188. Another local opportunity for 10 staff and faculty to participate in the 4th Annual Student Success Conference at ECU. We received 2 new department of education grants (TRIO EOC and Title III) that will assist in serving our student population. The new staff were able to benefit from the professional development opportunities at ECU. The registration fee for 10 staff members totaled $120 plus mileage for using the college van. Travel for 3 staff members to travel to the MMSI Kick off to Wake Tech was reimbursed at $123.90

In our efforts to seek sustainability for the program beyond the funding cycle, we are investigating other grant opportunities that support educational mentorship and operational costs.

6. Please provide any comments, suggestions, or feedback that you would like to add.

There are no additional comments.
Minority Serving Community Colleges: Uniting for Student Success
GOT G.R.I.T.?
4th Annual Student Success Conference
STUDENT SUCCESS CONFERENCE • FEBRUARY 3, 2017

PURPOSE
The purpose of the conference is to promote a sense of community among faculty and staff that leads to opportunity to student success strategies for ECU students.

GOALS AND OBJECTIVES

- Become better informed about the learning environment for students at East Carolina University
- Broaden the campus conversation about data, strategies, and information related to resiliency and student success
- Learn about advancement, involvement, barriers, and performance of students at East Carolina

As a result of attending the 2017 Student Success Conference, attendees will be able to:

- Characterize how the university promotes a sense of community that supports student success and leads to increased retention rates;
- Recognize how the university promotes the successful engagement of students socially, mentally, spiritually and physically;
- Identify tools for successful communication with all students;
- Discuss programs that effectively transition students to East Carolina University and serve as foundation for student success.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Catawba Valley Community College

ADDRESS: 2550 HWY 70 SE, Hickory, NC 28602

PREPARED BY:
Steve O. Hunt
Executive Director, Office of Multicultural Affairs June 21, 2017
Name/Title Date
828.327.7000 Ext 4570 shunt@cvcc.edu
Phone Email Address

PROGRAM COORDINATOR:
Ronald Carson
Coordinator, Minority Males on the Move June 21, 2017
Name/Title Date
828.327.7000 Ext. 4571 rcarson@cvcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
**PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE**

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

**LEARNING**

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

6. Please provide any comments, suggestions, or feedback that you would like to add.
Minority Male Success Initiative 2016-2017
Grant Evaluation: Catawba Valley Community College

Progress on Major Grant Objectives, Activities and Timeline

Programs and Activities Conducted:
Catawba Valley Community College conducted initiatives in an effort to increase the progression of first year minority males and completion of minority males. The Diversity and Inclusion and CVCC Ambassadors initiatives have made progress in increasing the participation of institutional departments and focus on all first-time enrolled minority males at this institution. The Core Minority Male Success Initiative committee continues to work on an action plan that will increase the G.P.A to at least 2.0 of minority males and increase the completion rate to at least 67% of minority male students. The Early Alert partnership will continue in an effort to help at risk minority male students. Lastly, the Career Center continues to offer academic and self-help workshops that are beneficial to first-year minority males.

Through the Diversity and Inclusion initiative, the Diversity committee continues to offer diversity workshops that will benefit employees as they provide services to a diverse group of students. The Human Resources department coordinates the workshops as professional development opportunities available to employees and students. Some of the workshops and discussions during the 2016-17 academic year were: Hidden and Unhidden Bias; White Privilege; Is Homosexuality Innate or Immutable?; Biological Origins of LGBTQ; and 13th (Mass Incarceration of African-American Males). These workshops and open discussions share a diversity in ideas, challenges and experiences that may be a tool for employees as they work with underserved minority males. In addition, the Interdisciplinary Read committee and Professional Development provided a poverty simulation for faculty, staff and students in an effort to educate individuals on the economic challenges that college students face.

Also, the Diversity committee sees a need to administer a campus climate survey that focuses on the diversity and inclusivity on the college campuses. The committee researched climate surveys however; the campus climate survey is postponed until a general campus climate has been administered and evaluated by the Office of the President. The general campus climate incorporated some diversity questions and the Office of Multicultural Affairs awaits the results to make improvements for minority staff and students.
Through the CVCC Ambassador initiative, the student ambassador and the staff ambassadors have connected with over 653 minority students and potential students. The ambassadors assist to recruit and advise minority students through the admissions process. The ambassadors have been successful in intentionally targeting underserved minority male students at the high schools and community activities. The ambassadors are currently working with 104 out of 265 minority students, as the students consider enrolling at CVCC for Fall 2017. A great accomplishment by the student ambassador, in collaboration with Marketing is the P.A.V.E. (Plan. Apply. Visit. Enroll.) information booklet. The P.A.V.E. booklet is appealing and provides straight admissions instructions that are easier to understand by first-year minority male students. The ambassadors have not achieved all of the proposed outcomes. The ambassadors are in the process of being trained in advising and will receive authorization to enroll students into courses. The Vice-President of instruction is working on facilitating the training and authorization before Fall 2017.

The Core Minority Male Success Initiative committee continues to work on an action plan that will increase the G.P.A of minority males and increase the completion rate of minority males students. Minority male students are not enrolling or completing College Success courses that are essential to first-year minority students, as they build an academic foundation and learn of available resources. The Core committee is working to review policies, procedures and best practices to resolve or improve this issue.

The Early Alert partnership will continue in an effort to help at risk minority male students. Not many referrals have been submitted to the ambassadors or Office of Multicultural Affairs. The Early Alert team is reviewing this concern because there are at risk minority males however, the students are not being referred to staff for mentoring.

The Career Center continues to offer academic and self-help workshops that are beneficial to first-year minority males. In working with the Office of Multicultural Affairs, the Career Center has increased the availability to marketing of student resources to minority male students. It then is up to the students to decide if they are available or have a need for the resources.

Lastly, Catawba Valley Community College will continue to offer Minority Males on the Move club (M3), because it recognizes the value and impact of one-on-one mentoring. Mentorship of first-year minority males is needed as the students face barriers. During the 2016-17 academic year, six of the eight second-year students graduated this spring. The remain two students will graduate Fall 2017. A survey was administered at the end of Spring 2017 to measure the impact of M3 program. Of the M3 students who participated in the survey, 89% Strongly Agree and 11%
Agree that, “this program is beneficial to future students at CVCC”. A few improvement will be made to M3 but CVCC will continue to mentor minority male students.

**Goals/ Objective for the 2017-18 Academic Year:**
The Office of Multicultural affairs will continue to execute the 2016-17 action plan, in addition to K.E.Y. (Knowledge Empowers You) Day, during Fall 2017.

As a progression and completion strategy for first-year minority male students from underserved populations, the Ambassador’s Initiative proposes K.E.Y. Day (Knowledge Empowers You). It is a two-day empowerment event that focuses on the academic needs of the target populations, who have registered at Catawba Valley Community College (CVCC) for Fall 2017. K.E.Y Day will prepare students for their first semester in college and inform students on how to overcome barriers previously faced by minority students. Participants will benefit from eight hours of College Student Success courses (hybrid).

The Ambassador’s Initiative recognizes that if students are not successful in their first academic year, it is more of a challenge for them to be successful in the years to come. Often, minority students take College Student Success courses on their last semester at CVCC. By then it is too late to begin learning about school resources, study habits and building a support system. K.E.Y. Day will offer participants the knowledge, skills and support to be successful at CVCC before students begin their academic semester. Therefore, better preparing them for academic courses during the first semester with the intention of increasing the progression and completion of minority male students.

K.E.Y. Day provides a one setting outreach opportunity for the program coordinator to all first-year minority male students. This event will increase the number of Minority Males on the Move members, thus increasing the number of minority students mentored at CVCC.

**Learning**

**Lessons learned so far that help CVCC in their continued effects to achieve their intended goals:**
Catawba Valley Community College has learned the value of mentorship and the need for completing College Success courses the first year of college. As was previously mentioned, many of our minority male students are not taking the College Success courses during their first academic semester. Many students wait until their second year and often the last semester to
complete the course. The findings also indicate a high withdrawal rate before the completion of the course. In order to increase the progression and completion of minority students, the college needs to increase the number of minority males who successfully complete College Success courses. Students who successfully complete College Success will have a better understanding of campus resources and processes. In an effort to attract minority male students to College Success Courses during their first semester at CVCC, we plan to offer the courses during K.E.Y Day. All incoming first-year minority male students will be invited to participate in K.E.Y Day.

**Major Challenges and Barriers:**

Our greatest Challenge was connecting with the all first-year minority male students on an individual basis. Since the focus of the Minority Male Success Initiative is on all of the first-year minority male students, rather than a group of recruits, the individual coaching and mentoring element was diminished. One of the goals for KEY Day is to bring all of these students together so that we can engage them individually and inform them about the M3 mentoring and other resources.

Though the individual recruiting may limit the number of students impacted by the program, the results of that impact proved to be worthwhile. In the spring of 2017, six of the eight M3 second-year students graduated, with the remaining two students graduating this fall. Of the students that participated in the survey, 100% of them stated that M3 made a positive impact in their completion at CVCC. Although we recognize the importance of campus-wide collaboration to the Minority Male Success Initiative, the one-on-one mentoring and coaching is necessary in providing support to minority males.
Sustainability

Budget Sheet for 2016-2017:

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<th>Grant Funds Received</th>
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<th>Actually Expended On</th>
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<td>*Difference was applied toward benefits of salary</td>
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<td>Student Support Salaries, PT</td>
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</table>

CVCC provided over $34,340 in funds towards personnel support and benefits. The college also provided over $800.00 in funds for educational opportunities in an effort to sustain the program beyond MMSI funding.

Thank you for your continued support.

Attached: PAVE Marketing Booklet
4,700 curriculum enrollment

44% male
56% female
22 average student age
75% under age 24

Over 60 curriculum programs leading to associate degrees, diplomas, and certificates

COLLEGE TRANSFER
Associate in Arts
Associate in Engineering
Associate in Fine Arts — Music
Associate in Fine Arts — Theatre
Associate in Fine Arts — Visual Arts
Associate in Science

SCHOOLS
School of Academics, Education, & Fine Arts
School of Business, Industry & Technology
School of Health & Public Services

CONTINUING EDUCATION
A wide variety of short courses designed to provide students with specific expertise, skill building, or industry certification.

STUDENT ACTIVITIES
Student Government Association
Campus Clubs & Organizations
Service Groups
Multicultural Awareness Events
Travel Opportunities
SkillsUSA

ATHLETICS
CVCC RED HAWKS
NJCAA REGION X DIVISION II
MEN’S BASKETBALL
WOMEN’S BASKETBALL
WOMEN’S VOLLEYBALL
MEN’S BASEBALL

ACADEMIC SUPPORT
Qualified Faculty
The Writing Center
Peer Tutoring
Learning Assistance Center (LAC)
Technology Help Desk
Campus Computer Labs

CAMPUS LOCATIONS
MAIN CAMPUS, CONTINUING EDUCATION CENTER, NEWTON CENTER FOR EDUCATION, ALEXANDER CENTER FOR EDUCATION, CORPORATE DEVELOPMENT CENTER, MANUFACTURING SOLUTIONS CENTER, FURNITURE ACADEMY

Apply Online | cvcc.edu/how-to-enroll
Submit the FAFSA | www.fafsa.ed.gov
Healthcare Program Questions | healthcare@cvcc.edu
Admissions & Financial Aid | Main Campus, Student Services
Individual career counseling is available to all students who are interested in discussing their career interests, choice of program, and career goals.

Career assessments and career reference information are used to assist students in examining their interests, values, and skills to explore career options.

Career assessments include:
Focus 2, Career Coach, Self-Directed Search, Strong Interest Inventory, Myers-Briggs Type Indicator, and CFNC Bridges.

Career counseling sessions are by appointment. To schedule an appointment, call 828.327.7000, x4690 or email careercenter@cvcc.edu.
Apply

Go to: cvcc.edu

1. Complete the Application for Admission
2. Complete the Free Application for Federal Student Aid (FAFSA)
3. Request official high school and college transcripts be sent to CVCC
4. Seek scholarship opportunities

Visit

Bring photo ID

24 hours after you submit the online Application, make plans for your personal one on one visit with Admissions and/or Financial Aid professionals in the Student Services building. Staff will provide you the opportunity to ask questions and learn about the following:

1. Your MyCVCC Portal and CVCCGo app accounts
2. Your personal CVCC email address and password
3. Placement Testing (if needed)
4. Advising information & Registration dates and times
5. Campus Safety and Security
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. James C. Williamson, Ph. D.
President

MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: ______Davidson County Community College______

ADDRESS: ______PO Box 1287; Lexington, NC 27293_______

PREPARED BY:

Keisha Jones/Dean, Student Engagement and Completion       June 23, 2017
Name/Title                         Date

Phone                        keisha_jones@davidsonccc.edu
336-249-8186 ext. 6359                          Email Address

PROGRAM COORDINATOR:

Tisha Jackson/MMSI Program Coordinator         June 23
Name/Title                         Date

Phone                        tish_jackson@davidsonccc.edu
336-249-8186                          Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30,
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

   - For the most part we were able to achieve all of our objectives, listed below are the action steps and methods used to achieve the objectives.
   - The only action step we had no movement on was working with HR on diversity and inclusion programming. Our institution has decided to create an equity plan and is currently in the planning stages.

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
<th>Action Steps Completed</th>
<th>Method</th>
</tr>
</thead>
</table>
| Increase the progression of first-year minority male students. | 1. Assess policies, procedures and programming to determine if items implemented have barriers that will prevent a minority male student from progressing.  
2. Address Early Alerts initiated by faculty for minority male students  
3. Coordinator will be a mentor as a part of the | 1. Evaluated the following campus documents in the catalog, made specific recommendations, reported findings to Student Engagement & Completion Leadership Team.  
   - College Policies  
   - General Complaint Policy |
| Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community. | SOAR program, which addresses students who are on academic warning, probation and/or suspension | General Student Policies  
Information Technology Services Policy  
Academics  
No Harassment Policy  
Parking/Vehicle Policy  
Student Handbook  
2. Utilized Starfish to correspond and schedule meetings with students who received academic alerts in order to discuss specific action plans geared toward their success.  
3. The coordinator did not participate with Students On Academic Recovery. The mentoring program and SOAR were placed on hiatus for the year as a result of program assessment. |
|---|---|---|
| 1. Introduce campus resources via a traveling resource fair during orientation  
2. Offer enrollment into our all male ACA-090 course during orientation and academic advising sessions  
3. Develop training for faculty and staff in collaboration with human resources around inclusion and sensitivity  
4. Offer programming through Student Life | 1. Provided program brochures regarding the program through the New Student Orientation traveling resource fair.  
2. All male course discontinued on advice from the State Board  
3. Proposed a monthly video on diversity and inclusion based on resources purchased on the topic to be sent via HR to all faculty and staff. Also purchased various books around diversity and inclusion that we will use the |
information to prepare presentations for future lunch and learn session for faculty and staff.
4. Collaborated with student life to produce a discussion panel titled Consciously Consuming Media. In addition to this panel the coordinator also participated in various SGA sponsored events such as Fall Fest and Spring Fling.

2. What are your goals / objectives and action plan for the 2017-18 academic year?
   a. Integrate the MMSI program into the college by merging the existing program coordinator position with a TRIO part-time position to create a full-time Engagement and Completion coach that will work with 2nd year TRIO students and minority males.
   b. Partner with other departments to host a series of workshops and speakers that will 1) educate faculty and staff on working with men of color and 2) discuss topics that affect our men of color and the barriers that prevent them from completing.
   c. Implement School Messenger software as a communication tool with targeted messages.
   d. Become a part of the college’s “Becoming an Equity-Minded” institution initiative and use data in program planning.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals?
   - Increased Engagement: New students need to be reached through new methods. Using email and even texting is antiquated. Using video is where communication is going for many people in today’s society. Snapchat, Instagram, Facebook, Facetime and other social media and apps utilize messages through video including the option of going live. If we utilized social media to create contact with
these students in addition to the forms of contact we traditionally use we believe it could result in increased engagement. The new student profile for 3M is going to capture mostly recent high school graduates. We must begin to speak the language of communication of a generation that has had cell phones their entire lives and have had access to the iphone for approximately a decade.

- As a part-time employee, it is difficult for this position to have an impact on students or to be an integral part of the college.

Describe any changes you have made or plan to make in light of what you have learned?

1. We will begin to implement video messages when we are contacting students about events, meetings, or trips.
2. Create a full-time position with TRiO. This partnership will increase the visibility of the program, provide increased service to students and allow the employee to become fully integrated into the college.

Please share a best practice from your institution.

- When communicating via email, created one word reply options in order to increase the response rate.
- We began utilizing snail mail to introduce our program at the application phase instead of waiting until the students got to campus
- We created “Men on the Move” where the coordinator leaves her office and set-up an information table with a laptop in places where men congregate (i.e. fitness center). This has increased the number of students we interact with.

How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

- The items above would not be hard to replicate at other institutions and we would be willing to share our experience.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

- We have been in the process of rebranding/reintroducing our program to the campus to ensure that faculty, staff, and students are aware of the services we provide under MMSI. The challenge is what to call/name the program.
- These programs can’t be successful if there is not a dedicated person assigned to work with the program. If you use the funding to hire a person in some cases you will use all or majority of the budget, which leave few dollars to focus specifically on programming for men of color. As an institution we do provide additional funding to ensure that the program coordinator is around for a minimum of
ten months. With the recent changes of the grant, institutions are now expected to serve more students (depending on the institution) with the same amount of money. We understand the idea is to infuse the ideas, programs etc. into the culture of the college but that again will take funding.

- The system can assist by reviewing the process in which selection for grant funds are made. A major concern of ours and others in the system is the number of institutions that receive the funding and end up sending their funding in at the end of the first term of the grant year. There should be something in place that prevents institutions who receive the same amount of money each year but don’t spend it to not have these funds available to them for a period of time

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**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

a. We spent our entire budget as we do each year. We spend the majority of our budget on our coordinator ($14,000) and the remainder on professional development for our male students. This year we attended several conferences around men of color (VA Tech, Clemson, NC Central, UNC Chapel Hill, and CCEAL Networking Meeting). We were also able to purchase a tablecloth to use during our recruitment activities across campus and on diversity and inclusion materials. We brought speakers to campus this year and were able to get additional funds in the spring for professional development. We stayed within the guidelines of the proposed budget items and did not purchase items outside the budget line items.

b. Division of Student Affairs covers the cost of space, equipment and supplies for the Minority Male Success Initiative. In addition to equipment, the college covers the staff’s salary in the months in which the grant does not cover to provide consistent support for minority male students on campus throughout the year. The funds from the division of student affairs provides other departments the opportunity to collaborate with the program to host workshops, speakers, etc.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Durham Technical Community College

ADDRESS: 1637 Lawson Street Durham, NC 27703

PREPARED BY:

Isaac Thomas, Student Development Specialist 6/21/2017

Ayana Sadler, Success Coach 6/21/2017

Name/Title Date

(919)536-7200, ext.1419 thomasi@durhamtech.edu
Phone Email Address

PROGRAM COORDINATOR:

Isaac Thomas, Student Development Specialist 6/21/2017

Name/Title Date

(919)536-7200, ext.1419 thomasi@durhamtech.edu
Phone Email Address

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E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

- The Male Success Initiative (formerly VISIONS), offered a variety of events that provided information regarding resources offered on Durham Technical Community College’s campus. Additionally, weekly sessions, consisting of two events, Motivational Mondays and Reveal Address Progress (R.A.P) pop-up sessions, allow students to build on their personal, professional, and academic goals. Along with the help of Success Coaches, we’ve had the opportunity to meet with students individually and assist them in developing their strengths.

- **Programs/activities conducted:**
  - Weekly Motivational Monday pop-up support session
  - Weekly Reveal Address Progress (R.A.P) session
  - Individual success coaching and goal building
  - Establishing informative social media engagement
  - Providing free bookshelf open to all students
  - Distribution of community support services information
  - Increased collaboration from campus partners
  - Connecting with prospective students from local Durham Public High Schools
  - Increased students activities and events that are relevant to the minority male population
  - Motivational e-mails and direct mailings
  - Connecting with other Male Initiative programs outside of Durham Tech
  - Motivational board created by students
2. What are your goals / objectives and action plan for the 2017-18 academic year?

- **Goals/ objectives and action for 2017-2018**
  - Volunteer and community outreach
  - Creating Male Success Initiative focus group
  - Weekly Motivation Monday pop-up support session
  - Weekly Wisdom Wednesday pop-up support session
  - “Fall Back Friday” on the 4th Friday of the month (Time to regroup and self-motivate)
  - Individual success coaching and goal building
  - Creating social media engagement on Durham Tech social media platforms
  - Increasing resources for the Male Success Initiative free bookshelf
  - Partnering with student organization
  - Establishing relationships with male initiatives/ organizations off campus
  - Increasing student activities and events that are relevant to minority male population
  - Tutoring
  - Motivational speakers (community leaders)
  - Motivational e-mails and direct mailing
  - Networking/ service projects with Durham Public High Schools
  - Creating a regional networking conference
  - Increasing minority male involvement in the campus’ enhancement committees
  - Increasing minority male involvement in student clubs and leadership roles

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

- Through our previous events, students have made it clear that when it comes to extracurricular activities there are several things they are looking for, such as convenience, access to a variety of information, flexible schedule, and goal setting activities. Coming to this realization, we now offer our pop-up sessions twice per week, on Monday and Wednesday, for one hour. This affords students the opportunity to stop by between classes. Having a pop-up session has eliminated access traffic, permitting more time to engage with students and have peer-to-peer interaction.
• Pop-up sessions are offered in various locations on campus, opening it up to more students who tend to remain in one area for the majority of the day. During these sessions, we distribute goal sheets that we have created for students to complete to help them remember what they are working towards, in addition to, allowing us to better understand the support needed in future sessions. We also provide students with information about upcoming sessions and success coaching hours. Being that social media is where many students access their information, we have begun utilizing Facebook to help promote upcoming events and matters discussed during our meetings.

• Holding pop-up sessions and social media engagement has aided in promoting our events on Durham Tech’s campus. Our campus marketing department’s efforts have increased the awareness of the Initiative.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

• Challenges faced during 2016-2017 school year
  o Inconsistent participation
  o Lack of having an active and dedicated group of peer leaders
  o Getting faculty and staff support / promotion of initiative
  o Keeping track of students utilizing services after being referred
  o Identifying the students who may be in urgent need of the program
  o Ways of tracking student success

• Help requested
  o Advisor/ Teacher / High School liaison referral
  o Early alert software
  o Tracking software
  o Creating focus group
  o Making resources exclusive to MSI
  o Incentives

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining
funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

- Grant funds were used to fill the Success Coach position, which was vacated in 2016. The addition of a new Success Coach with additional work hours has enabled the program to increase services, programs, and one-on-one sessions. Additionally, we purchased several marketing items.
- The college is committed to identifying additional sources of funding the initiative by researching the following:
  - External funding (Grants)
  - Corporate sponsorships
  - Foundation fundraisers

6. Please provide any comments, suggestions, or feedback that you would like to add.

- It will help our Initiative to more effectively support our students if we received money from the current funding source based on the number of students that fit that target population. We believe that this method would create a larger impact statewide.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

Edgecombe Community College

2009 West Wilson Street Tarboro, NC 27886

PREPARED BY:
Samanthia Phillips/Dean of Students 6/26/2017

Name/Title 252-823-5166, ext. 332 Date phillipss@edgecombe.edu

Phone Email Address

PROGRAM COORDINATOR:
Same as above

Name/Title Date

Phone Email Address

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1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

The 2016-17 RFP outlined 7 targeted Action Steps for ECC in respect to the two main objectives listed on the action plan. Objective one: increase the progression of first-year minority male students and two: increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community. Each of these key components were aligned with specific action steps outlined for both the fall and spring semesters. One of the major activities was the securing of the college’s first ever Title III grant. This grant was awarded in support of at-risk students, primarily first time to college students. Our first time to ECC minority male population was identified early on in the fall semester to align the resources afforded as a part of the Title III grant to this specific cohort as well. The work started early with reaching out to these 102 first time to college minority male students enrolled for fall to welcome them to ECC along with introducing them to the male minority mentoring program, EMPAC. A list-serve was established and post cards along with emails were sent to this respective group. The students were invited to a kickoff session on both campuses. At this session, individuals were informed about the newly formed Student Success Centers and introduced to the Coordinators for both centers. Students were introduced to our Minority Male Success Coach as well and informed of support services and resources available to them throughout the semester. A schedule of ongoing sessions for the year was provided to the males students. This same process took place at the end of the drop/add period for the spring 2017 semester. At this juncture, the returning students from fall 2016 were re-introduced to the EMPAC program and scheduled to meet with the Success Coach at mid-term.

We were successful in meeting on a regular schedule with students in group settings and more so on one on one. We worked closely with the coordinators in the newly formed Student Success Centers in connecting with all first time to ECC students. This provided additional resources in providing support to the minority male population as well. In the spring an empowerment session presented by our minority mentoring coach was held that provided encouragement and inspiration to the entire student body with a large early college presence. We were able to take several EMPAC participants on visits to other community college’s male conferences as well as the 2nd Annual Uplifting Black Men Conference at Virginia Tech. This exposed our students to some prominent role models. The likes of Mr. Irving Peddrew III, the first African American to integrate a Southern White School in the 11 former states of the Confederacy in 1953 and Mr. Isaiah Cooper,
the youngest African American to pilot a plane across the continental US. Students were also encouraged and enlightened on the college transfer process by attending two outstanding colleges; one being a historical Black College, North Carolina Central University (NCCU) in Durham, NC and the other being NC State University in Raleigh, NC.

Three proposed activities were not accomplished. Our annual reading to the area day care sites was halted due to new state regulations regarding the need for background checks. The other was to allow two of our outstanding minority male students the opportunity to attend for the first time the National Consortium on College Men of Color conference through CCEAL in San Diego, California, but due to staffing changes, and administrative needs taking priority on campus we were not able to enlist the qualified chaperones we needed. Also, we had planned to hire a student worker for this year’s program. We sought to find an outstanding male student who would assist with outreach and become a student ambassador for the program. We enlisted the assistance of two students early on in the fall, but due to scheduling conflicts and personal reasons outside of campus these students did not pan out. We plan to explore employing another student for the upcoming year.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

We plan each year with specific program outlook. We plan to execute the same goals and objectives as outlined in our 2016-17 RFP. We will place more emphasis on visits to area industries to make students more aware of the potentials for employment in the immediate area. A major industry, CSX, is in the process of opening here in the future and our college is at the forefront of training and development in anticipation of this industry’s needs. We have planned our lyceum series for the 2017-18 academic year and are working closely with SGA in ensuring we have a series of outstanding lectures and community speakers that will contribute to the support of our minority males focusing on retention, study skills, job and career planning and life skills training. We will kick off the program year with a combined session with our minority female group which will invite prominent figures from our community and allow them to share wisdom with our minority female and male students.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?
We have learned that collaboration with other parties will enhance our chance for success with the program and net a more favorable outcome. The recent Student Success Centers established here have and will continue to be a valuable asset. We will look for ways to utilize their services better going forward.

We’ve also learned that earlier planning is key. As our coach is an integral part of the success of the program we have found it necessary to plan for the upcoming year prior to the current year ending as to have his input before the budget year ends.

At ECC, we introduce our 3M program in all of our ACA 111 and ACA 122 student success classes. We found that this is an awesome opportunity to allow the students to hear about the program and its purpose first hand.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

A challenge that we face still is having a two-campus dynamic and a part-time mentoring coach servicing both. This adds to the stretching of resources. We continue to see that in order to keep a finger on our minority male population more involvement is needed from more than just the part-time coach. We are requiring more time of our male role models on campus. Is it possible to host a session or conduct a webinar specific to the mentoring process of our students. Something specific to what mentors are needed to do? For ongoing support, is it possible for the system office to create a shared document that all 3M schools can post to ask questions of fellow colleagues and share best practices? Is it possible to have program people meet as a group more often than just at the beginning of the program year? Also, when we meet can more emphasis be placed on the training and development of “new” coaches and the sharing of best practices from various campuses?

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The program is seeking ways to increase means by which funding can be attained. There is an opportunity to secure funding to meet needs that the grant does not allow for. At ECC we have done this with the assistance of our SGA. One of the caveats for
getting our male students to meet is providing sustenance. Of course the grant does not allow for it, therefore we secure club funding from SGA to make this feasible. Something as simple as providing a small meal/treat increases the likelihood of our students showing up. They can expect getting provided something at each session. We’ve seen the success of providing nourishment with combined student support.

There were several variances in the proposed budget for 2016-17. These variances, however did not attribute to any over expenditures, but were re-aligned in support of students participating in proposed activities. Often these expenditures cannot be outlined to the “T”, because the number of students participating in events can vary, which also means the funding to support their participation also varies. I am including at the end of this report the initial budget and noting adjustments in “red”. *Please note that June payroll has not posted and the line item total for personnel support salaries includes an estimation of June payroll costs.*

6. Please provide any comments, suggestions, or feedback that you would like to add.

In order to access data, we had to complete several manual processes. Are we still required to code the 1st time to college minority males with the MMM for the term on STNT? Please advise.
# 2016-2017 Minority Male Success Initiative
## Budget and Cost Effectiveness

<table>
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<tr>
<th>Category</th>
<th>Funds Requested</th>
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<td>Edgecombe Community College/Samanthia Phillips/August 15, 2016</td>
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<td><strong>Salaries, Supportive, Part-time</strong></td>
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<tr>
<td><strong>(Description in the application of administrative positions as they relate to the program).</strong></td>
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<td><strong>List/describe the anticipated amount of equipment needed, and the estimated total cost. (For example, computers, printers, scanners, fax machines, computer programs and software, etc.)</strong></td>
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<td><strong>List/describe the anticipated contractual services, the estimated amount, and/or total cost.</strong></td>
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| Travel | $1,200.00  
|        | $2389 |

- List examples of events for staff and student travel and calculate the estimated number of travelers, mileage, lodging, and subsistence estimated.

| Faculty and Staff Training | $ |

**TOTAL BUDGET:** $17,000.00

**Note:**
- How much funding do you expect to receive from other sources to support your campus Minority Male Success Initiative during FY2016-17? $0  
  $500
MINORITY MALE SUCCESS INITIATIVE 
GRANT EVALUATION 
2016 - 2017

COLLEGE: ____Fayetteville Technical Community College_________________________

ADDRESS:  2201 Hull Rd Fayetteville, NC 28303____

PREPARED BY:

Dr. Louanna Castleman, Director of Admissions __ June 20, 2017
Name/Title                                Date
910-678-0141 ___________________________castleml@faytechcc.edu__________________
Phone                                      Email Address

PROGRAM COORDINATOR:

Teddy Thomas/Counselor _________June 20, 2017________________________
Name/Title                                Date
910-678-8379 ___________________________Thomasth@faytechcc.edu__________________
Phone                                      Email Address

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The proposed 2016-2017 Program Objectives are as follows:

Conduct new member orientation
- Monthly recruitment tables were placed in the Tony Rand Student Center
- Flyers posted across campus
- Email blast inviting students

Establish a designated space on campus for 3MP students to study and work on class assignments or preparation for employment
- Goal was not met due to the re-modeling of the Tony Rand Student Center

Recruit 10 new members
- Goal accomplished with a membership of 29 new members

Provide 9 professional development and/or skills development workshops
- The Links, Inc. Friendship Luncheon
- The Links, Inc. Christmas Gala
- College Tour of Fayetteville State University (3)
- College Tour of Methodist University (2)
- College Transfer Fair
- Health Programs Career Fair
- Packing With Your Purpose in Mind Seminar
- Activation Required-Reconnecting to Your Purpose Seminar

Complete 3 service projects
- Shop with a Cop-Fayetteville Police Dept.
- Shop with a Cop-Spring Lake Police Dept.
- Running for Flint Water Crisis 5K

Recruit 5 peer tutors
- Peers recruited

Recruit 5 new professional mentors
- Professional mentors obtained
2. What are your goals / objectives and action plan for the 2017-18 academic year?

The proposed 2017-2018 Program Objectives are as follows:

- Conduct new member orientation
- Establish a designated space on campus for 3MP students to study and work on class assignments or preparation for employment
- Recruit 5 new members
- Provide monthly professional development and/or skills development workshops
- Complete 3 service projects in conjunction with local fraternities
- Recruit peer tutors from local colleges and universities
- Recruit 5 new professional mentors from the local community

Timeline for Plan of Action 2017-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| September 2017  | - Conduct Membership Drive  
|                 |   o Host tables  
|                 |   o Send email blasts  
|                 |   o Post flyers  
|                 | - Conduct Monthly Meeting  
|                 | - Aca Class Presentation  
|                 | - Start peer tutoring services  
|                 | - Recruit faculty and professionals to serve as mentors  
| October 2017    | - Recruit faculty and professional to serve as mentors  
|                 | - Recruit students to serve as Peer Tutors  
|                 | - Match mentors and mentees  
|                 | - Conduct Monthly Meeting  
|                 | - Conduct 1st Professional Development Workshop  
|                 | - Conduct evaluation of all activities  
|                 | - Present New Member Orientation  
|                 | - Provide peer tutoring  
|                 | - Review grade reports  
| November 2017   | - Conduct 2nd Professional Development Workshop  
|                 | - Provide tutoring services  
|                 | - Conduct Monthly Meeting  
|                 | - Conduct evaluation of all activities  
|                 | - Provide peer tutoring services  
|                 | - ACA class presentation  
|                 | - Review grade reports  
| December 2017   | - Conduct 3rd Professional Development Workshop  

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| January 2018 | - Conduct monthly meeting  
|            |   - Conduct evaluation of all activities  
|            |   - Provide peer tutoring services  
|            |   - Review grade reports  
|            | - Conduct Membership Drive  
|            |   - Host tables  
|            |   - Send email blasts  
|            |   - Post flyers  
|            | - Conduct New Member Orientation  
|            | - ACA class presentation  
|            | - Conduct 4th Professional Development Workshop  
|            | - Conduct Monthly Meeting  
|            | - Conduct evaluation of all activities  
|            | - Provide peer tutoring services  
| February 2018 | - Conduct 5th Professional Development Workshop  
|            | - Conduct Monthly Meeting  
|            | - Conduct evaluation of all activities  
|            | - ACA class presentation  
|            | - Provide peer tutoring services  
|            | - Review grade reports  
| March 2018  | - Conduct 6th Professional Development Workshop  
|            | - Participate in Community Service Project  
|            | - Conduct Monthly Meeting  
|            | - Conduct evaluation of all activities  
|            | - Provide peer tutoring services  
|            | - Review grade reports  
|            | - ACA class presentation  
| April 2018  | - Conduct 7th Professional Development Workshop  
|            | - Participate in Community Service Project  
|            | - Conduct Monthly Meeting  
|            | - Conduct evaluation of all activities  
|            | - Provide peer tutoring services  
|            | - Review grade reports  
|            | - Visit NC A&T University and UNC Charlotte  
| May 2018    | - Conduct 8th Professional Development Workshop  
|            | - Provide peer tutoring services  
|            | - Produce Program Evaluation and Analysis  
|            | - Conduct Monthly meeting  

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

One of the main lessons learned for 2016-2017 is the need to have the support of the local community. It was important to inform the community about the Minority Male Success Initiative and the needs of the students. Once the need was conveyed, we received overwhelming support by the local colleges/universities, fraternities and sororities, along with community leaders and businesses. Due to the support received, we will continue to foster a relationship with the local community at large.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The major challenges and barriers the program has encountered –
  • Establishing contact methods and hours
  • Lack of mentors and support staff
  • Lack of monetary resources

The system office can provide more resources and opportunities to promote the success of participants.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Grant funds were utilized in accordance with the original budget submitted. We used $612 more in salaries and benefits, $600 less in contracted services and $12 less in educational supplies than what was originally submitted. All funds were used for the fiscal year.
6. Please provide any comments, suggestions, or feedback that you would like to add.

FTCC recognizes the many opportunities receiving this grant affords the College. Utilizing the funds to help support and encourage the male mentoring initiative helps not only this cohort of students, but the College as a whole. We look forward to future funding and continuing to build the program to benefit all students.
Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Increase the progression of first-year minority male students:

Forsyth Tech chose to establish an advisory board consisting of campus stakeholders from Student Services, Instruction, Institutional Effectiveness (IE), Student Retention, QEP, and Business Services to drive and facilitate the completion of our goals and objectives. We then identified the process by which we would collect data concerning first time enrolled minority male students and we also formulated subgroups to manage those students. The subgroups were identified based on each minority male’s initial math and English class placement. Intervention and support designed to promote progression were then provided based on the individual needs of each sub-group. Those supports included: targeted ACA class placement, online study skills module enrollment, targeted BSP class presentations, course registration workshops, financial aid workshops, textbook literacy workshops, Starfish early-alerts, college transfer advising, and transition support through summer bridge program. If we compare the data provided in the 2016 Progress and Persistence Report to the preliminary data provided by IE for the 2016 Fall semester, our efforts to increase progression have been successful.

Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community:

Internal collaborative efforts across the institution have been purposely crafted to encourage utilization of campus resources and services. These efforts include new student orientation, college transfer cohort advising, MMSI Leadership Team participation, student activities intramurals, external efforts consisted of requiting agencies to provide health services, housing, food, employment services, employment and counseling services. Students and campus community stakeholders also participated in activities designed to engage students include service learning projects, professional conferences, and team building undertakings. We believe are efforts have been successful in promoting interactions between students and the campus community. We also believe there is room for improvement.
2. What are your goals / objectives and action plan for the 2017-18 academic year?

The program goals will remain the same; however, we will fine-tune our action plan to incorporate additional best practices, as we continue supporting students in the areas of engagement and progression.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Forsyth Tech’s lesson learned involves the art of communicating with students or the lack there of. We have learned that our students will communicate if you are using a medium in which they are connected, for this reason our program purchased texting software. We researched the free texting software and decided on the retail version. The software could be used campus wide if the institution purchased the necessary components. The incorporation of text messaging will enhance our efforts to maintaining effective communication with students in all cohorts, hopefully leading to increased retention and student success.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

We brainstormed a few ideas concerning restricting the behaviors of students in our subgroups. The restrictions would have included preventing students from dropping classes without prior approval, preventing students from registering without seeing an advisor, and requiring students who have failed college level math or English to participate in tutoring or supplemental instruction. We quickly discovered that federal and institution guidelines prohibited several of these ideas. Staffing to manage these restrictions was also an issue. Additionally, the restrictions could also be perceived as punitive. Contemplating our current state legislature, the system office goal should be to work to retaining program funding.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The originally submitted budget categories were strictly adhered to, however it was necessary to increase the allocations to the marketing and salary categories. All MMSI funding allocated to Forsyth Tech has been exhausted. Forsyth Tech has initiated an 18-million-dollar capital campaign and MMSI will be a partial recipient of those funds to help sustain our program.

6. Please provide any comments, suggestions, or feedback that you would like to add.

The Associate Director of Student life has provided excellent support and he is equally accessible. He responds promptly to emails, as well as voice mails. We appreciate his attention to details and his desire to provide quick resolutions.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Gaston College

ADDRESS: 201 Highway 321 South Dallas, NC 28034

PREPARED BY:
Renita Johnson Coordinator of Student Activities & Special Projects June 29, 2017
Name/Title Date

704-922-6312 johnson.renita@gaston.edu
Phone Email Address

PROGRAM COORDINATOR:
Renita Johnson Coordinator of Student Activities & Special Projects June 29, 2017
Name/Title Date

704-922-6312 johnson.renita@gaston.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvens@nccommunitycolleges.edu

E-mail application to: JEvens@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

During the 2016-17 academic year, we focused on accomplishing the following objectives for the Minority Male Success Initiative (MMSI): (a) increasing the progression of the first-year minority male students and (b) increasing the minority male utilization of campus resources. We were able to hire and train a part-time Success Coach for the fall semester, but the position was not filled during the spring semester. During the fall semester, the Success Coach was able to provide (a) a fall semester kick-off event, (b) weekly messaging campaigns to minority male students, (c) referrals to community resources, and (d) connections to existing campus support services. During the spring, the messaging campaigns were not consistent on a weekly basis. The MMSI participants were strongly encouraged to attend the community resource fair, job fair, and transfer fair that were held on campus during the academic year. We did not accomplish the following actions but implement during the 2017-18 academic year; (a) provide early alert follow up and (b) provide professional development activities for faculty and staff.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

We will continue to focus on increasing the progression of first-year minority male students and increasing the minority male utilization of campus resources. We will complete the following action steps: (a) hire and train a Success Coach, (b) provide a weekly messaging campaign, (c) provide referrals to community resources as needed, (d) provide early alert follow up, (e) promote and facilitate Men of Excellence Club, (f) plan and provide professional development activities for faculty and staff, (g) provide connections and make referrals to existing campus support services, and (h) develop and implement student success workshops. We will need to implement an effective tracking tool to ensure we are capturing all of the first year minority males.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?
We have learned that collaboration is essential and success begins in the classroom. It is important to develop relationships with college constituents both faculty and staff in order to connect with the students. We have to be passionate and persistent when trying to connect with minority male students. Sometimes it may take utilizing all means of communication: an email, phone call, classroom visit, and social media to engage the student. We plan to utilize more of a hands-on approach to build a relationship with the first year minority males.

Although promoting the Men of Excellence Club had great benefits, we realized there were many issues with attendance. First year minority males had problems with meeting attendance and participation in activities and events due to their class and work schedules. We found that by implementing technology we were able to improve outreach to the students. The Men of Excellence Club has continued to use technology as a resource to better network with initiative participants and to keep them informed about events and campus and community resources. We have also become more flexible with meeting dates and times to better accommodate the needs and schedules of the students.

Our weekly messaging campaign was effective. Students responded more on social media and in person rather than emails. We had themed messages throughout the week to cover a variety of topics. A sample of the weekly messages included:

- Make It Happen Monday
  - Students were encouraged to start the week off on a high note.
  - Students received a weekly word to reflect on.
  - Students received tips on being successful.

- Talk About It Tuesday
  - Students received a motivation quote.

- What’s the 411 Wednesday?
  - Students wrote down a topic for discussions. Students were encouraged to focus on roadblocks that were preventing them from being successful. Anonymous topics were selected from a fish bowl and students shared ways with on how to overcome the challenges.

- Transfer Thursday
  - Students received information via email on various colleges that they were interested in transferring to.
  - Students were encouraged to visit with college representatives that were on campus on selected Thursdays.

These messages were a high impact, low cost activity that encouraged students to participate in semester-to-semester academic advising, career counseling, college transfer, financial aid, financial management, and other support services on and off campus.
4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Going from a recruitment model and targeting first year minority male students was very difficult since there was not a way to ensure we had the correct list of students. It would be helpful to receive an outline for running an Informer Query. We would know exactly who is being counted and how.

Our Success Coach resigned during the beginning of the spring semester and the position has not been filled. This was a major setback. Our Success Coach was 100% dedicated to the initiative; he primarily served as the bridge that connected minority males to existing campus services.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Approximately 93% of the budget was originally allocated for employing a Part-time Success Coach. The success coach resigned in January 2017 and the remaining funds were used for the following: (a) educational and professional supplies, (b) office supplies and, (c) travel. 99.9% of the allocated budget was used with a remaining balance of $0.15. During the 2016-17 fiscal year, we received $2,000 from other sources to support the Minority Male Success Initiative.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: _______Guilford Tech Community College__

ADDRESS: _______ 601 Main St. Jamestown, NC 27282__

PREPARED BY:

_Pamela Pinnix Assistant Director of Student Life____ 5/26/2017__________________________
Name/Title                                           Date

_336-437-2914 __________________plpinnix@gtcc.edu__________________________
Phone                                                        Email Address

PROGRAM COORDINATOR:

_Pamela Pinnix Assistant Director of Student Life__ 5/26/2017__________________________
Name/Title                                           Date

_336-437-2914 __________________plpinnix@gtcc.edu__________________________
Phone                                                        Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

**E-mail application to:**       JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

   - Based on our 2016-2017 objective to increase the progression of first year minority male students, and increase minority male utilization of the campus resources; we created an action plan that focused more on properly training faculty and staff in the areas of diversity & inclusion, and customer service. We have been successful, by creating opportunities for faculty and staff to learn new trends in diversity and inclusion.

2. What are your goals / objectives and action plan for the 2017-18 academic year?
   - Institute a stronger assessment system for faculty, staff, and students to better analyze outcomes.
   - Create a strong Minority Advisory committee, including students.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

   - Over the past year we have learned, that for true change, a plan must start from the top… We are currently brainstorming on ways our trainings and speaker series can be mandatory or encouraged by higher level administration.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

   - The biggest challenge was rebranding the program from what the campus was accustomed to. In the past, the mentors were looked at as the enforcers for the minority male population. This year we attempted to take the responsibility of minority male success from solely the mentors and explained the importance of campus partnering for success. The system office can assist by explaining the importance for partnership to higher administration.

SUSTAINABILITY
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.
   - Funds were used exactly as stated in the original budget. Funds were completely used.
   - Funds were used for virtual training (DiversityEdu), trainers, motivational speakers, and cultural field trips.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Halifax Community College

ADDRESS: 100 College Drive, Weldon, NC 27890

PREPARED BY:

Daniel J. Lovett, Program Director
(252)536-7275
dlovett037@halifaxcc.edu

June 29, 2017

PROGRAM COORDINATOR:

Daniel J. Lovett, Program Director

SAME AS ABOVE

Phone
Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Action /Activities to Reach Goals/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide at least one leadership position, “coach,” to coordinate each campus program</td>
<td>PRIDE employed three (3) Learning, Wellness, and Success Coaches (LWSC). Each PRIDE member was assigned to a personal LWSC to receive case management services. LWSCs interviewed, provided orientation, advised, registered, and assisted 143 students with developing graduation plans utilizing the student needs assessment as a foundational component of a holistic academic and student support experience.</td>
</tr>
<tr>
<td>Understanding Member Needs</td>
<td>All participants were required to complete a PRIDE needs assessment. LWSCs used this self-reported information to assess needs and develop a graduation plan. Coaches also review high school/college transcripts, financial status, and placement scores to better understand past academic performance and determine current needs.</td>
</tr>
<tr>
<td>Identify a cohort of students each semester who have applied and been admitted to the program.</td>
<td>PRIDE works with the Admissions, Registrar and Financial Aid offices to identify all new and returning males. All are invited to join PRIDE since all can benefit from various aspects of PRIDE services.</td>
</tr>
<tr>
<td>ACA Student Adjustment</td>
<td>All new students are expected to enroll in an ACA College Student or College Transfer Success Course during their first semester. These courses facilitate various student development workshops including library resources, financial aid, scholarships, loans/debt, career exploration, study skills, note taking, test taking, time management, transfer/career development, tutoring, web advisor, blackboard, etc. PRIDE also scheduled visits to four 4-year colleges, 2 STEM facilities, four student leadership development conferences, and six area professional development meetings to expose the community to PRIDE and create networking opportunities for students. Each member received individual assistance from their LWSC with career planning, paid internships, transfer plans, transfer applications, housing, financial aid, and scholarships.</td>
</tr>
<tr>
<td>Provide a structured relationship between each participant and a member of the campus community.</td>
<td>The PRIDE mentoring program identifies at-risk men with low GPAs, enrollment in developmental skills courses, occupation extension, disabled, first generation, low income, and by request. Members are assigned to professional mentors with the same/similar career paths to provide additional career guidance, professional and leadership development, and various environmental supports. The program included 27 students and 15 mentors.</td>
</tr>
<tr>
<td>Therapeutic Wellness &amp; Values</td>
<td>Members identified as first generation, low income, occupational extension, disabled and at risk were assigned to the M.O.R.E. (Minimizing Obstacles that Reduce Empowerment) male-only therapeutic rap sessions. The groups meet four (4) times monthly to discuss/resolve personal, academic, social, and environmental stressors. The program included 23 participants.</td>
</tr>
<tr>
<td>Provide structured academic planning with a written academic plan</td>
<td>LWSCs met with each student to design a graduation and student success plan. The plan was printed, discussed, and provided to the student. An additional copy is maintained in their PRIDE permanent record.</td>
</tr>
<tr>
<td>Recommend participants’ enrollment in at least 12-credit hours per semester, with emphasis on program of study</td>
<td>LWSCs met with each student to design graduation and student success plans and encouraged all students to enroll in 15-16 hours, but no less than 12 hours.</td>
</tr>
<tr>
<td>Provide service learning opportunities during each</td>
<td>Members were exposed to more than 125 PRIDE related activities including workshops,</td>
</tr>
</tbody>
</table>
2. What are your goals/objectives and action plans for the 2017-18 academic years?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actionable Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 MM Members</td>
<td>Exceed the 150 Minority Male goals by 3%. Enroll 85% of all eligible minority males into the PRIDE program.</td>
</tr>
<tr>
<td>Learning, Wellness, and Success Coaches (LWSC)</td>
<td>One hundred fifty (150) participants will be paired with an LWSC who will provide case management services.</td>
</tr>
<tr>
<td>Identify High-Risk MMS Students Early</td>
<td>Admissions &amp; testing offices will provide lists of at-risk males with low GPA’s and placement scores. Financial aid will provide names of low satisfactory academic progress (SAP), 150% max times, suspensions, and those without completed FAFSAs. Admissions will provide first generation, low income, and occupational extension names. Counseling will provide disabled students. ACA instructors will provide names of low performers and other at-risk. Faculty and staff will provide early alert referrals.</td>
</tr>
<tr>
<td>Enroll students in ACA during the first semester of enrollment</td>
<td>All new males will enroll in ACA. LWSCs will review schedules to ensure registration and credit hour compliance, registration, and attendance. The focus will be on self-regulated learning, survival skills, advising, academic progress, financial literacy, academic monitoring, career planning, job placement, and college transfer.</td>
</tr>
<tr>
<td>Register students in 15-credit hours per semester</td>
<td>LSWCs will review and prepare pre-advising and advising schedules each student to ensure 15-16 hours each semester. They will also encourage summer enrollment to expedite completion.</td>
</tr>
<tr>
<td>Provide structured academic planning with a written academic plan.</td>
<td>LSWCs will prepare graduation plans, Colleague self-serve training, advise and register students each semester. Progress and completion will be evaluated and recorded.</td>
</tr>
<tr>
<td>Offer Therapeutic Wellness Counseling and Workshops</td>
<td>Assign academically and financially at-risk men to the MORE (Minimizing Obstacles that Reduce Empowerment) therapeutic wellness program for academic, personal, social, and environmental stressor support.</td>
</tr>
<tr>
<td>Provided Reinforced and Personal Tutoring</td>
<td>Assign at-risk and students identified on early alert submissions to the PRIDE Cooperative Learning Center, staffed with professional tutors for assistance in math, English, and science courses.</td>
</tr>
<tr>
<td>Work Study &amp; Internships</td>
<td>Provide campus employment opportunities to reduce financial distractions, outside employment needs, and enhance professionalism and work ethic.</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>Establish ten (10) community service projects to increase community awareness, appreciation for giving back to others, and increase networking opportunities.</td>
</tr>
<tr>
<td>Induction Belongness Program</td>
<td>Provide an induction program to increase connectedness to PRIDE and HCC.</td>
</tr>
<tr>
<td>Technology Support</td>
<td>Expand the current laptop loan program for students in need of technology to complete assignments. Potentially include low-cost Wi-Fi for students in remote or rural areas.</td>
</tr>
<tr>
<td>Community Uplift</td>
<td>Provide a community-wide Men to Men Summit for minority men including area HS and middle schools with a continued focus on STEM areas.</td>
</tr>
</tbody>
</table>
### LESSONS LEARNED

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals?

- All students will not feel the need to join PRIDE and should not be forced to do so. Thus, we continue to talk with them, determine personal interest and continue to recruit.
- All faculty will not buy-in to the effort of improving minority male outcomes. Thus, we will re-employ our faculty staff recognition program.
- All students will not graduate, thus, it is important to encourage enrollment in programs that offer certificates, diplomas, and other short-term stackable credentials, in addition, to associate degrees to increase their chances of earning a credential prior to early departure.
- Students require a variety of activities to stay engaged. Because many of the same students are in the program from fall to spring, it is advisable to offer different workshops and activities from one semester to the other to keep up participation.
- Students respond to incentives such as workshops or paraphernalia that can be worn to show they are a part of something. This helps to increase enrollment and engagement in the program.
- Some students require significantly more support than others. Therefore, more energy is spent on those who require more than the others. However, putting the others in a helping or leadership position keeps them engaged as well.
- At-risk students are resistant to attending tutoring. They must be re-oriented to understand, accept and attend tutoring services.
- Occupational extension students often do not self-report and are resistant to requesting disability services hoping to rid them of a label. They must be re-oriented to understand the value and accept the benefits of disability services.

4. Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution.

- We have established a systematic, real-time data tracking system. In our efforts to support students and remain accountable to the institution and NCCCS guidelines, it is imperative that we have accurate real-time information. Our understanding of this has led to our development of the LWSC real-time data tracking scheduled for roll-out in July 2017.
- This past year we offered the traditional workshops during the fall semester such as financial aid, time management and goal setting, and the more professional development workshops, interviewing skills, resume writing and professional dress in the spring.
- We are creating more leadership opportunities as well as a greater variety of activities in an effort to engage every participant, not just the core group.

5. How might this practice be expanded/replicated to have the additional impact on your institution and other colleges within the NC Community College System?

- The LWSC real-time data tracking system can be used within the Google Sheets format making it cost effective and accessible across many platforms. It is secured through password encryption ensuring the protection of vital information. Programs utilizing databases and or
looking to make the process of data collection between LWSC to Director immediately can also use this format.

- We recommend an induction program to add more connectedness and group.
- We recommend annual community male summits to extend the focus on minority mentoring throughout the community.

6. Please describe any major challenges or barriers you have encountered. What are additional resources needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

- A key barrier is the restrictive use of funds. Often retention challenges—like limited transportation, inability to purchase group-building items shirts, hats, and other paraphernalia, refreshments, etc., as marketing, creating group identity and belongingness, are significant components of recruitment, program growth and development. The language of the funding source prevents us from resolving a concern like that and often leads to attrition.
- Low response to early alerts requests by faculty.
- High student no-show rates after confirming plans to participate.
- Motivation continues to be a challenge that we face recruiting and sustaining student involvement in PRIDE. Even with the different activities, paid workshops, and other incentives, they don't always realize the value of participation. MMSI could encourage or finance more conferences that engage, enlighten and enhance student’s interest. This will help them come together at least a few times a year and fellowship with peers while they learn about themselves and grow. MMSI could also create opportunities for the students to be recognized at least statewide. This could become a goal for future students who want to be recognized.

SUSTAINABILITY

7. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly, discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

- All funds were generally spent according to the grant submission with slight changes to cover salary fringe benefit costs and increases in educational supplies and materials and printing for the Men to Men Summit and STEM costs.
- There were no variances.
- There are no remaining funds.
- HCC has received additional funds to support the 2017-18 program.
## 2016-2017 MINORITY MALE SUCCESS INITIATIVE
### BUDGET AND COST EFFECTIVENESS

<table>
<thead>
<tr>
<th>Halifax Community College</th>
<th>Total Funds Requested</th>
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### Personnel Support Salaries
- **Minority Male Success Initiative Director**
  - Requested: $3,000

### Student Support Salaries

#### Salaries, Supportive, Full-time
- Learning, Wellness, Success Coach (1) - $1,200
- Learning, Wellness, Success Coach (2) - $1,200
- Learning, Wellness, Success Coach (3) - $1,200
  - Total: $6,600

### Fringe Benefits
- Requested: $1,684

### Educational and Professional Materials & Supplies
- Brochures, internal reports, and publicize information and activities via newspaper and radio - $3,375

### Equipment and Office Supplies
- Purchase supplies such as paper, ink cartridges, pens, and other office needs - $1,275

### Contractual Services
- Expenses cover fees for speakers for the Summit - $3,000

### Travel
- Expenses for registration fees at state and/or other conferences and workshops - $1

### Faculty and Staff Training
- Expenses cover fees for speakers for the Summit and faculty training - $1,300

### TOTAL BUDGET
- Total Requested: $17,234

Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: ______ Isothermal Community College _____

ADDRESS: _____ PO BOX 804 Spindale NC 28160 ____________________________

PREPARED BY:

_ Dr. Johnny Smith Dean, Health and Public Services June 29, 2017 _____
Name/Title Date

_ 828 395- 1435 ____________ jsmith@isothermal.edu __________________________
Phone Email Address

PROGRAM COORDINATOR:

_ Dr. Johnny Smith, Dean Health and Public Services June 29, 2017 _____
Name/Title Date

_ 828 395- 1435 ____________ jsmith@isothermal.edu __________________________
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

As part of the action plan, the College implemented its Quality Enhancement Plan. The action plan is based on “removing barriers to student success”, and it is entitled the “Start Strong. Finish Stronger. Program Model” (SSFS). The SSFS initiative implementation strategy focuses on empowering students to complete their educational goals through academic planning and problem solving. To accomplish this, the College outlined a comprehensive educational planning model that includes the following components:

- Mandatory orientation, both face-to-face and online delivery
- Enhanced ACA course taken within the first two semesters
- Dynamic advising in which a Support Team of faculty and staff will work with instructors to increase the use of the Early Intervention Form (EIF), and Support Team members will also work with academic advisors to assist students who fall behind to make adjustments to their educational plans

Likewise, the College implemented SSFS Model to improve student success, i.e. persistence, graduation and transferability, for 1st year minority male students. Students have access to one-on-one interactions with a Support Team member or academic advisor, thus prompting student success. Although the College implemented an Action Plan, it was not successful in reaching outcomes, largely due to not having a part-time, responsible project coordinator to lead the initiative.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

Program goals for 2017-18 will be:
- To provide mandatory New Student Orientation to first-year minority male students who were unable to participate in the regularly scheduled orientation sessions
- To schedule Academic Success and Study Skills Class within each first year minority male student’s first two semesters
LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

- This year, the College did not utilize allotted funds. Moving forward, the College will hire a Minority Male Success Coach summer 2017 to work closely with Student Services personnel in an effort to identify minority male students who will benefit from having mentoring support.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

- As previously stated, the College experienced difficulty with hiring a part-time Success Coach, due to rate of pay, expected hours, etc. The College will seek a Success Coach for the program summer 2017. By doing so, it is expected that the Coach will have time to get acclimated to students and the learning environment much earlier, as well as have time to prepare for the needs of identified students.

SUSTAINABILITY

Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

- The College did not use all of the allotted funds. Of the original allotment, the College returned $17,113. The College utilized $120.58 for travel. The College also asked Student Government Association for an additional $500.00 beyond the MMSI allotment. No changes have been made to the original budget. For 2017-18, the same budget utilization sheet will be implemented.

5. Please provide any comments, suggestions, or feedback that you would like to add.

- The College will effectively utilize the MMSI allotment for 2017-18 budget year.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Johnston Community College

ADDRESS: 245 College Rd. Smithfield, NC 27577

PREPARED BY:

Josef von Jones
Counselor

June 29, 2017

____________________________________________________________________________

Name/Title                          Date
919-209-2144

jojones@johnstoncc.edu
____________________________________________________________________________

Phone                                                        Email Address
919-209-2144

______________________________________________________________

PROGRAM COORDINATOR:

Josef von Jones
Counselor

June 29, 2017

____________________________________________________________________________

Name/Title                          Date
919-209-2144

jojones@johnstoncc.edu

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E-mail application to:  JEvans@nccommunitycolleges.edu
2016-17 Minority Male Success Initiative Grant Evaluation

PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. During the 2016-2017 academic year the Johnston Community College Minority Male Success Initiative held meetings with first time minority male students and athletes. Athletes were included in this cohort as it was identified that they are at a higher risk of retention due to their extracurricular activities. Data was pulled to determine who was attending college for the first time and each minority male student who met this criteria was emailed an invite to attend the meetings. The purpose of these meetings was to begin dialogue with this cohort of students in an effort to create a culture of success and accountability to each other. Information was shared with the group regarding data and statistical analysis as it pertains to the success rates of minority males and their counterparts. The purpose and goals of the Minority Male Success Initiative was shared with students along with how Johnston Community College was going to design a pathway to achieving those goals. Students were informed about the academic resources and that they have free access to at the college. Such resources include tutoring, TRIO, the academic skills center and STEM labs just to name a few. It was mandatory for all athletes to attend at least 4 hours of study hall per week in addition to required individual tutoring sessions. The colleges utilizes tutor track to keep up with the number of hours that students access tutoring services. Throughout the course of the year the Minority Male Success Initiative held awareness events on campus. These events are aimed to engage the general population of students while at the same time bringing awareness to the Minority Male Success Initiative. The target group in the MMSI cohort is encouraged to maintain good academic standing if they desire to hold a leadership position within the group. These engagement activities encourage success. Overall the project was successful in the 2016-17 academic year. Johnston Community College looks forward to continued growth and success as we move toward another academic year.

2. The goals and objectives will remain the same as we move forward into the 2017-2018 academic school year. The idea is to build upon our success from last year. The school will continue to track retention and persistence from year to year and semester to semester among the original cohort of students from last year and begin a new cohort with the incoming class in August of 2017. We will continue to monitor the first class through graduation and or transfer to four colleges and universities. Monthly meetings to discuss progress and barriers that face students in their home, community, and school. The meetings will serve as student support groups. Students will continue to be encouraged to register for at least 12 credit hours per semester.
JCC will make a three-year commitment to assess and improve the student success outcomes of minority male students. A counselor, Josefvon Jones, will serve in the program leadership position to coordinate the college-wide initiative. He will have unobstructed access to data and reporting measures needed for the Minority Male Success Initiative (MMSI) as well as the support of the college units that normally manage data and reporting (Research and Institutional Effectiveness, Student Services including the Registrar’s Office, Instructional Research, and Information Technology). The Student Services Leadership Team will serve as the MMSI Leadership Team: the vice president, TRIO director, director of enrollment and student success, financial aid director, registrar, college communications senior director, director of student services application systems, and the director of the Center for Academic Planning. They will engage stakeholders across the college to address and increase the progression and completion rates of minority male students by providing integrated and targeted supports and interventions when they are most effective, aiding student’s progress through programs that lead to valuable credentials without unnecessary detours, and assisting students in making informed decisions which result in understanding the requirements and processes to succeed.

Specifically, JCC will move serving minority male students from the previous cohort based model to an institutional action plan with the following steps:

1. Determine baseline data and monitor progress from semester to semester and year to year.
2. Host monthly meetings to discuss progress and barriers that face students in their home, community, and school.
3. Research strategies to provide all minority males with an opportunity to register for a college success class in their first semester of college.
4. Encourage students to register for at least 12 credit hours per semester and transfer to four-year colleges and institutions.
5. Host financial literacy seminars connecting money management to students’ education and career goals.
6. Provide college transfer counseling to make students aware of opportunities and requirements beyond JCC.
7. Provide students with career counseling including but not limited to resume writing and interviewing skills.

**LEARNING**

3. This academic year has offered many new and exciting challenges here at Johnston Community College. One of those challenges came in the way of managing the time and schedules of the students participants. In creating a cohort we had to send many correspondence and offer various meeting opportunities that was conducive to their schedules. In some cases when discussing with students the goals of this initiative who identified as minority male, they felt as though they were being singled out. The majority of students who attended the meetings where on par to graduate and took
advantage of the resources that the college had to offer. The most effective way to
gather information regarding students who was at risk of not being retained or
being placed on financial or academic probation was the utilization of our Data
Coordinator here at the college. Through his research we were able to identify
students who fit certain criteria and directly contact them via email and through
telephone communication. The most effective form of communication was through
word of mouth and challenging participants to bring a friend or classmate to the
next meeting.

Some best practices that we have learned here at the college is to correspond early
and often in the semester. The use of new student orientation to provide information
about the goals of the minority male initiative. Parents attend new student
orientation and they are often interested in learning how their child can become a
part of it. Providing information early about the program will create a culture
among new students, which will create buy in and help to sustain it. The presence of
the program throughout the semester is very important also. The minority male
success initiative often collaborates with the student government association to
provide awareness events throughout campus. This allows the initiative to be visible
among students, staff, and faculty. Another best practice is to create a Minority
Male Success Initiative leadership team comprised of students. These students work
to provide assistance to the SGA and fellow students in and around campus.
Students also lead meetings and discuss various topics that concern the target
cohort. The leadership team essentially becomes ambassadors of the school and have
to maintain a 2.0 gpa to serve.

4. There has not been many barriers here at Johnston Community College with
providing a good service to our students through the success initiative. The only
barrier lies within student participation and identifying the right time to host a
meeting that will allow the most student participation. Providing an incentive for
students to come to meetings such as serving food would be a great help. This would
allow for great dialogue at least three times throughout the semester in the
beginning, midterm, and during finals. The system office could offer some help by
gauging college presidents about the possibility of having a club hour at some time
during the week. This club hour could be where there are no classes offered between
the hours of 12 noon to 1pm. Since community colleges are commuter campuses this
would give students who would like to participate in activities while on campus the
ability to.

**SUSTAINABILITY**

5. Johnston Community College utilized grant funding for the following:
- 9,000.00 was allotted for a Part-time student success peer advisor this line
  item was utilized to its full capacity.
500.00 dollars was allotted to go towards Equipment and Office Supplies. These funds were moved to another line item as the college provided office supplies for the students and staff in the cohort.

1,000.00 dollars was allotted for Contract Services this fund did not get utilized fully because of services that were provided for free through non-profit organizations. These funds were moved to another line item that included student cultural enrichment and college transfer initiative.

4,000.00 dollars was allotted for Cultural Enrichment and College Transfer Initiatives. These funds were completely expended as they went towards travel and lodging for students throughout the year. The students were able to participate in leadership activities and go on visits to four year colleges and universities.

2,500.00 dollars was allotted to Faculty and Staff Training. These funds did not completely get expended.

Remaining funds: The funds that are remaining are due to an allotment for a system wide conference. These funds were for lodging, travel, and registration to that conference. Additional funds are due to business office closing out its year and some lodging and conference registration will have to be taken out of next year’s budget.

Efforts to sustain program: Johnston Community College is committed to sustaining the Minority Male Success Initiative by matching the 9,000.00 dollars allotted for part-time staff to assist coordinator by allowing more hours to be worked per week. The lead coordinator’s salary is provided solely through Johnston Community College’s general fund to allow more programming for students.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Lenoir Community College

ADDRESS: PO Box 188, Kinston, N.C. 28502-0188

PREPARED BY: Jamal Laruba McMillion

Student Success Advisor  June 20, 2017
Name/Title  Date

252-527-6223 ext 343  jlmcmillion66@lenoircc.edu
Phone  Email Address

PROGRAM COORDINATOR:

Jamal McMillion Student Success Advisor  June 20, 2017

Name/Title  Date

252-527-6223 ext 343  jlmcmillion66@lenoircc.edu
Phone  Email Address

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**E-mail application to:** JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

In conjunction with the overall purpose of the Minority Male Success Initiative, to address and increase the progression and completion rates of minority male students, Lenoir Community College’s initial goal was to identify the program’s targeted population and to make the campus and community aware of the program’s three-pronged strategy: Academic Enhancement, Character/Leadership Development, and Career Development.

Academic Enhancement includes The Minority Male Success Initiative course, WMMSI, an ACA 111 course created for participants in the spring semester 2017, which introduces the college’s physical, academic, and social environment and promotes the personal development essential for success with a focus on the needs of minority male students. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication.

Character/Leadership provides program participants with an opportunity to be mentored by the program coordinator; receive motivation from guest speakers; participate in Lenoir Community College campus productions which included but were not limited to “The Black Light Project” and the campus Black History Program, “A Message in the Music”.

Career Development includes, job outlook for perspective programs of study, information about educational benefits from the military, training in resume writing, dressing for success, and job interviewing skills.

The program goal of making our campus and community aware of the Minority Male Success Initiative and was met via social media, email, and community out-reach campaigns.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

The goal of The Minority Male Success Initiative, here at Lenoir Community College, during the 2017-2018 academic year is to increase the percentage of first-time minority male students attempting at least 24 hours within their first academic year if they matriculate as a full time student, or increase the percentage of minority males who complete a minimum of 12 credit hours within their first academic year if they attend on a part time basis. Our objective is to
continue with our three-pronged strategy: Academic Enhancement, Character/Leadership Development, and Career Development. Our plan includes forming partnerships with local community-based programs which serve the identified targeted population, monitoring the progress of the student participants, and reporting the status of goals and objectives established by the programs. These strategies will promote an overall comprehensive college experience.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

There were many lessons that were learned this academic year thus far that will help Lenoir Community College in its efforts to achieve intended goals. First and foremost, the efficient collection of Minority Male data and the vested interest of campus staff and faculty are essential in order for this program to flourish. Therefore, collaboration with significant staff members such as campus research specialists, academic advisors, and college distance education coordinators is highly suggested. Via Lenoir Community College’s Research Coordinator, a list of every student who took a class at Lenoir Community College during the fall 2016 semester was compiled. After identifying the targeted cohort, baseline data on the progression rates of minority male students was gathered. Program evaluations, grade point averages, and pass completion rates, were assessed. An email campaign was implemented in an attempt to make the selected cohort, college faculty, and college staff more aware of the initiative.

Minority Male Students with a GPA of less than 2.0 were sent a second email, along with their advisors. In this email, students were provided details on their academic standing. Students who fell within these parameters were highly encouraged to meet with the Student Success Coordinator to strategize and implement a plan for academic success. Such an action plan included weekly correspondences, program completion awareness, and both tutorial and attendance compliance. In certain cases, students were reassigned to be advised by the Student Success Advisor for the students’ initial two semesters.
In conjunction with Lenoir Community College’s Quality Enhancement Place (QEP), Minority Male Students who were enrolled in DMA courses were monitored. Factors such as poor attendance, and unsatisfactory academic performance were triggers for consequential interventions. These interventions included telephone conferences, email advisement and admonishment, tutorial referrals, and face to face consultations.

During the fall 2016 semester ACA 111 WMMSI was created. This course was created to support the efforts of the Minority Male Success Initiative and offer more specialized attention to the needs of minority male students. This particular section was for students completing Associate in Applied Science (AAS), not for college transfer students.

In addition to garnering support from faculty and staff to achieve intended goals, Lenoir Community College must strengthen community outreach, and communal interest in this initiative. Such actions have yielded larger than normal patronage of Minority Male Success Initiative functions i.e our Black History Program and our “Black Light Project”. Interaction between Minority Male Success Initiative Coordinators across the state has been invaluable. There is a great need for the continuation of such interaction as well as seminars and conferences to showcase best practices.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Major challenges or barriers encountered by this program this academic year include but are not limited to: Hurricane Matthew, which disrupted collegiate initiatives and participant lives for most of the month of October and November of this academic year; student transportation challenges, the shortage of subject expert tutors in challenging disciplines, and the shortage of in-state program related seminars/conferences to better equip program coordinators.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Answer: Lenoir Community College made adjustments in personnel that adapted to the needs of the Minority Male Success Initiative as part of a broader connection and outreach to students at risk of stopping out or unsatisfactory academic progress. A college success advisor...
position in student services was developed by merging a counselor position and college achievement coach role that was part of the institution’s Quality Enhancement Plan (QEP) for SACSCOC accreditation. In addition, the program chair for Human Services at LCC collaborated with the Student Success Advisor/Initiative Director to provide counsel and support for at-risk students. The lessons learned from both previous positions informed the administration that more focused and intrusive outreach was needed to engage students at key points in their educational experience:

a. Identify minority male students in the fall 2016 cohort
b. Review placement scores and previous grades for students
c. For new students, register for ACA 111 or 122 during the first semester.
d. Target students for follow up communication in developmental studies and ACA

The strategies outlined reflect a part of the role of student success advisor that directly relate to the Minority Male Success Initiative. For the program year 2016-2017, the college utilized $15,034.00 for staff and instructional services, $2,200.00 for staff training and professional development.

The long-term sustainability of the services for minority male students at LCC is strong because the positions that serve the target population are integrated with services for the broader student population. The benefit of the funds provided by the initiative have facilitated the development of services and the exploration of an appropriate model to better serve minority male students. LCC will be able to sustain these services by taking the lessons learned and modeling them as best practices for broader outreach across the college.

6. Please provide any comments, suggestions, or feedback that you would like to add.
COLLEGE: Martin Community College

ADDRESS: 1161 Kehukee Park Road, Williamston, North Carolina

PREPARED BY:

Crystal P. Waters, Counselor
Name/Title
6/27/2017

252-789-0268
Phone
crystal.waters@martincc.edu
Email Address

PROGRAM COORDINATOR:

Crystal P. Waters, Counselor
Name/Title
6/27/20/2017

252-789-0268
Phone
crystal.waters@martincc.edu
Email Address

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E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

MAN UP Success Program is a minority male student organization at Martin Community College. Our primary purpose is to facilitate involvement in the educational process by developing a platform designed to help the students learn more about available colleges and resources in and out of the state of North Carolina. Our Man Up program was launched with nine interested male students. Today the program exceeds more than thirty students, consisting of full time, dual enrolled and traditional leaders of Martin Community College. This initiative has helped our students create a greater awareness about the opportunities and resources that are available for continued educational growth and development. This initiative has played a major role in the development of activities for our men of color (known as Man Up).

In measuring the success of the initiative, MAN UP has routinely assessed the academic performance of students in the program through semester grade reviews. Presently, the grade point average (GPA) for the overall group is 3.0, and no students are on academic probation. In measuring other aspects of the program and their effectiveness, bi-weekly meetings are held. Each participant is given an opportunity for reflection and feedback is provided for continued progress. At the end of the year, an exit counseling session and review process will be conducted to fully assess the impact that the program has had on each participant, and to gather pertinent data pertaining to academics, professional and co-curricular opportunities (for graduating seniors, potential job offers), and to offer final advice and suggestions.

The MAN UP Success Program assisted students in both, their academic and professional endeavors as well as promoting improved educational experience and quality of life at Martin Community College. Martin Community College is one of the five community colleges in North Carolina that is a part of the Gates Foundation funded initiative, “Completion by Design” (CBD). The extensive work that Martin Community College has already completed in regards to this grant, has aligned perfectly with the goals of the MAN UP Success Program by increasing student success, maximizing student and campus participation, and increasing effectiveness and efficiency.

As a minority male success empowerment program, MAN UP was designed to address the needs of men of color through dedicated tracking for persistence and progression. We know that relationships matter! Our mentors and full time college staff and/or faculty members (Crystal Waters, Harlan Frye, Judy Jennette, Randy Stokes, Elijah Freeman, Wayland Mitchell, Herman Rankins, Brenda Moore, Daniel Price, and Ryal Watkins) volunteered to serve in this program,
working one-on-one with each minority male student in active learning and keeping them on track toward successfully completing their educational, career, and personal goals. “Mentor MAN UP”, is our college-wide mentorship program which assigns every minority male student to the mentors previously mentioned. Each mentor was assigned one to five students and every week a face to face session was held with each student. Our mentors are stewarding individuals with diverse backgrounds enabling them to help meet the goals and participation requirements of the MAN UP Success Program.

Programs and activities that were conducted this academic year included educational excursions to college and universities in and out of the state of North Carolina, professional development workshops, as well as cultural site visits to The National Museum of African American History and Culture, National Air and Space Museum, and the United States Capitol which played an important part in student development. Our leaders actively attended bi-weekly nightly leadership trainings on financial literacy, goal setting, civic engagement, dress etiquette, healthy self-image, and community service. Our greatest success was sponsoring the 1st “Can Do” Food Drive for the victims of Hurricane Matthew and the Martin County Food Pantry. Our Success Leaders contacted local service agencies to identify those most in need and coordinated the dissemination of the food. More than 700 items, totaling over 500 pounds of food was collected.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

During the 2017-2018 academic year, the goals and objectives of the MAN UP Success Program will be to increase the completion rate of minority males enrolled full time in Martin Community College by providing a sound educational foundation supported by life skills training and development. We will commit to encouraging participation and strive for excellence, both personally and professionally while gaining valuable leadership skills at Martin Community College. We will provide educational programs, developmental mentoring opportunities, and co-curricular experiences and activities to assist in Martin Community College is endeavors.

Our goals and objectives for the MAN UP Success Program will be as follows:
- Strengthen the secondary-to-higher education pipeline to encourage more black male students to attend four year institutions
- Increase admission, retention, and graduation rates at Martin Community College
- Provide professional development opportunities for faculty and staff to address the needs of the men of color
- Improve the employment prospects for black males after leaving Martin Community College
- Reduce the attrition rate of men of color at Martin Community College
- Establish benchmarks and hold all stakeholders accountable for addressing the needs of men of color
- Provide strong campus leadership on the challenges facing black youth and men in Bertie and Martin County community and beyond
· Educate Martin Community College faculty and staff on best practices to help them navigate the resources (including academic support offices and program, financial assistance, and student life and engagement).
· Support and challenge men of color at Martin Community to achieve academically.
· Promote involvement and inclusion in leadership activities, both on-campus and in the community.
· Promote community service and engagement.
· Facilitate and promote developmental mentoring.

By aligning MAN UP with the college’s policies and procedures, NC Community College System initiatives, and QEP, the program will satisfy all the objectives that it endeavors to provide. The goal of MAN UP will be to “foster a supportive environment for students to live, learn and grow as active members of the academic community and as individuals...through educational, cultural, and social programming activities and to assist in the recruitment, transition and retention of ethnic minority and underrepresented students at Martin Community College.”

**LEARNING**

3. **What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?**

As a woman of color and the program coordinator for the Man Up program, I initially believed that men should be able to provide, and take care of themselves and family. I learned that men need just as much encouragement, help, and support as women, and that we all need each other in order to have our needs met. I want to be able to continue exploring and exhausting ways to help improve historically low minority male campus participation with a greater success rate at Martin Community College.

As we approach a new academic year, I anticipate greater participation and success for our participants. I want the success leaders to experience more encouragement and support from mentors, empowering them to collaborate with other student organizations and faculty advisors. In addition to the targeted investment in promising practices to improve retention and graduation, we plan to place a strong emphasis on helping the state meet its goals for this initiative of North Carolina Community College students.

4. **Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?**
• **Perplexed patterns:** One major challenge is not that these students are not capable of doing college-level work, it is that too many of them have not, for myriad reasons, had the kinds of educational experiences that would effectively maximize those capabilities. One contributing factor to the pattern: Minority students tend to enter college with weaker academic skills. For instance, only 14 percent of black students and 30 percent of Latinos meet ACT college-readiness standards in mathematics, while 53 percent of white students do. For reading, the corresponding percentages are 16, 29, and 54. We need to make sure that all minority males’ students are college ready academically before they enter their courses of study.

• **Connections:** Within racial and ethnic lines, students who are more engaged with their campuses, who take advantage of study groups and skill classes, perform better. They build strong personal connections on the campus, along with being held to high expectations. Instructors are committed to student achievement. Both in and out of the classroom, students are intensively engaged in their academic experience. We need to enhance counseling opportunities through group advising sessions, peer tutoring, and a culture that encourages everyone; maintenance and café workers, secretaries, and instructors to connect personally with minority male students. "Word Is Bond," could be a monthly discussion about issues that affect black men. Topics may range from relationship building to hip-hop. Regardless of the topic, the atmosphere should be conducive to freedom of speech and be nondiscriminatory.

• **“Phat Pockets”**: The system office should require each campus to offer a series of financial literacy programs on topics such as credit scores, installment loans, payroll taxes, and compound interest.

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**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

None

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Mitchell Community College

ADDRESS: 500 West Broad Street
Statesville, NC 28677

PREPARED BY:

Dr. T. Porter Brannon / Vice President for Student Services June 20, 2017
Name/Title Date

704-878-3281 pbrannon@mitchellcc.edu
Phone Email Address

PROGRAM COORDINATOR:

Dr. T. Porter Brannon / Vice President for Student Services June 20, 2017
Name/Title Date

704-878-3281 pbrannon@mitchellcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail evaluation to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

### 2016-2017 Goals / Objectives

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
<th>Action Steps</th>
<th>Who will be responsible?</th>
<th>Necessary resources?</th>
<th>Target Date for Completion</th>
<th>What evidence will indicate success?</th>
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<tbody>
<tr>
<td><strong>Increase the progression of first-year minority male students.</strong></td>
<td>1. During the 2014-15 school year, Mitchell Community College requested that faculty and staff volunteer serve as mentors for the students who participated in the Minority Male Initiative. The number of volunteers has now grown to almost 20 faculty/staff. To serve all of the degree seeking first time degree-seeking minority males, the mentors have agreed to take on additional students. The faculty member will serve as both a mentor and an academic advisor to the students. We are working with the registrar’s office to make the appropriate advisor/advisee placements and will pair staff members with faculty to create a mentoring team.</td>
<td>Sandra Landry, Director of Student Academic Success</td>
<td>Training for mentors</td>
<td>8/1/17 and ongoing each fall semester</td>
<td>An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.</td>
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<td>2. In the 2015-16 school year, in conjunction with the work done by the Completion by Design’s Beyond Financial Aid group, the Minority Male Mentoring program purchased tablet computers that the mentors could check out to students for the semester. This program was very successful especially when the college provided hotspots that we were able to loan to students. We will expand that program this year with additional tablet computers and hotspots.</td>
<td>Randall Willie, Coordinator, MMSI 20 faculty–staff mentors Dr. Porter Brannon VP, Student Services Dr. Camille Reese – VP, Instruction</td>
<td>Purchase 10 tablet computers</td>
<td>8/1/17 and ongoing each fall semester</td>
<td>An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year.</td>
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<td>3. Conduct a review of programs in which minority males are underrepresented and work with the high school liaison to recruit more minority males in the underrepresented fields.</td>
<td>Jeff Benfield, IT Director Sandra Landry, Director of Student Academic Success Randall Willie, Coordinator, MMSI 20 faculty–staff mentors</td>
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<td>5/31/17 and ongoing each fall semester</td>
<td>An increase in the number of students in programs that are currently underrepresented by minority males.</td>
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<td><strong>4. Embed tutors in courses that typically have a low completion rate for minority male students</strong></td>
<td>Mamie Houston, High School Liaison  Deans and Directors  Dr. Camille Reese – VP of Curriculum  Sandra Landry, Director of Student Academic Success  Tutor salaries  Teresa Jordan, Mind Center specialist</td>
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<tr>
<td><strong>Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</strong></td>
<td><strong>Mitchell Community College will</strong>  <strong>provide a location and furniture for the Career Center.</strong>  <strong>IT will provide computers for the Career Center</strong>  <strong>Purchase career software</strong>  <strong>College will provide space</strong></td>
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<tr>
<td><strong>1. Mitchell Community College seeks to expand our current career advising services into a formal Center for Career and Professional Development (CCPD). This expansion will support the career exploration and professional development of minority males at Mitchell CC.</strong></td>
<td><strong>Mitchell Community College will</strong>  <strong>provide a location and furniture for the Career Center.</strong>  <strong>IT will provide computers for the Career Center</strong>  <strong>Purchase career software</strong>  <strong>College will provide space</strong></td>
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<td><strong>A. Students will receive:</strong> 1) career advisement by expert faculty and staff who help you identify majors and careers that match your skill set and interests; 2) Workshops to help students refine job skills, develop personally and professionally, and explore the world of work; 3) access to informative online tools for career guidance and skills development</td>
<td>Mitchell Community College will provide a location and furniture for the Career Center.  IT will provide computers for the Career Center  Purchase career software  College will provide space</td>
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<td><strong>The Career Center will be staffed by volunteer student services staff and faculty.</strong></td>
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<td><strong>B. Minority Male Success Center – This would be a place where students could gather for meetings, small workshops, to study or to exchange ideas.</strong></td>
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</table>
| **5/31/17** | **An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year** |**An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.**
SUCCESS IN ACHIEVING THE PROPOSED OUTCOMES

Early in the 2016-17 academic year, staff changes at the College led to changes in the direction of the Minority Male Success Initiative. Primary responsibility for the Initiative became the purview of Dr. Porter Brannon, Vice President for Students services. Dr. Sandra Landry, Director of Student Academic Success, aided in this transition and continued to support the Initiative while assuming other duties at the college.

Below is a synopsis of our qualitative and quantitative outcomes on the goals/objectives proposed.

QUALITATIVE OUTCOMES

A. Increase the progression of first-year minority male students.
   1. The faculty/staff member will serve as both a mentor and an academic advisor to the students.
      The intention of this objective was to enhance the relationship between the faculty/staff mentor and the student mentee. Since students at Mitchell cannot register without first meeting with their advisor, we believed this strategy would make the connection between mentor and mentee inescapable. The strategy did not achieve its intended goal. Mentors made a number of attempts to connect with students. In addition to making telephone calls, and sending e-mails at the start of the semester, mentors also sent personalized letters to each student (See Attachment A). However, the majority of our mentors reported that students did not respond to their attempts to connect.
      We also hosted an MMSI welcome reception in late September (Attachments C & D). While the mentors were excited about this event, only 10% of the mentees attended the welcome reception. Mentors met bi-monthly to share their experiences and plan for events. However, the mentors found that the majority of new minority male students were not responsive until the meeting was inescapable (time to register for spring 17 or fall 18 classes). We also found that the 10% that attended the welcome reception, were the same 10% that were engaged throughout the year.

   2. We will expand that program this year with additional tablet computers and hotspots.
      Instead of purchasing additional tablets, an unstructured space on campus was created for the MMSI mentees. The space included PC’s and a printer that could be used. The space was also where minority males would receive mentoring/coaching, attend workshops, study, or just relax.

   3. Conduct a review of programs in which minority males are underrepresented and work with the high school liaison to recruit more minority males in the underrepresented fields.
      The College did not undertake this objective. Instead, we decided to focus attention and resources on minority male career development and job readiness.

   4. Embed tutors in courses that typically have a low completion rate for minority male students
      The College did not undertake this objective. Instead, we decided to focus attention and resources on minority male career development and job readiness.

B. Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community

   1. Expand our current career advising services into a formal Center for Career and Professional Development (CCPD). This expansion will support the career exploration and professional development of minority males at Mitchell CC
      A former Advising Office was identified to house both the Center for Career and Professional Development and Minority Male Success Center. The new space was furnished with furniture from the College surplus stock. The Information Technology department provided refurbished PC’s, telephones, and
printers. Office supplies and promotional items were paid for with grant dollars. Instead of using grant dollars to fund the purchase of software, the Vice President for Student Services was able to identify free, online, career development tools. A part time staff member was hired to provide career coaching to participants, conduct workshops, and plan career fairs (See Attachments B, E, F, and G).

2. **Create a Minority Male Success Center – This would be a place where students could gather for meetings, small workshops, to study or to exchange ideas.**

The Minority Male Success Center was well received by the mentees. The space is truly unstructured. Participants come and study, so homework, use the PC’s, network with each other and the MMSI coordinator (See Attachment G & H). Since the Center is located next door to the Vice President of Student Services, the participants are often called upon to volunteer for student activities. This has kept students engaged on campus and offered them an opportunity to meet College leadership. Two of our students were selected to serve on a student panel and share their experiences with the College’s Board Members.

**Quantitative Outcomes**

1. **Academic Progress Standard:** Percentage of first-time minority male students meeting the minimum satisfactory academic progress standards (a cumulative GPA of 2.0 and *67% completion rate) during the fall and spring semester of their first academic year.
   
   **RESPONSE:** 24% of Fall 2016 first-time minority male students met the minimum satisfactory academic progress standards during their first academic year.

2. **First Year Successful Credit Hour Completion:** Percentage of credit hours successfully completed (C or better) during first academic year.
   
   **RESPONSE:** There were 60% of credit hours successfully completed by the Fall 2016 first-time minority male students during their first academic year.

3. **Aggregate First-Year GPA:** Cumulative first-year GPA of first-time minority male students.
   
   **RESPONSE:** The average cumulative GPA of the Fall 2016 first-time minority male students was 2.066.

4. **First Year Progression:** Percentage of first-time minority male students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours.
   
   **RESPONSE:** 34% of the first-time minority male students that attempted at least 12 hours within their first academic year, successfully completed at least 12 of those hours.
2. What are your goals / objectives and action plan for the 2017-18 academic year?

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
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<th>Target Date for Completion</th>
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<th>2018 Year-End Outcomes</th>
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<tbody>
<tr>
<td>Engage the support system (parents, children, friends) of minority males’ in their students’ academic persistence.</td>
<td>1. Invite parents, family, and friends to MMSI new student orientation.</td>
<td>Dr. Brannon, VP Student Services</td>
<td>Publicity (print, postage, social media, banners, posters). Catering (provided by Student Activities)</td>
<td>Aug 5, 2017</td>
<td>An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.</td>
<td>End Outcomes</td>
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<td></td>
<td>2. Host MMSI Game Night where family and children may attend.</td>
<td>Kelly Pardue, Coordinator of Career Services</td>
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<td>Feb 28, 2018</td>
<td>An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year.</td>
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<td>3. Host end-of-year recognition dinner where family and children may attend.</td>
<td>Libby Patrick, Coordinator of Student Activities</td>
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<td>May 31, 2018</td>
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<td>De’Angelia Huggins, Career Coach</td>
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<td>Dr. Brannon, VP Student Services</td>
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<td>MMSI Mentors</td>
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<td>Faculty &amp; Staff</td>
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<td>Community Members</td>
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<td>Workshop facilitators.</td>
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<td>May 31, 2018</td>
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<td>An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.</td>
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<td>Encourage positive mental health by addressing common emotional issues minority males face.</td>
<td>Host the following interactive mental health workshops:</td>
<td>Dr. Brannon, VP Student Services</td>
<td>Workshop facilitators.</td>
<td>May 31, 2018</td>
<td>An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.</td>
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<td></td>
<td>1. Managing Micro-aggressions</td>
<td>MMSI Mentors</td>
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<td>An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year.</td>
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<td>2. Minority Males and Masculinity</td>
<td>Faculty &amp; Staff</td>
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<td>3. Imposter Syndrome</td>
<td>Community Members</td>
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<td>4. Economics of Love: Healthy Relationships</td>
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<td>Increase participants’ social capital by providing socio-cultural enrichment experiences for minority males.</td>
<td>1. Take students to a Broadway-style play/production.</td>
<td>Dr. Brannon, VP Student Services</td>
<td>Transportation Admission / Ticket costs</td>
<td>May 31, 2018</td>
<td>An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.</td>
<td>End Outcomes</td>
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<td>2. Host a tour of senior colleges</td>
<td>MMSI Mentors</td>
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<td>An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year.</td>
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<td>3. Take students to a museum.</td>
<td>Culinary Arts staff</td>
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<td>4. Teach dining etiquette during a formal dinner.</td>
<td>Faculty &amp; Staff</td>
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<td>Dr. Brannon, VP Student Services</td>
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<td>Objectives / Targets</td>
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| Enhance participant’s soft skills attainment, and increase minority male utilization of Career Services by embedding career initiatives into the classroom experience and graduation requirements. | 1. Make career coaching mandatory students enrolled in the Work Based Learning Course.  
2. Provide minority males who have applied for graduation to conduct mock interviews, have their resume reviewed, head-shot taken, and their social media profiles examined.  
3. Host a variety of career exploration and job readiness workshops that enhance participant’s employability. | Dr. Brannon, VP Student Services  
Kelly Pardue, Coordinator of Career Services  
Libby Patrick, Coordinator of Student Activities  
De’Angelia Huggins, Career Coach | Digital video camera, tripod, and white backdrop | May 31, 2018 | An increase in the number of first-year minority male students who successfully complete year 1 and are still taking classes in year 2.  
An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year. |
3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution?

<table>
<thead>
<tr>
<th>WHAT WE LEARNED</th>
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<tr>
<td>Optional doesn’t work.</td>
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<td>Approximately 10% of our Fall ’16 class of minority males (n=69) attended the majority of our events. However, when faculty members made participation in a workshop or mentoring program a requirement for course completion or grade attainment, students were engaged. Since we know the critical role mentoring plays in the academic success of minority males, we need to identify more ways to make the mentoring program inescapable.</td>
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<td>Embed MMSI in other college initiatives.</td>
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<td>Collaboration with other college programs proved very helpful in getting minority males to participate. Programs like Federal Work Study, Work Based Learning, and Student Government further exposed MMSI to men on campus. More established college programs were also willing to share funds and personnel resources. This was essential during the first year of the program.</td>
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<td>Faculty engagement is essential</td>
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<td>Faculty are much more connected to students than college staff. They can serve as mechanisms of early alert when a participant is in academic jeopardy.</td>
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<td>Parents, family and peers matter.</td>
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<td>We spoke to the parents and family members of many of our minority males. These family members expressed that “if they knew” about the MMSI program, they would have ensured their student attended workshops and coaching sessions. We also learned that current mentees helped sell the benefits of the MMSI to new students who were unsure about participating. Next year, we will engage parents and family members early and often. We will also invite family members to attend some workshop and networking activities.</td>
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<td>More messaging and advertising is needed</td>
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<td>We created pop-up banners advertising the MMSI program. When we placed those banners on campus, students who we never met before stopped by the office to inquire further about the program. Hanging fliers and posters around campus was more effective than phone calls and e-mails.</td>
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<td>Language matters.</td>
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<td>The language we use when speaking or attempting to engage students was at times a deterrent to student engagement. For example, we invited students to a “Welcome Reception” during the fall term. The term “reception” was very intimidating to students. Students were under the impression that the event was formal. Many students called and were concerned about having the “right clothes to wear”. We didn’t realize how anxious the word “reception” made students. We learned to be much more careful with the language we used in our advertisements, fliers, and social media.</td>
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</table>
Based on these lessons learned, our programming for next year will intentionally solicit participation from family members. We are hosting a family day at new student orientation for minority males. We will also purchase additional MMSI pop-up banners to ensure that the program is advertised in the colleges’ high-traffic areas. We are also introducing a calendar of events to students and faculty during the summer months. We would like the faculty to embed our programming into their class requirements. We also want students to be able to plan their participation in events much earlier in the academic year.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

We were not able to attend any of the MMSI Conferences hosted on individual campuses. It would be great to have regional MMSI conferences sponsored by the system office (could still be hosted on a campus). This would be an awesome opportunity for students and mentors to network with their peers and present hot topics of the day.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

How Budget was Used?
Staff changes in the fall left the College without an MMSI Coordinator. The Vice President for Student Services assumed the role as Interim Coordinator, however she could not dedicate the amount of time the program needed. Thus, the majority of the budget was used to pay our career coach to take on much of the Coordinators’ role. The remainder of the funds were used for advertising/promotional items, and basic office supplies.

Variances
We intended to purchase PC tablets and coaching/career software. However, the Vice President for Student Services was able to identify free, online tools that were used instead.

Remaining funds
Approximately $283 of the grant funds were unused. These funds were earmarked pay the salary of the career coach, however an unexpected leave left those remaining funds unused.

Copy of Budget 2016-17

<table>
<thead>
<tr>
<th>MMSI Funding 2016-2017</th>
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<tbody>
<tr>
<td><strong>Printing &amp; Supplies</strong></td>
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<tr>
<td>Office Supplies</td>
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<td>Job Hunting Guidebook</td>
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<td>Printing Career Materials</td>
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<td><strong>Original Allocation</strong></td>
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<tr>
<td>MMSI Institutional Funds</td>
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<tr>
<td>Remaining MMSI Grant Funds - as of 6/1/17</td>
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</tbody>
</table>
Efforts to sustain program after MMSI funding ends
A full-time staff member has been identified a Coordinator to manage the Center for Career and Professional Development. This is where the Minority Male Success Center currently lives. This Coordinator has supported MMSI initiatives over the last year and has collaborated with the Career Coach on almost all MMSI programmatic initiatives. The Coordinator will manage the Career Coach who will assume responsibility for Coordinating MMSI at Mitchell.

The College’s endowment donated $3,000 for MMSI in 2016-17, and 2017-18. We anticipate this donation to continue in future years.

The College has also donated funds earmarked for new student engagement. We hope to use a portion of those funds specifically for the MMSI.

Program Challenge
The majority of our mentors (See Attachment C) are female. The male faculty/staff population at Mitchell relatively small; minority male faculty and staff represent a much smaller percentage of our population. In the upcoming school year, we will seek out minority male speakers and workshop facilitators from the community to accommodate for faculty/staff shortages.
Dear _____________

Welcome to Mitchell Community College! I hope your first few weeks of classes have been exciting.

**DID YOU KNOW THAT I AM YOUR COLLEGE MENTOR?**

For almost 15 years North Carolina Community College System has focused on improving the retention and graduation rates of minority male students. As a result, the Minority Male Success Initiative was designed to support the educational and professional aspirations of minority males in the community college system. *Your success is our number one goal!*

As a minority male, attending Mitchell Community College, you will benefit from having a team of faculty and staff dedicated to helping you reach your academic goals. *As your mentor, you can rely on me to:*

- Help you connect your interest to a major and career
- Help you solve problems that may arise during your time at the college
- Provide you with networking opportunities to meet fellow minority males on campus, and
- Help you reach the goals you set for yourself

Please stop by my office any time which is located in the Eason Student Services building at the Statesville Campus, Room 209. I travel to Mooresville weekly and can meet you there as well. You can also e-mail, or call me any time at PBrannon@mitchellCC.edu or 704-878-3281.

I look forward to hearing from you

[Signature]

Dr. T. Porter Brannon
Vice President for Student Services
Outreach to Minority Males

Minority Male Success Initiative

Mitchell Community College offers One-on-One Career Coaching programs defined to support the educational, career and professional aspirations of minority males.

Find out more at the Career Services Center Eason Student Services Center, Room 208

Walk-ins Welcome!
Mitchell Community College MMSI Mentors
ATTACHEMENT – D

MMSI Fall 2016 Welcome Reception
First Impressions Career Fair

Practicing an elevator pitch

Learning how to tie a tie
**Workshop Descriptions**

- **Skills and Strengths**: Take a quick quiz with our career coach to find out who you are, and what your skills and strengths say about your academic and professional future.

- **Test Success 101**: Do you have difficulty taking tests? Did you know that passing a test requires more than just knowing the subject? Join us and learn how to best prepare to pass all your college tests.

- **Dress to Impress**: Did you know that it takes a tenth of a second to form an impression about a stranger? Join us for a fashion demonstration, and learn how your appearance can make those precious seconds count!

- **Handshake Etiquette**: Your handshake plays a significant role in making a first impression. Smooching the perfect handshake is not as easy as it may seem. Come learn the most appropriate ways to shake hands with all types of people in all environments.

- **Mock Interviewing**: How do you convince an employer that you are the best person for the job? Come learn about the job standards first, and practice.

- **What Employers Want**: A college degree is not enough! There are six skills most employers are looking for. Do you have these skills? Join us for an honest discussion about what it really takes to get the job you want.

- **Résumé Writing—Looking Good on Paper**: This workshop provides the step-by-step processes for creating an attractive and effective résumé. Learn important tips for creating your best résumé or improving the one you already have.

- **Throw Your Best Pitch**: An elevator pitch is a one-minute persuasive speech you can use to spark interest in your professional abilities. Can you promote yourself in less than 60 seconds? Come learn how.

- **Customer Service Skills**: Delivering excellent customer service is necessary for any company’s survival. Companies want employees who know how to take care of its clients. Come learn how you can demonstrate your ability to deliver excellent customer care.

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### Career Services Workshops—January 2017

<table>
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<th>Monday</th>
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<td>Jan 23</td>
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<td>Jan 25</td>
<td>Jan 26</td>
<td>Jan 27</td>
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<tr>
<td>Skills and Strengths</td>
<td>Test Success 101</td>
<td>Skills and Strengths</td>
<td>Test Success 101</td>
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<tr>
<td>SSC-208 (Statesville) 12-12:10 p.m.</td>
<td>SSC-208 (Statesville) 12-12:10 p.m.</td>
<td>SSC-208 (Statesville) 12-12:10 p.m.</td>
<td>SSC-208 (Statesville) 11:30-12:30 p.m.</td>
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<tr>
<td>Dress to Impress</td>
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<td>MCA-207 (Mooresville) 12-12:10 p.m.</td>
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### Career Services Workshops—February 2017

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<td>Customer Service Skills</td>
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<td>Test Success 101</td>
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<tr>
<td>Handshake Etiquette</td>
<td>Working With Difficult People</td>
<td>Handshake Etiquette</td>
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<td>Feb 6</td>
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<td>Mock Interviewing</td>
<td>What Employers Want</td>
<td>Customer Service Skills</td>
<td>Résumé Writing—Looking Good on Paper</td>
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<td>SSC-208 (Statesville) 12-12:10 p.m.</td>
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<td>Mock Interviewing</td>
<td>Résumé Writing—Looking Good on Paper</td>
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<td>What Employers Want</td>
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### Career Services Center Workshops

All located in Eason Student Services Center, Rooms 208. Free refreshments during each workshop.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Day/Time</th>
<th>Facilitator</th>
<th>Description</th>
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<tbody>
<tr>
<td>Hands-on Training</td>
<td>Th, 11/3</td>
<td>12:20-12:45 p.m.</td>
<td>Randall Willie Employers want people who come with a little experience. Attend this workshop to learn how Mitchell’s Work-based Learning Program will give you the experience employers are looking for.</td>
</tr>
<tr>
<td>Nail the Interview</td>
<td>Th, 11/9</td>
<td>12:20-12:45 p.m.</td>
<td>Kelly Parvuce An interactive discussion of the “do’s and don’ts” of a successful interview.</td>
</tr>
<tr>
<td>Career Talk: What is Your Personality Type?</td>
<td>Th, 11/10</td>
<td>12:20-12:45 p.m.</td>
<td>Dr. Peter Brennan Discover your personality type and the majors that are your best match.</td>
</tr>
<tr>
<td>Dress to Impress and the ABC’s of Handshake Etiquette</td>
<td>Th, 11/15</td>
<td>12:20-12:45 p.m.</td>
<td>Dr. Shannon and Mitchell Faculty/Staff An interactive workshop that models professional fashion for men and women. We will also explore the technique of handshakes and body language.</td>
</tr>
<tr>
<td>Your Resume—Looking Great on Paper</td>
<td>W, 11/16</td>
<td>Noon-12:20 p.m.</td>
<td>Kelly Parvuce Learn how to create a winning resume that will allow you to stand out among the crowd.</td>
</tr>
<tr>
<td>Throw Your Best Pitch</td>
<td>Th, 11/17</td>
<td>12:20-12:45 p.m.</td>
<td>Kelly Parvuce Practice now to make the best impression within the first 15-30 seconds of meeting a potential employer.</td>
</tr>
<tr>
<td>Dress to Impress—Part 2 The Right Fit</td>
<td>Th, 11/18</td>
<td>Noon-12:20 p.m.</td>
<td>Dr. Shannon and Mitchell Faculty/Staff You’re the star of the day! Your personal stylist will help you select the outfit that looks great on you and is sure to impress your employer. We will meet in SSC-208 and travel to the department store in Statesville.</td>
</tr>
<tr>
<td>Get the Job: Keep the Job</td>
<td>Th, 11/22</td>
<td>12:20-12:45 p.m.</td>
<td>Dr. Shannon Participants will learn how to explore the worlds of work, refine the skills all employers are looking for, and refine the professional look.</td>
</tr>
<tr>
<td>Do You Want to Be the Boss?!</td>
<td>Th, 11/29</td>
<td>12:20-12:45 p.m.</td>
<td>Dr. Shannon Do you want to be the boss one day? Then this workshop is for you! Discover how you can take control of every aspect of your job.</td>
</tr>
</tbody>
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**GRADUATING STUDENTS! Are you career ready?!**

**The Career Services Center presents**

**RESUMANIA!**

March 27-30, 2017
11 a.m. to 1 p.m. in the Career Services Center, Eason Student Services Center, Statesville Campus

- 15 minute resume review and writing assistance!
- Interviewing tips!
- and much more!
Students and Mentors at the Center for Career & Professional Development

Students practicing handshake etiquette

Mentors and Students discuss internship opportunities
Mentors meeting with students to discuss dressing for success
Advertising the MMSI Program and Career Center

These new banners attracted the attention of minority males, increasing visits to the Minority Male and Career Center.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Martin Community College

ADDRESS: 1161 Kehukee Park Road, Williamston, North Carolina

PREPARED BY:
Crystal P. Waters, Counselor 6/27/2017
Name/Title Date
252-789-0268 crystal.waters@martincc.edu
Phone Email Address

PROGRAM COORDINATOR:
Crystal P. Waters, Counselor 6/27/20/2017
Name/Title Date
252-789-0268 crystal.waters@martincc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

MAN UP Success Program is a minority male student organization at Martin Community College. Our primary purpose is to facilitate involvement in the educational process by developing a platform designed to help the students learn more about available colleges and resources in and out of the state of North Carolina. Our Man Up program was launched with nine interested male students. Today the program exceeds more than thirty students, consisting of full time, dual enrolled and traditional leaders of Martin Community College. This initiative has helped our students create a greater awareness about the opportunities and resources that are available for continued educational growth and development. This initiative has played a major role in the development of activities for our men of color (known as Man Up).

In measuring the success of the initiative, MAN UP has routinely assessed the academic performance of students in the program through semester grade reviews. Presently, the grade point average (GPA) for the overall group is 3.0, and no students are on academic probation. In measuring other aspects of the program and their effectiveness, bi-weekly meetings are held. Each participant is given an opportunity for reflection and feedback is provided for continued progress. At the end of the year, an exit counseling session and review process will be conducted to fully assess the impact that the program has had on each participant, and to gather pertinent data pertaining to academics, professional and co-curricular opportunities (for graduating seniors, potential job offers), and to offer final advice and suggestions.

The MAN UP Success Program assisted students in both, their academic and professional endeavors as well as promoting improved educational experience and quality of life at Martin Community College. Martin Community College is one of the five community colleges in North Carolina that is a part of the Gates Foundation funded initiative, “Completion by Design” (CBD). The extensive work that Martin Community College has already completed in regards to this grant, has aligned perfectly with the goals of the MAN UP Success Program by increasing student success, maximizing student and campus participation, and increasing effectiveness and efficiency.

As a minority male success empowerment program, MAN UP was designed to address the needs of men of color through dedicated tracking for persistence and progression. We know that relationships matter! Our mentors and full time college staff and/or faculty members (Crystal Waters, Harlan Frye, Judy Jennette, Randy Stokes, Elijah Freeman, Wayland Mitchell, Herman Rankins, Brenda Moore, Daniel Price, and Ryal Watkins) volunteered to serve in this program,
working one-on-one with each minority male student in active learning and keeping them on track toward successfully completing their educational, career, and personal goals. “Mentor MAN UP”, is our college-wide mentorship program which assigns every minority male student to the mentors previously mentioned. Each mentor was assigned one to five students and every week a face to face session was held with each student. Our mentors are stewarding individuals with diverse backgrounds enabling them to help meet the goals and participation requirements of the MAN UP Success Program.

Programs and activities that were conducted this academic year included educational excursions to college and universities in and out of the state of North Carolina, professional development workshops, as well as cultural site visits to The National Museum of African American History and Culture, National Air and Space Museum, and the United States Capitol which played an important part in student development. Our leaders actively attended bi-weekly nightly leadership trainings on financial literacy, goal setting, civic engagement, dress etiquette, healthy self-image, and community service. Our greatest success was sponsoring the 1st “Can Do” Food Drive for the victims of Hurricane Matthew and the Martin County Food Pantry. Our Success Leaders contacted local service agencies to identify those most in need and coordinated the dissemination of the food. More than 700 items, totaling over 500 pounds of food was collected.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

During the 2017-2018 academic year, the goals and objectives of the MAN UP Success Program will be to increase the completion rate of minority males enrolled full time in Martin Community College by providing a sound educational foundation supported by life skills training and development. We will commit to encouraging participation and strive for excellence, both personally and professionally while gaining valuable leadership skills at Martin Community College. We will provide educational programs, developmental mentoring opportunities, and co-curricular experiences and activities to assist in Martin Community College is endeavors.

Our goals and objectives for the MAN UP Success Program will be as follows:
- Strengthen the secondary-to-higher education pipeline to encourage more black male students to attend four year institutions
- Increase admission, retention, and graduation rates at Martin Community College
- Provide professional development opportunities for faculty and staff to address the needs of the men of color
- Improve the employment prospects for black males after leaving Martin Community College
- Reduce the attrition rate of men of color at Martin Community College
- Establish benchmarks and hold all stakeholders accountable for addressing the needs of men of color
- Provide strong campus leadership on the challenges facing black youth and men in Bertie and Martin County community and beyond
· Educate Martin Community College faculty and staff on best practices to help them navigate the resources (including academic support offices and program, financial assistance, and student life and engagement).
· Support and challenge men of color at Martin Community to achieve academically.
· Promote involvement and inclusion in leadership activities, both on-campus and in the community.
· Promote community service and engagement.
· Facilitate and promote developmental mentoring.

By aligning MAN UP with the college’s policies and procedures, NC Community College System initiatives, and QEP, the program will satisfy all the objectives that it endeavors to provide. The goal of MAN UP will be to “foster a supportive environment for students to live, learn and grow as active members of the academic community and as individuals…through educational, cultural, and social programming activities and to assist in the recruitment, transition and retention of ethnic minority and underrepresented students at Martin Community College.”

**LEARNING**

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

As a woman of color and the program coordinator for the Man Up program, I initially believed that men should be able to provide, and take care of themselves and family. I learned that men need just as much encouragement, help, and support as women, and that we all need each other in order to have our needs met. I want to be able to continue exploring and exhausting ways to help improve historically low minority male campus participation with a greater success rate at Martin Community College.

As we approach a new academic year, I anticipate greater participation and success for our participants. I want the success leaders to experience more encouragement and support from mentors, empowering them to collaborate with other student organizations and faculty advisors. In addition to the targeted investment in promising practices to improve retention and graduation, we plan to place a strong emphasis on helping the state meet its goals for this initiative of North Carolina Community College students.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?
Perplexed patterns: One major challenge is not that these students are not capable of doing college-level work, it is that too many of them have not, for myriad reasons, had the kinds of educational experiences that would effectively maximize those capabilities. One contributing factor to the pattern: Minority students tend to enter college with weaker academic skills. For instance, only 14 percent of black students and 30 percent of Latinos meet ACT college-readiness standards in mathematics, while 53 percent of white students do. For reading, the corresponding percentages are 16, 29, and 54. We need to make sure that all minority males’ students are college ready academically before they enter their courses of study.

Connections: Within racial and ethnic lines, students who are more engaged with their campuses, who take advantage of study groups and skill classes, perform better. They build strong personal connections on the campus, along with being held to high expectations. Instructors are committed to student achievement. Both in and out of the classroom, students are intensively engaged in their academic experience. We need to enhance counseling opportunities through group advising sessions, peer tutoring, and a culture that encourages everyone; maintenance and café workers, secretaries, and instructors to connect personally with minority male students. "Word Is Bond," could be a monthly discussion about issues that affect black men. Topics may range from relationship building to hip-hop. Regardless of the topic, the atmosphere should be conducive to freedom of speech and be nondiscriminatory.

“Phat Pockets”: The system office should require each campus to offer a series of financial literacy programs on topics such as credit scores, installment loans, payroll taxes, and compound interest.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

None

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Nash Community College

ADDRESS: 522 N. Old Carriage Rd Rocky Mount, NC 27804

PREPARED BY:
Linda A. Williams & Dr. Keith Smith/Assoc. VP of Community & Gov. Affairs 05-08-2017
Name/Title

252-451-8406
Phone

ksmith322@nashcc.edu
Email Address

PROGRAM COORDINATOR:
Linda A. Williams/Director of M.A.L.E. Success Initiative 05-08-2017
Name/Title

252-451-8264
Phone

LAWILLIAMS401@NASHCC.EDU
Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Each action step for Objective I was implemented. This included the identification of target population; communication and/or correspondence to target population; an email to target population; target population was invited to participate in WebEx sessions (which replaced the bi-monthly leadership seminars typically held during the academic year); a cohort of 562 students was established for 2016-2017 baseline. The project was successful in achieving the proposed outcomes. For example, of the 562 students who enrolled for Fall 2016, 363 returned for the Spring 2016/17 (a 64 percent retention rate). Another example revealed that 54 percent of the target population that returned for Spring 2016/17 utilized services offered by Student Enrollment Services (SES) at Nash Community College.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

Objectives for the 2017-2018 year are planned promotion of the MMSI; increased visibility on campus (via all media available) and replicate the model used for 2016/17. Enhance student engagement on campus and work to utilize the previous M.A.I.E. (Men Achieving Leadership and Excellence) Alumni within the cohort.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Lessons learned from the MMSI implemented in 2016-2017 included that a "hard sell" is imperative to make the Initiative work (i.e. a daily communication for a distinct time may be needed to drive home the importance of the MMSI and foremost, getting faculty and staff on board to support the Initiative. The best practice for the Initiative would be going "virtual" (this allows the target population more flexibility). Once again, this practice can be enhanced
by more exposure (via word of mouth, social media, inter-campus communication from faculty/staff.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The program is seeking additional outside funding sources but additional funding from system office would be an asset to the program. A policy/procedure that “require” institutions not utilizing their funding so those “dollars” could be reallocated to current program would be beneficial.

<table>
<thead>
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<th>SUSTAINABILITY</th>
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5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The funds allocated for the MMSI were exhausted and spent according to line items/guidelines (please refer to 2016/2017 budget). In terms of sustaining the MMSI, several grants have been written to enhanced the efforts set forth by the College and NCCCS (still awaiting response from those grants).

6. Please provide any comments, suggestions, or feedback that you would like to add.

Monthly WEBEX/Internet meetings with coordinators/directors. We are implementing a cohort for our students. This would also be beneficial for coordinators/directors and would assist in developing relationships for all parties involved.
## ACTION PLAN 2017 - 2018

<table>
<thead>
<tr>
<th>Objectives/Targets</th>
<th>Action Steps</th>
<th>Who will be responsible?</th>
<th>Necessary resources?</th>
<th>Target Date for Completion</th>
<th>What evidence will indicate success?</th>
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</thead>
<tbody>
<tr>
<td>Increase the progression of first-year minority male students</td>
<td>1. Identify population</td>
<td>Registrars' Office, Associate Dean-Institutional Effectiveness</td>
<td>Datatel, Email</td>
<td>First day of class to End of first week of classes</td>
<td>List emailed to Director MALE Coaching and Associate VP, Community &amp; Govt. Affairs</td>
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<tr>
<td></td>
<td>2. Reach out to identified population</td>
<td>Director of MALE</td>
<td>Email/cards in the mail, Email</td>
<td>Week after first day of classes, Week 2 of classes</td>
<td>Sent email to identified population</td>
</tr>
<tr>
<td></td>
<td>3. Email video to introduce identified students to MALE</td>
<td></td>
<td>WebEx, Datatel</td>
<td>Last week of the month, 6 weeks, 12 weeks and end of semester, 1st week of classes, Weekly starting first week</td>
<td>Schedule meetings WebEx GPAs of identified population Withdrawal/drops at end of Fall 2016 semester Videos</td>
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<td>4. Bi-monthly leadership seminars</td>
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<td>5. Follow academic success</td>
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</tr>
<tr>
<td></td>
<td>6. Establish NCC's co-hort</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>7. Weekly MALE videos</td>
<td>Director of MALE</td>
<td>WebEx, social media, and school PR</td>
<td></td>
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</tr>
</tbody>
</table>

| Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community | 1. Video to identify campus resources | Director MALE Coaching, NCC Foundation, MALE Team | Webex, Email | End of month for first semester | Video/emails |
| | | | | | Actual fundraiser (date TBA) |
| | 2. Encourage students to participate in NSLS | Director MALE & Assoc VP | Fundraising committee | Last day to join NSLS, Last day to pay NSLS dues | Data from program |
| | | Director & NCC Foundation | | | |
| | 3. Establish fundraiser to assist with NSLS fees | MALE Team | Partnership Datatel | Throughout semester: Focus points at the beginning and middle of the semester | |
| | 4. Coaching/mentoring students towards fulfilling academic success through use of Student Wellness Center, academic service learning, counselors, instructors, etc. | | | | |
Q1
Each action step for Objective 1 was implemented. This included the identification of target population; communication and/or correspondence to target population; an email to target population; target population was invited to participate in WebEx sessions (which replaced the bi-monthly leadership seminars typically held during the academic year); a cohort of 562 students was established for 2016-2017 baseline. The project was successful in achieving the proposed outcomes. For example, of the 562 students who enrolled for Fall 2016, 363 returned for the Spring 2016/17 (a 64 percent retention rate). Another example revealed that 54 percent of the target population that returned for Spring 2016/17 utilized services offered by Student Enrollment Services (SES) at Nash Community College.

Q2
Objectives for the 2017-2018 year are planned promotion of the MMSI; increased visibility on campus (via all media available) and replicate the model used for 2016/17. Enhance student engagement on campus and work to utilize the previous M.A.L.E. (Men Achieving Leadership and Excellence) Alumni within the cohort.

Q3
Lessons learned from the MMSI implemented in 2016-2017 included that a “hard sell” is imperative to make the Initiative work (i.e. a daily communication for a distinct time may be needed to drive home the importance of the MMSI and foremost, getting faculty and staff on board to support the Initiative. The best practice for the Initiative would be going “virtual” (this allows the target population more flexibility). Once again, this practice can be enhanced by more exposure (via word of mouth, social media, inter-campus communication from faculty/staff).

Q4
The program is seeking additional outside funding sources but additional funding from system office would be an asset to the program. A policy/procedure that “require” institutions not utilizing their funding so those “dollars” could be reallocated to current program would be beneficial.

Q5
The funds allocated for the MMSI were exhausted and spent according to line items/guidelines (please refer to 2016/2017 budget). In terms of sustaining the MMSI, several grants have been written to enhanced the efforts set forth by the College and NCCCS (still awaiting response from those grants).

Q6
Monthly WEBEX/Internet meetings with coordinators/directors. We are implementing a cohort for our students. This would also be beneficial for coordinators/directors and would assist in developing relationships for all parties involved.
### 2017-2018 MINORITY MALE SUCCESS INITIATIVE
#### BUDGET AND COST EFFECTIVENESS

<table>
<thead>
<tr>
<th>College Name/Prepared by/Date:</th>
<th>NASH COMMUNITY COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LINDA A. WILLIAMS</td>
</tr>
<tr>
<td></td>
<td>May 8, 2017</td>
</tr>
<tr>
<td></td>
<td>Funds Requested</td>
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<tr>
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<td>$17,000</td>
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<table>
<thead>
<tr>
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<tr>
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<td>FICA</td>
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<tr>
<td>Salaries, Supportive, Part-time</td>
<td>$</td>
</tr>
<tr>
<td>(Description in the application of administrative positions as they relate to the program).</td>
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<table>
<thead>
<tr>
<th>Educational and Professional Materials &amp; Supplies</th>
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<td>Printer Ink, office supplies, copies printer paper etc.</td>
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<table>
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<tr>
<th>Contractual Services</th>
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<tr>
<td>List/describe the anticipated contractual services, the estimated amount, and/or total cost.</td>
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<thead>
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<th>Travel</th>
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<tr>
<td>List examples of events for staff and student travel and calculate the estimated number of travelers, mileage, lodging, and subsistence estimated (i.e. travel to NCCCS's Kick-Off and meetings relevant to 3MP initiative).</td>
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<tr>
<td>Faculty and Staff Training</td>
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**TOTAL BUDGET:** $17,000

**Note:**
- How much funding do you expect to receive from other sources to support your campus Minority Male Success Initiative during FY2016-17? $0

<table>
<thead>
<tr>
<th>Signature of Program Coordinator</th>
<th>6/28/19 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Williams</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Signature of Vice President/Dean of Student Services</th>
<th>6/28/17 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>William S. Carver</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of College President, William S. Carver, II, Ed.D.</th>
<th>6-28-17 Date</th>
</tr>
</thead>
</table>
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Pamlico Community College

ADDRESS: 5049 Hwy 306 South Grantsboro, NC 28529

PREPARED BY:
Mr. Jamie D. Gibbs, Vice President of Student Services June 29, 2017
Name/Title Date
(252) 249-1851 ext. 3021 jgibbs@pamlicocc.edu
Phone Email Address

PROGRAM COORDINATOR:
Mr. Jamie D. Gibbs, Vice President of Student Services June 29, 2017
Name/Title Date
(252) 249-1851 ext. 3021 jgibbs@pamlicocc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

During the 2016-2017 academic year, Pamlico Community College began a Summer Skills Academy to serve, the underprepared students, for college level English and Math Courses. The college also increased the collaboration, with on campus stakeholders, to provide participants more opportunities for success. This came through the means of increased number of tutors, who provided services on a one-on-one basis through the Student Success Center, which lead to an improved effort on behalf of the participants within their respective courses.

Pamlico Community College’s staff provided “Lunch & Learns’ opportunities which cover the following topics: “Study Skills, Leadership Development, Fiscal Responsibility, Career Planning, Entrepreneurship and Financial Aid.” Participants also participated in service learning projects Pamlico County Partnership for Children and the local Food Bank.”

Although the participants did not attend a weekend trip to a Historically Black College and University as stated in the original action plan, the participants were exposed to the college by means of a one day tour and attending a local College Fair where the Historically Black Colleges were in attendance.

The college was successful with increasing the progression of first-year minority male students. Among all of the participants, the average GPA was 2.554. All but two completed the semester and those who didn’t complete the semester was a result of personal reasons and not academic reasons. All of the participants who completed the semester, pre-registered for fall courses and are planning on returning.

The college was also successful in increasing minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community. Through the engagement of our success coach and the implementation of Aviso Software, the participants were provided proactive coaching and were provided and improved system in notifying them when they were having difficulty in courses. Because of these systems, communications were improved and the participants are continued to move forward in completing their credential.

2. What are your goals / objectives and action plan for the 2017-18 academic year?
• The goals for the 2017-2018 academic year are to continue to increase the progression of first-year minority male students
• Provide Lunch Learn opportunities to enhance the skill set of participants within the program.
• Continue to increase utilization of campus and community resources and services through collaboration of all stake-holders.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

The Retention & Completion committee served in an advisory role for the Minority Male Success Initiative. This was beneficial because a wide scope of professionals were involved in the success of the program. This method of involvement will continue throughout the existence of the program. Secondly, utilizing the Aviso Early Alert Program, and moving away from the previous method of manual early alerts, provided an additional advantage for participants to receive assistance timely. We were able to identify problems and provide alternatives to solve the problems faster. Currently, ten other colleges, utilizes the software. If colleges do not have a current process in place, other than a manual process, to address early alerts in a timely fashion, I would recommend that they look into the Aviso Software. The software has assisted in improving our retention throughout the entire college.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Major challenges and barriers for the program at Pamlico Community College is maintaining communication among all stake holders. Although this is a barrier, Pamlico Community College has developed processes to improve the efforts. These efforts include intense engagement between the Coordinator, Faculty, and Student. It has become mandatory that all students use the communication portal of Pamlico Community College, campus cruiser. In the past, students were provided an option to forward their campus cruiser’s email to a secondary email. As a result, students were not receiving correspondence from the Coordinator.

The forward feature, for campus cruiser, has been turned off. Therefore all students must utilize their campus cruiser email for communication. This method assisted in students and faculty becoming more efficient in the communication process.
If other colleges adopt this process, it could become a benefit for them too. It increases the response time and eliminates the confusion of missing important notifications because it is camouflaged with other emails in a generic email account.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Pamlico Community College was originally awarded the amount of $17,234 for the Minority Male Mentoring program. In February of 2017, the college accessed the balance and reverted back $3,107 back to the program. At the completion of the academic year, the college attempted to revert back $1,324.83 however, that was denied. Therefore the college returned the total amount of $4,431.83 back to state during the 2016-2017 grant year. Pamlico utilized the balance of $12,802.17 for the program. Pamlico Community College provided professional development opportunities for the Vice President of Student Services/Program Coordinator totally $1,499.69. Pamlico Community College utilized $11,302.48 for Contractual Services. All totals, provided above, gives a zero balance for the 16-17 budget year.

The Pamlico Community College Foundation invested $1000 for incidentals that were not to be purchased by the grant. Pamlico Community College will continue to provide the services beyond the grant year. Any sessions and professional development opportunities that were provided will be absorbed by the Student Services budget. The Coordinator will continue to solicit monetary support, from the Pamlico Community College Foundation, when necessary.

6. Please provide any comments, suggestions, or feedback that you would like to add.

I suggested that the NCCCS continue to provide professional development opportunities and resources which continue to promote the success of the Minority Male student.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Piedmont Community College

ADDRESS: 1715 College Drive, P.O. Box 1197, Roxboro, NC 27573

PREPARED BY:

Dr. Joelle Davis Carter, Dean for Student Development       June 30, 2017
Name/Title Date

336.322.2153 joelle.carter@piedmontcc.edu
Phone Email Address

PROGRAM COORDINATOR:

Patricia A. Hatchett, Director       June 30, 2017
Name/Title Date

336.322.2153 patricia.hatchett@piedmontcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

**E-mail application to:** JEvans@nccommunitycolleges.edu.
### PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

**Piedmont Community College’s goals, objectives and action plan items included:**

**Goal #1:** The development of a First Year Experience (FYE) program targeted toward all newly admitted first year students, with many of the programs and services focused on the development of minority male students.

**Goal #2:** The creation of Learning Communities as a central feature of the FYE program to encourage peer to peer interaction in the learning process.

**Goal #3:** Encouraging academic and social ties as well as connections to a faculty member.

**Goal #4:** Providing a setting where informal and formal connections can be made with their peers in an educational learning community.

**Goal #5:** Increase the progression of first-year minority male students.

**Goal #6:** Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus activities.

**Aligned Programs and Activities:**

The 3M realized a great deal of success over all 6 goals with the exception of the First Year Experience (FYE). With major shifts in the Department’s key leadership role, there was delay and difficulty in hiring individuals for the key positions associated with the program (3M Program Coordinator, Learning Communities Coordinator, and FYE Program Coordinator). Prior to the start of the Spring 2017 semester, we were successful in hiring both the 3M Coordinator and Learning Communities Coordinator for the grant. During the latter part of the Spring 2017 we were able to combine some of the duties of the FYE Program Coordinator with the Learning Communities Coordinator to begin engaging faculty and establishing a strong FYE platform for the 2017-2018 semester.

**Goal #1: The development of the FYE Program**

The department leadership was able to identify and invite key campus stakeholders from various academic and student service units to form the FYE Campus-Wide Committee. While the group was unable to maintain a standing meeting schedule, there was discussion about a
common reading book for newly admitted first year students. These books were purchased for students enrolled for Fall 2017 and will be used as a pilot for discussion groups and assignments in the ACA 111 and 122 courses as well. The committee has been re-engaged to begin setting strategies and goals for the next academic year.

Goal #2: The creation of Learning Communities as a central feature of the FYE program.
With nominations from the academic deans, we were able to identify a Humanities faculty member to serve as the part-time Learning Community Coordinator. The Coordinator teaches 2 courses per semester on campus and has a substantial background in developing learning communities on both 2 and 4-year college campuses. A pilot learning community was established connecting a Humanities and an ACA course for the Fall 2017 semester. The Spring and Summer 2017 terms were used to develop a common syllabus, recruit faculty, plan co-curricular activities to the course, marketing efforts and acquiring training on BlackBoard.

Goal #3: Encouraging academic and social ties as well as connections to a faculty member.
PCC’s hybrid academic advising requires students not to only engage with faculty in the classroom but externally because our faculty facilitate all of the academic advising. Additional opportunities are afforded through our student organizations such as 3M where faculty serve as advisors and conduct special presentations throughout the semester.

Goal #4: Providing a setting where informal and formal connections can be made with their peers in an educational learning community.
The 3M Program Coordinator collaborated with both campus and community partners to offer a strong cadre of programs throughout the year. Key sessions included 1) Barbershop Talk, 2) Dress for Success and 3) March Money Madness. Each session offered a forum for the participants to network and share any challenges/barriers they were experiencing as college students. The programs were also designed to increase their awareness about topics such as social justice and equity in the local community, strategies for successfully interviewing and managing finances. All of these topical areas are critical to the college student, and community college student, in general.

One major downside to offering these programs was our ability to capture a broader audience and increase attendance. For most of the events, participation ranged from 3-10 students. With a stronger knowledge of potentially offering

Goal #5: Increase the progression of first-year minority male students.
The program definitely yielded significant gains for those participants who actively participated in the programs and took advantage of the core resources available on campus. The majority of the participants maintained a grade of “C” or better in their course worked
and 90% completed 90% of hours enrolled. For two participants in particular, 2 students witnessed their grade point averages progressively increase from fall to spring semester. There were no participants placed on academic probation during the academic year.

**Goal #6: Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus activities.**

In addition to the support offered by the 3M grant, PCC offers other federal student support services such as TRiO programs (Student Support Services specially) for qualifying PCC students. Given this context, there is often an overlap of support that our staff are able to coordinate to further advance students’ academic and social transition goals. During this academic year, 3M connected with Student Development staff involved with the College’s early warning system and disability services. Establishing communication between such units, enabled the Coordinator with the ability to troubleshoot any potential academic issues early in the semester. There have also been intentional efforts to ensure that information about regarding 3M is shared during campus-wide events such as Open Houses, Welcome Weekend, and even campus tours. This enables our prospective students to have some insight about the opportunities with 3M even prior to course registration and beginning classes.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

For the next academic year (2017-2018), PCC plans to further develop and capitalize on the goals from the 2016-2017 goals. In many respects, new strategies will be employed to increase the number of participants and partner with more academic and student support units across campus (e.g. tutoring and supplemental instruction, faculty engagement).

**Goal #1: The development of a First Year Experience (FYE) program targeted toward all newly admitted first year students, with many of the programs and services focused on the development of minority male students.**

2017-2018: The First-Year Experience will be introduced as a full-fledged program during PCC’s Welcome Weekend activities. Students will be provided with a free book geared toward the Common Reading Program, informed about the purpose of ACA 111 courses, and any signature programs focused on 3M and the First Year Program in general. Marketing efforts will also be hired to promote FYE activities throughout the academic year.

**Goal #2: The creation of Learning Communities as a central feature of the FYE program to encourage peer to peer interaction in the learning process.**

2017-2018: A learning community consisting of a Humanities course and ACA 112 will be offered during the Fall 2017 semester. The Learning Community Coordinator has been working on the common syllabus for both courses and assignments to connect the content between both courses. With the support of the Department of Student Development staff and work study, activities such as discussion groups, blogs, and guest speakers will be planned as co-curricular activities for the community.
Goal #3: Encouraging academic and social ties as well as connections to a faculty member
2017-2018: To further engage students with faculty members, the FYE Coordinator will explore opportunities for teaching and research assistant opportunities in academic program areas. Currently, we are working toward redesigning elements of the ACA 111 & ACA 112 with our academic deans. One recommendation will be to offer teaching assistantship opportunities where more seasoned students can assist teaching faculty with special assignments and hands-on activities in the classroom. Another unique opportunity is to engage students in student organizations where faculty members serve as advisors. For example, one of our instructors is the advisor of the STEM Club and several of their activities include experiments, trips to Duke Medical center and science competitions. There are a number of other student organizations managed by faculty that afford the same opportunities as well.

We also plan to invite more faculty as guest speakers and presenters for our small group sessions and community meetings throughout the year.

Goal #4: Providing a setting where informal and formal connections can be made with their peers in an educational learning community.
2017-2018:
In addition to the learning community that will be offered to students in the fall, the 3M Advisory group will also partner with academic services such as the Academic Success Center (ASC) and the Student Government Association (SGA) to create structured environments where participants can serve in leadership roles and engage with other PCC students. PCC has a Student Senate consisting of appointed departmental representatives by the academic program coordinators, the Student Activities Council (SAC), and community outreach groups. For this academic year, the Department of Student Development is also planning a leadership retreat for students as well. Finally, through a grant-funded program called the PCC Career Exploration Network provides a forum where students meet in clusters with local business industry leaders to review their resumes, conduct mock interviews and learn job search strategies.

Goal #5: Increase the progression of first-year minority male students.
2017-2018:
In conjunction with our College recruiter and local high school counselors, we promote diversity efforts in all recruitment efforts. Through our College registrar we are able to identify students and send correspondence that describes the program and the activities planned for the year. The 3M program coordinator will be an active participate in the Welcome Back to PCC program, FallFest, and tabling programs throughout the year in the College’s Student Center. 3M participants from this past year will also be encouraged to reach out to their social networks to encourage students to participate in events as well.
Goal #6: Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus activities.

2017-2018:
We plan to extend and strengthen the relationships with the College’s Academic Success Centers, Coordinator for Disability Services, Student Government Association, Learning Resource Centers and local agencies providing counseling services and workshops focused on well-being workshops. Our strategic focus will be to host an orientation in August to orient participants to the program and invite in a representative from all the available resource areas on campus. These representatives will be asked to provide contact information and literature so that participants can have this information for future reference.

Additionally, we hope to have enough participation so that participants can actually host and co-sponsor programs with other organizations and units on campus. In the first year of the grant, 3M actually was listed as an organization and co-sponsored for Black History Month, Constitution Day and panel discussions with other groups. We would like to revisit this strategy again to create stronger, deliberate and intentional interactions between other students, faculty and staff.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

There are three key lessons we have learned with the administration of the 3M at Piedmont Community College-(1) It is imperative to establish an advisory committee to aid in the planning and implementation of specific activities and programs; (2) To plan early in semester and throughout the year, especially as it pertains to hiring faculty and (3) partner with key partners that can aid in strengthening services/support outlined in the grant.

As we move forward with the next academic year, select faculty and administrators have already been identified to established the 3M Advisory Planning Committee. Further, we have developed job descriptions for all 3 part-time positions and began marketing those positions on campus and within the local community. We plan to have the entire team on-board by the start of the Fall semester. Finally, the Dean of Student Development has connected with our colleagues responsible for tutoring, supplemental instruction, and the registrar to inquire about
early alert systems to enable to better track students. Overall, the staff also realizes that we must attempt to reach out to prospective participants and make the program available to all students. Diversity is critical to the success of the College and students, hence, we are working to ensure that all students are aware of barriers that face students of color as well as those from low socioeconomic backgrounds.

While it may not appear to be a new practice, we discovered that it is critical to have a schedule of events and activities planned early so that students can plan. The research has documented on numerous occasions that community college students specifically are constantly faced with the demands of changing work schedules, family responsibilities and financial barriers as well. For instance, for the coming 2017-2018 year, below are a list of proposed activities:

August 16, 17 & 18 - Tabling (Promoting 3M during key campus programs)
August 24 – Orientation (Study Skills Workshop)
September 1 – College Tour *
September 7 - Job Readiness
September 24 – Tutoring Day
September 29 – Tour a workspace*
October 5 – Tutoring Day
October 12 – Setting Goals and Over Coming Obstacles
October 19 – Tutor Day
October 27 - Woods of Terror* (Fieldtrip/Engagement Activity)
November 9 – Tutoring Day
November 21 – Guest Speaker*
November 30 – Tutoring Day
December 7 (Study Day) Test Prep Seminar (TRiO Support Services)

This type of schedule affords those involved with 3M with the opportunity to plan in advance and make changes as needed.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

The primary challenge PCC faced this academic year was program participation and capitalizing upon previous students to serve as ambassadors for the program. The 3M Advisory Board will be key in developing a strategic plan to reach out to current and prospective students about the program and its unique benefits. Additional resources to market the program and travel to various parts of the community would aid our efforts.

It may be helpful to have the system office approve our ability to use the system logo and share links to demonstrate how 3M has impacted students across the state. Further, it may be
helpful to have a NCCCS staff member or 3M member speak during a staff retreat or faculty convocation.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

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<td><strong>$17,234.00</strong></td>
<td></td>
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</tbody>
</table>

**Sustainability Efforts:**
Piedmont Community College and the local Roxboro, North Carolina community have been supportive of the 3M grant efforts this academic year. The Department of Student Development has provided staff support and even transportation to local events. It is also important to note that several of the programs offered for the men (e.g. Barbershop Talk, March Money Madness) were supported by in-kind through networks of the 3M program coordinator. In several instances, the presenters did not require speaker honorarium nor request any reimbursement for travel.

We are confident that we would be able to continue to deliver the services and support with via other grant support if the 3M grant funding were limited or not available. To date, the PCC grants office has submitted a Title III grant to the Department of Education that we are hopeful for funding. Our College also has an annual grant competition offered through the Foundation Office where faculty and staff members can apply to support efforts such as 3M.
6. Please provide any comments, suggestions, or feedback that you would like to add. PCC views the 3M grant program as a unique opportunity to the campus culture and overall mission and goals. In order to strengthen the program, we would like to receive training or visit with other campuses that have had great successes so that we can learn from them as well. Additionally, if there is information on similar grant programs that fund activities such as 3M that would be helpful to aid with our sustainability goals.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: PITT COMMUNITY COLLEGE

ADDRESS: 1986 PITT TECH ROAD; WINTERVILLE NC 28590 (PHYSICAL)
P.O. DRAWER 7007; GREENVILLE, NC 27835 (MAILING)
2064 WARREN DRIVE; WINTERVILLE, NC 28590 (FED EX / UPS)

PREPARED BY:

Kenneth A. Joyner, Minority Male Success Initiative Coordinator 05/15/2017
Name/Title Date

252-493-7506 kajoyner387@my.pittcc.edu
Phone Email Address

PROGRAM COORDINATOR:

Jasmin L. Spain, Asst. VP - Student Dev. & Community Standards 05/19/2017
Name/Title Date

252-493-7769 jlspain@email.pittcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu
<table>
<thead>
<tr>
<th>GOAL</th>
<th>Target/Who is Responsible?</th>
<th>Measure/Targeted Outcome</th>
<th>Actual Outcome/Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the progression of first year minority male students.</td>
<td>PCC first year minority male student population. Increase number of first year minority male students who finish with a GPA of 2.0 and increase number of first year minority male students who complete 67% of their courses for the academic year, by 3%. MMSI Coordinator, Director of Student Mentoring, Conduct &amp; Academic Progression, Student Success Navigators, Way to Success, Men’s Resource Center Staff, Student Success Center, Disability Services, Counseling Center, TRiO: Student Support Services, returning NEXT LEVEL participants</td>
<td>Fall 15/Spring 16: 52.49% minority male students w/ 2.0 GPA or higher</td>
<td>Fall 16/Spring 17: 62.29% minority male students w/ 2.0 GPA or higher</td>
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<td>Fall 16/Spring 17: 55.49% minority male students w/ 2.0 GPA or higher</td>
<td>Fall 16/Spring 17: 58.1% minority male students completing 67% of attempted courses</td>
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<tr>
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<td>Fall 15/Spring 16: 48.47% minority male students completed 67% of attempted courses</td>
<td>Activities conducted included the following:</td>
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<tr>
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<td>Fall 16/Spring 17: 51.47% minority male students completing 67% of attempted courses</td>
<td>- Established a scholarship (and supporting committee) that will house emergency funds for students that face straining external factors which affect their ability to perform at their best academically</td>
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<td>- Collaboration with Student Success Navigators (1st year student advisors) to implement a plan that monitors students’ progress</td>
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<td></td>
<td>The goal set was successfully reached and surpassed. Much of this success looks to be attributed to the new student success navigator system adopted by the school this year.</td>
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<td>A mentor pool of minority male PCC faculty/staff was identified, to start the referral process for students identified as at-risk in terms of academics; however, the identification of the mentor pool is as far as things have made it so far.</td>
</tr>
<tr>
<td>Increase accessibility and overall engagement in program services.</td>
<td>PCC first year minority male student population. Increase referrals by 900%.</td>
<td>Fall 15/Spring 16: 2 referrals</td>
<td>Fall 16/Spring 17: 21 referrals</td>
</tr>
<tr>
<td>Goal</td>
<td>Fall 15/Spring 16</td>
<td>Fall 16/Spring 17</td>
<td>Activities conducted included the following:</td>
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</tbody>
</table>
| Increase active engagement in NEXT LEVEL for first year students. | 10 active members | 25 active members | - Extension of program involvement to early college high school students  
- Presentation(s) to ACA instructors/classes  
- Meet & Greet event  
- Informational tables at new-student orientation(s) |
| PCC minority male first year student population. Increase active member count by 200% | 30 active members | 10 active members | Total includes early college students. The targeted goal was not met. The program still faces engagement issues, as students often fail to follow through after making the commitment to enroll in the NEXT LEVEL club. |
| Students increase their knowledge of how to NEXT LEVEL members/PCC minority male student population. Implement 4 | 1 professional development program | 16 professional development programs/sessions | |
operate/navigate properly in professional settings.

professional development seminars/campus activities

MMSI Coordinator, Director of Student Mentoring, Conduct & Academic Progression, Student Success Navigators, Career Services

Fall 16/Spring 17: 4 professional development programs

Activities conducted included the following:
- Bi-weekly professional development sessions
- Mandatory business dress code on days of bi-weekly business meetings

Professional Development sessions included the following topics: Robert’s Rules of Order, Business Relations, Questions about Law, and Leadership Development. The targeted goal was met.

2017-2018 PROJECTED GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Target/Who is Responsible?</th>
<th>Measure</th>
<th>Action Steps</th>
<th>Intended Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the progression of first year minority male students.</td>
<td>PCC first year minority male student population. Increase number of first year minority male students who finish with a GPA of 2.0 and increase number of first year minority male students who complete 67% of their courses for the academic year, by 3%.</td>
<td>Fall 16/Spring 17: 62.29% minority male students w/ 2.0 GPA or higher; Fall 17/Spring 18: 65.29% minority male students w/ 2.0 GPA or higher; Fall 16/Spring 17: 58.1% minority male students completed 67% of attempted courses; Fall 17/Spring 18: 61.1% minority male students completing 67% of attempted courses</td>
<td>Continue implementation of minority male mentors for students identified as at-risk (i.e. at risk of failing a course, have missed 2 consecutive days of class, or fall below a certain performance threshold (ex. 2.0 GPA, 67% completed courses, etc.)</td>
<td>Increase overall performance of first year minority male students at PCC, Increase overall retention and success rates of minority male students at PCC</td>
</tr>
<tr>
<td></td>
<td>MMSI Coordinator, Assistant Vice President Student Development &amp; Community Standards, Student Success Navigators, Way to Success, Men’s Resource Center Staff, Student Success Center, Disability Services, Counseling Center, TRiO: Student Support Services, returning NEXT LEVEL participants</td>
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</table>

Implement supplemental scholarship that currently houses emergency funds for students that face straining external factors which affect their ability to perform at their best academically.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Measurement</th>
<th>Action Strategy</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase accessibility and overall engagement in program services.</td>
<td>PCC first year minority male student population. Increase referrals by at least 50%.</td>
<td>Fall 16/Spring 17: 21 referrals</td>
<td>Adjust the online referral form process (switch from printed form to an electronic method)</td>
<td>Build overall awareness of the program, increase student engagement, increase overall performance of minority male students at PCC</td>
</tr>
<tr>
<td>MMSI Coordinator, Assistant Vice President Student Development &amp; Community Standards, Student Success Navigators, Student Development Programs</td>
<td>Fall 17/Spring 18: 32 referrals</td>
<td>Continue to encourage each department to identify and refer students who are at risk of failing a course, have missed 2 consecutive days of class, or fall below a certain performance threshold (ex. 2.0 GPA, 67% completed courses, etc.)</td>
<td>Give presentations to department chairs on the importance of utilizing the program by way of referring students in need.</td>
<td></td>
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</tbody>
</table>

| Increase active engagement in NEXT LEVEL for first year students. | PCC minority male first year student population. Increase active member count by 40% | Fall 16/Spring 17: 25 active members | Enhanced Recruiting activities: | Build overall awareness of the program, increase student engagement, increase participation numbers in respective student organization, strengthen transitioning process for students from Pitt County High Schools to PCC |
| MMSI Coordinator, Assistant Vice President Student Development & Community Standards, Student Success Navigators, Returning NEXT LEVEL members, New Student Orientation Team | Fall 17/Spring 18: 35 active members | - Fall fest | Effectively transition first year students who graduated from last year’s Upper Echelon Program |
| | | - Spring fling | |
| | | - 2 meet & greet sessions | |
| | | - Recruiting table set up 1st week of each month | |
| | | - Presentations to ACA and developmental classes | |

| Students increase their knowledge of how to operate/navigate properly in professional settings. | NEXT LEVEL members/PCC minority male student population. Implement 4 professional development seminars/campus activities | Fall 16/Spring 17: 16 professional development program | Professional development programs: | Increase self-confidence and self-awareness amongst minority male students, increase students’ confidence about transitioning to life after PCC (whether transferring to a 4 yr. institution or entering workforce) |
| MMSI Coordinator, Assistant Vice President Student Development & Community Standards, | Fall 17/Spring 18: 20 professional development programs | - Mock interview sessions | |
| | | - Robert’s Rules of Order seminar | |
| | | - Business relations seminar | |
| | | - Business dress seminar | |
| | | - Questions about Law | |
| | | - Leadership Skills | |
| | | - Relationship building | |
LEARNING

1. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Key faculty and staff identified a trend of specific factors amongst minority male students that have a significant effect on retention rates at PCC. Many minority male students face issues outside of school that affect their ability to perform at the best of their ability academically. These issues include, but are not limited to: transportation problems, housing issues, and problems with having consistent access to food.

The MMSI staff also noted that allowing the NEXT LEVEL members to serve as mentors and role models to younger peers helps with engagement in program services, which attributes to the accountability level amongst/within the group.

Describe any changes you have made or plan to make in light of what you have learned? The MMSI staff, in collaboration with 9 other minority male employees, have established a supplemental scholarship fund pool that can offer emergency funds to students who face extreme external factors that affect their ability to perform academically. An example would be, if a student is having transportation issues, the committee can approve them for a $40 bus pass to be purchased using the funds in the pool.

The respective club/student organization, NEXT LEVEL, has extended its membership to the PCC early college students. Each of these students will shadow one of the current NEXT LEVEL officers in preparation to be groomed to hold a position with NEXT LEVEL Jr., the subset of NEXT LEVEL specified for early college participants.

Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System? One of the most effective strategies thus far has proven to be the collaboration with the newly acquired Student Success Navigators here on campus. They advise and counsel first-year students, making sure to check their academic progress at the 25%, 50%, and 75% marks during the semester(s). At the beginning of the academic year, each PCC Success Navigator is assigned a caseload of approximately 200 incoming students. Throughout the semester, while advising and counseling, the Navigators give a monthly update (or more often, if deemed necessary) of the students that appear to be at risk of not performing at a satisfactory level or better.
2. Please describe any major challenges or barriers you have encountered. *A recurring challenge that we have encountered in the program is the fact that many students are referred to the program but never follow through with referrals. There are also instances where students may be walked over to the office to be referred and after the initial contact with MMSI staff the student never returns or responds to any follow-ups. In many cases, these students do not get proper assistance and end up phasing out of school altogether within a semester or two.*

*Another identified barrier is the fact that our campus currently only has 4% of its staff that identifies as minority males. Because of this dynamic, it is hard for students to identify with the authoritative personnel that they encounter on a daily basis. For some, this can create a self-defeating mindset because it is difficult for the students to visualize themselves, or someone from a similar background as them, in higher positions of success or authority.*

What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges? *These students can benefit from access to arenas and/or opportunities where they can be exposed to people from similar backgrounds as them who have reached higher level of success. Hosting a conference where the students are able to connect with peers and potential mentors could help build morale and raise the students’ accountability level(s).*

---

**SUSTAINABILITY**

3. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

*The position description of the Assistant Vice President of Student Development & Community Standards include responsibilities of managing the Minority Male Success Initiative program and supervising the Minority Male Success Initiative Coordinator. As of Monday, May 15, 2017, the position became vacant. Although there is a vacancy, these duties will continue, even if the grant is discontinued.*

*Throughout the academic year, MMSI participants will held fundraisers to pay for food, apparel and other items not permitted by grant funds. Participants also had access to Student Activity funds that assisted in programming that was not supported by grant funding. The amount of each event varied, with an estimated cost of $2,000.00 that was provided based on an average of additional funds needed over the last 4 years.*

4. Please provide any comments, suggestions, or feedback that you would like to add.

*As a means of support for our students, a team of minority male faculty and staff were able to create a scholarship to assist students with transportation, food, and tuition assistance.*
If at all possible, the Advisory Board should consider penalizing institutions who do not utilize their funds by a specific date and have them reallocated to institutions who are active and could benefit from them.
## MINORITY MALE SUCCESS INITIATIVE
### GRANT EVALUATION
#### 2016 - 2017

**COLLEGE:**  
Randolph Community College

**ADDRESS:**  
629 Industrial Park Ave, Asheboro NC 27205

**PREPARED BY:**

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Shane Bryson/Student Activities Coordinator</td>
<td>6/29/2017</td>
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</tbody>
</table>

<table>
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<tr>
<th>Phone</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>336 643 8204</td>
<td><a href="mailto:scbryson@randolph.edu">scbryson@randolph.edu</a></td>
</tr>
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</table>

**PROGRAM COORDINATOR:**

<table>
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<tr>
<th>Name/Title</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Shane Bryson</td>
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</tr>
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**E-mail application to:**  
JEvans@nccommunitycolleges.edu
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

We used our funds to hire a part-time specialist that contacted students within the cohort as they were identified via our early alert system. Once contacted, that specialist worked with students to identify the issues that placed them in an early alert and then direct students to resources to assist them in resolving issues. This was our reactive approach as identified in our request for funding.

This approach was fairly successful but needs to be changed for the upcoming year in order to allow for increased success. We experienced issues with having a part-time employee being able to successfully filter all alerts and contact all students in a timely manner. We have re-evaluated the circumstances and determined that we may need to create a new position in the area of retention that deals with MMSI in order to allow a full-time employee more time and opportunity to contact students within the cohort who have been issued an alert in our system.

RCC is also reevaluating our proactive and diversity training approaches that were outlined in our funding request. These included an evaluation of incoming students against alert criteria for college based on their high school performance or incoming transcripts. This approach is designed to allow our specialist to determine a student’s risk level prior to their entering the college and contacting students who are more at risk.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

Randolph Community College’s goal for the 17-18 year is to more effectively apply grant funding to a position that is more equipped to handle a cohort of this size and allow that employee enough time to make contact with more students who may exhibit risk factors within the cohort.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?
Randolph has discovered this initiative requires more than a part-time position. In order to allow the specialist more resources and time to make contact and assist students, a full-time position is warranted. In the coming weeks, RCC will be evaluating a position that can more effectively increase the success of students in the cohort. Once this has been determined, plan changes will be reported to the MMSI.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

A major barrier to the success of this program has been funding. An initiative of this size warrants a full-time position but the limited funding hinders that institution’s ability to seek competitive and adequately trained personnel to handle the initiative effectively and successfully.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Randolph Community College allocated all funds to salary for staff involved with the MMSI and plans to remit no funds. As the program and the college’s approach is reevaluated for the 17-18 year, these funds will still be used for salary of staff but those staff may change in the coming weeks. Any changes will be properly reported the NCCCS.

6. Please provide any comments, suggestions, or feedback that you would like to add.

It has been expressed that the NCCCS is developing criteria for an Informer report that would allow the local institutions to identify the specific cohort of students the System Office will be evaluating. This report would be extremely beneficial to Randolph Community College and other institutions as it would allow for assurance that the college is targeting the same cohort of students that it will be evaluated against.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Richmond Community College

ADDRESS: PO Box 1189, Hamlet, North Carolina 28345

PREPARED BY:
Christopher Gardner/ Director of Counseling 6/28/2017
Name/Title Date
910-410-1731 csgardner@richmondcc.edu
Phone Email Address

PROGRAM COORDINATOR:
Christopher Gardner/ Director of Counseling 6/28/2017
Name/Title Date
910-410-1731 csgardner@richmondcc.edu
Phone Email Address

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E-mail application to: JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

The primary goals of the Minority Male Success Initiative at Richmond Community College during the 2016-2017 academic year were to increase student success (Retention, graduation, job placement and college transfer) and, to increase campus participation (utilizing campus resources and extracurricular involvement) and to collect baseline data regarding minority male student’s academic performance and retention rates. An action plan was developed to complete the defined goals for the 2016-2017 academic year.

The action plan had two main objectives. The first was to increase progression of first year minority male students. The second objective was to increase minority male utilization of campus resources and services. There were four strategies or activities planned to accomplish these goals. The first strategy was a campus wide initiative to improve advising for all students. The second strategy involved the Minority Male Success Initiative coordinator and two Minority Male Success Initiative Student Success Coaches taking active roles in communicating information to minority male students. The next strategy or activity was utilizing the Leadership and Mentoring Program (a club based approach to recruiting minority male students) and campus organizations to increase campus participation of minority male students. The last strategy used was creating a Minority Male Success Initiative Advisory committee composed of faculty and staff to review college policy and culture in regards to minority male success.
During the 2016-2017 academic year, Richmond Community College used funds from the Minority Male Success Initiative grant to hire two Student Success Coaches. The Student Success Coaches main responsibilities were to reach out to students from at risk populations. Richmond Community College created a predictive analytics database, which identifies students who are at risk based on factors such as placement test scores, number of credit hours signed up for, date financial aid was completed, difficulty of courses signed up for, etc. The database categorizes students into deciles. The deciles are on a scale of one through ten with a decile score of one representing the students most at risk of failing courses.

One of the first activities that the success coaches completed was to call students who were rated at a 5 decile level or lower to establish a positive contact with those at risk students. The success coaches provided information regarding campus resources and worked to schedule face to face meetings with the at risk students identified by predictive analytics. The purpose of the phone calls was a general check in with the student to find out if the student was having any issues in any of their classes. This was also used as a recruiting tool to get students involved with campus organizations such as the Leadership and Mentoring Program.

The Student Success Coaches also assisted prospective students with completing the admissions application, placement testing and financial aid applications. The success coaches also assisted with organizing campus events in order to encourage an increase in campus engagement by at risk students.

A Minority Male Success Advisory Committee was created in August of 2016. Several faculty and staff from various areas of Richmond Community College agreed to participate. The group met one time during the fall 2016 semester. Due to difficulties with coordinating times and
dates when the majority of people on the committee were available, the committee failed to meet after the initial meeting.

During the 2016-2017 academic year the faculty advisors and student service advisors at Richmond Community College were each assigned advisees that they would be responsible for. Every semester leading up to final registration, Richmond Community College’s Dean of Institutional Effectiveness and Improvement sends our daily reports that demonstrates each department’s and advisor’s progress regarding their advisees being registered for class. Richmond Community College also has an advising software that allows advisors to document contacts with students as well as instructors to document issues and contacts with students. The advising software also has the capability to add 2 year academic plans as well as student’s future goals and aspirations. All first semester students are placed in ACA-122 and one of their assignments is to meet their advisor regarding making a 2 year graduation plan that is documented in the advising software.

The advising software has become a very useful tool for the Minority Male Success Initiative coordinator and the Student Success Coaches when calling students by telephone. The notes in the advising software enable the Minority Male Success Initiative staff to establish a positive relationship with students by being familiar with situations and issues that the student has experienced while attending Richmond Community College.

The Minority Male Success Initiative program at Richmond Community College has continued to use a club based program (The Leadership and Mentoring Program) as a way to mentor students individually. The Leadership and Mentoring Program is also a way for students to network with each other and to peer mentor each other. The Leadership and Mentoring
Program conducted two meetings per week during the 2016-2017 academic year. The program went on at least one educational/enrichment based field trip per semester. During the fall 2016 semester the Leadership and Mentoring Program took 8 students to a local “poetry slam” spoken word event. During the second semester 12 students went to the 2017 Fatherhood conference in Durham, NC. Several local guest speakers and former students addressed the Leadership and Mentoring Program students during the 2016-2017 academic year. The purpose of this activity was to encourage students to be engaged in on-campus activities and to promote student leaders.

The Leadership and Mentoring Program also coordinated with the Career and College Transfer Director at Richmond Community College to take 7 students to an open house at Unilever in Raeford, NC in April, 2017. The event was a job recruitment conducted by Unilever management. They wanted to recruit graduating students with degrees in technical fields. Two students were offered jobs on the spot, starting at 20 dollars per hour.

The activities that were completed by the Minority Male Success Initiative staff at Richmond Community College had a positive effect on some students. The goal for the next year is to increase the number of students positively affected by the Minority Male Success Initiative grant. The Leadership and Mentoring Program will engage in more activities and place more effort on recruiting minority male students. The advising staff will start reaching out to at risk students earlier in the academic year in order to intervene before it is too late to be effective.
2. What are your goals / objectives and action plan for the 2017-18 academic year?

**Goals**

- Increase retention from current 39 percent to 60 percent by August 16, 2017
- Increase retention to 70 percent by August 2018
- Establish baseline data for graduation rates of minority male students
- Work with faculty, to promote awareness of data that demonstrates lower success rates for minority males
- Increase membership of Leadership and Mentoring Program

**Action Plan**

- Use Student Success Coach to be proactive in preventing student failure/withdrawals
- Work with Director of Retention to identify at risk students early through predictive analytics and intervene earlier
- Reduce the size of advisory board to four members and meet more often
- Use counseling intern to create more focused activities and increase recruitment efforts for Leadership and Mentoring Program
- Work with students regarding career plans and college transfer (coordinate with career and college transfer).
- Conduct a focus group with minority male students during the fall semester of 2017 to gain self-report information regarding common issues and barriers that these students face.
- Identify minority males with less than 24 credits remaining in order to graduate. Reach out to this group of students regarding scheduling, graduation, job placement or college transfer.
- Conduct at least one workshop for faculty and staff regarding increasing success rates of minority males.

The Director of Counseling/Minority Male Success Initiative coordinator will be responsible for ensuring that the activities/strategies outlined in the action plan are carried out and completed during the 2017-2018 academic year.
LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

At the end of the 2016-2017 academic year, the Minority Male Success Initiative coordinator requested data from the Institutional Research department regarding the performance of minority male students at Richmond community College. Minority males is operationally defined by the Minority Male Success Initiative grant as all male students who do not identify as Caucasian or Asian. The data is listed below.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrolled in Classes Fall 2016</th>
<th>Registered for Classes Fall 2017</th>
<th>Percentage of Fall 2016 Registered for Fall 2017 (as of 6-26-17)</th>
<th>Cumulative GPA Over 3.0</th>
<th>% over 3.0</th>
<th>Cumulative GPA between 2.0 and 3.0</th>
<th>% between 2.0 and 3.0</th>
<th>Cumulative GPA Below 2.0</th>
<th>% Below 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>76</td>
<td>34</td>
<td>44.7%</td>
<td>35</td>
<td>46%</td>
<td>25</td>
<td>32.8%</td>
<td>16</td>
<td>21%</td>
</tr>
<tr>
<td>Black</td>
<td>204</td>
<td>79</td>
<td>38.7%</td>
<td>51</td>
<td>25%</td>
<td>83</td>
<td>40.6%</td>
<td>69</td>
<td>33.8%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>2</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>23</td>
<td>65.7%</td>
<td>17</td>
<td>48.5%</td>
<td>13</td>
<td>37.1%</td>
<td>5</td>
<td>14.2%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>19</td>
<td>10</td>
<td>52.6%</td>
<td>10</td>
<td>52.6%</td>
<td>5</td>
<td>26.3%</td>
<td>4</td>
<td>21.0%</td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>146</td>
<td>43.4%</td>
<td>114</td>
<td>33.9%</td>
<td>127</td>
<td>37.7%</td>
<td>94</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

The data demonstrates that on Richmond Community College’s campus there are five subgroups of minority male students. Those groups are American Indian/Alaska Native, Black, Hawaiian/Pacific Islander, Hispanic and Multi-Racial. Richmond Community College’s Minority
Male Success Initiative program decided to look at information related to all students who identified as minority males instead of only first time fall 2016 semester students. The goal is to take an approach that will improve the success of all minority male students.

The data in the above chart shows how many students in each sub-group were registered for classes in the fall 2016 semester (Total: 336, American Indian: 76, Black: 203, Pacific Islander: 2, Hispanic: 35, Multi-racial: 19). It also displays the number and percentage of those students who were enrolled in fall 2016 that have registered for fall 2017 semester (Total: 43.4%, American Indian: 44%, Black: 38.7%, Pacific Islander: 0%, Hispanic: 65.7%, Multi-racial: 52.6%). Lastly the above chart shows how many students had GPA’s over 3.0 (Total: 33.9%, American Indian: 46%, Black: 25%, Pacific Islander: 50%, Hispanic: 48.5%, Multi-racial: 52.6%), between 2.0 and 3.0 (Total: 37.7%, American Indian: 32.8%, Black: 40.6%, Pacific Islander: 50%, Hispanic: 37.1.7%, Multi-racial: 26.3%), and below 2.0 (Total: 27.9%, American Indian: 21%, Black: 33.8%, Pacific Islander: 0%, Hispanic: 14.2%, Multi-racial: 21%).

The information from chart A indicates that black male students are having the least success among the minority male sub-groups. The three data points that stand out are percentage of students who registered for the fall 2017 semester, percentage of students over 3.0 GPA and percentage of students under 2.0 GPA. Minority males as a whole are not registering for spring 2017 classes at the same rate as the general population of Richmond Community College students. The percentage of all students at Richmond Community College who were enrolled in fall 2016 that have registered for classes for spring 2017 is 63% compared to 43.4% for all minority males. The only sub-group registered for spring 2017 at or above the general population is Hispanic males who have registered at a rate of 65.7% (10 out of 19 students).
The following chart (Chart B) displays data regarding how many minority male students were registered for at least 12 credit hours for fall 2016 and spring 2017. The chart also contains information that shows how many students who were enrolled in the fall 2016 semester were not enrolled in the spring 2017 semester.

**Chart B.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrolled in Classes Fall 2016</th>
<th>Fall 2016 Full Time Students (at least 12 credit hours)</th>
<th>% of students who were 2016 Fall Full Time Students</th>
<th>Spring 2017 Full Time Students</th>
<th>% of students who were Spring 2017 Full Time Students</th>
<th>Students who were enrolled in Fall 2017 but not enrolled in Spring 2017</th>
<th>% of students not enrolled in Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>76</td>
<td>42</td>
<td>55.2%</td>
<td>35</td>
<td>46%</td>
<td>13</td>
<td>17.0%</td>
</tr>
<tr>
<td>Black</td>
<td>204</td>
<td>101</td>
<td>49.5%</td>
<td>80</td>
<td>39%</td>
<td>57</td>
<td>27.0%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
<td>1</td>
<td>50%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>19</td>
<td>54.2%</td>
<td>17</td>
<td>48.0%</td>
<td>8</td>
<td>22.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>19</td>
<td>12</td>
<td>63.1%</td>
<td>11</td>
<td>57.0%</td>
<td>3</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>336</strong></td>
<td><strong>175</strong></td>
<td><strong>52.0%</strong></td>
<td><strong>144</strong></td>
<td><strong>42.8%</strong></td>
<td><strong>81</strong></td>
<td><strong>24.0%</strong></td>
</tr>
</tbody>
</table>

The most interesting number from the above chart are the percentage of students who were enrolled in fall 2016 but not enrolled in spring 2017. Twenty-four percent of all minority students who were enrolled in the fall semester of 2016 were not enrolled in the spring semester of 2017. That is almost one out of every four students. This could possibly be addressed through early intervention. The Minority Male Success Initiative at Richmond Community College will collaborate with the Director of Student Retention and instructors/advisors to communicate information regarding student attendance and performance with each other to be able to better provide early intervention with students.
The second piece of information from the above chart that is interesting is that only 52 percent of minority male students were full time students (at least 12 credit hours) in fall 2016 and only 24 percent in the spring 2017 semester. It could possibly be related to the number of developmental classes that these students are taking. Sometimes students are limited to being part time because of pre-requisites that they cannot meet until they complete their developmental courses. The Minority Male Success Initiative will conduct a focus group with minority male students during the fall 2017 semester to discover what students perceive to be issues that limit their ability to be full time students. The focus group will also cover many areas regarding barriers to student success.

An interesting aspect about the data from Chart A and Chart B is the fact that students who identified as Black underperformed significantly compared to the other four subgroups of minority male students. This is an issue that will require more research on a local level and communication with school administrators and leadership.

The next Chart (Chart C) has information about the students who participated in the Leadership and Mentoring program, which is a club that consists mostly of minority male students. During the 2016-2017 academic year, the Leadership and Mentoring program had 27 members (16 males, 11 females), down from 40 members in the 2015-2016 academic year and down from approximately 70 students during the 2014-2015 year.
The data suggest that students who are members of the Leadership and Mentoring Program perform at close to the same level academically as the minority males on Richmond Community College’s campus. 29 percent of students in the Leadership and Mentoring Program had a GPA over 3.0 compared to 33 percent of all minority males. 33 percent of Leadership and Mentoring Program students were below a 2.0 GPA compared to 27.9 percent of all minority males. It should be pointed out that the Leadership and Mentoring program consisted of highly at risk students, the majority of the program participants were recruited during the 2015-2016 academic year, when the focus of the program was recruiting at risk minority male students.

Students in the Leadership and Mentoring Program passed their classes at a 67 percent rate during the fall 2016 semester and at a 65 percent rate during the spring 2017 semester. Passing was considered a Grade of C or higher for all courses. 68 percent of students in the Leadership and Mentoring Program have registered for the fall 2017 semester. This is above the rate of the general population (63%) of students at Richmond Community College and it is above the rate of
minority male students (43%) at Richmond Community College. This suggests that participation in extracurricular activities increases the likelihood of a student progressing from one semester to the next. Campus participation can possibly increase retention rates among minority male students at Richmond Community College.

The Minority Male Success Initiative coordinator found that new students were less likely to participate in clubs during the 2016-2017 academic year than in previous years. The Minority Male Success Initiative coordinator is also the Student Activities coordinator at Richmond Community College. According to advisors from other clubs, student participation in extracurricular activities has declined across campus. This presents a challenge to the mentoring part of the Minority Male Success Initiative goals.

The Minority Male Success Initiative coordinator learned that Black males are at higher risk than other subgroups of minority males according to 2016-2017 data. Minority males are more likely to be part-time students than the general population of students. Minority males are more likely to register later in the registration period than the general population of students. The coordinator also learned that it is a challenge to get students to participate in clubs/extracurricular activities in part due to more classes being hybrid and online (students on campus less time than in previous years).

The major change that will be made to address these issues is to start contacting at risk students at the very beginning of the fall semester. The other changes include conducting focus groups for all minority male students and for black males to gain an understanding of how these students view their challenges and needs. Richmond Community College will also work to enhance instructors' awareness and understanding of the differences in academic performance of
minority males compared to the general population of students. There is no easy answer to increasing the success rates of students who attend community colleges. Richmond Community College will continue to analyze student success data on a yearly basis and adapt policy and procedures to improve student performance.

**Best Practice:** Collaborating with entire faculty and staff through predictive analytics and advising software. Having a coordinated plan to contact each student individually regarding advising and registration. This increases retention which in the long term increases graduation rates.

4. **Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?**

The major issue that the Richmond Community College Minority Male Success Initiative faced during the 2016-2017 academic year was a lack of student participation with the Leadership and Mentoring program. In previous years the Leadership and Mentoring Program was a catalyst for creating student interest on campus, whether it was a flag football tournament, basketball tournament or a Bridging the Gap Symposium.

This past academic year there was a lack of a true student leader in the program. The members of the program were willing to follow, but no one really stepped up to lead. In order to prevent this from being an issue for 2017-2018, the coordinator of the Minority Male Success Initiative has identified a few minority male students who have demonstrated leadership qualities in other areas on campus to help organize the Leadership and Mentoring Program.

The coordinator of the Minority Male Success Initiative also has a counseling intern who is working on his Master’s Degree in rehabilitation counseling. The intern will work with the
Leadership and Mentoring Program during the 2017-2018 year. The intern is a former Leadership and Mentoring Program participant who graduated from Richmond Community College 4 years ago. He started at Richmond Community College when he was 46 years old.

He was an excellent student leader when he attended Richmond Community College. Since he graduated from Richmond Community College, he has attended and graduated from Gardner Webb University with a bachelor’s degree in Human Services. He is currently attending a regionally accredited online university in Massachusetts. He is one year away from graduating with a degree in counseling and will complete his internship with Richmond Community College under the supervision of the Director of Counseling who is also the Minority Male Success Initiative coordinator. The intern has overcome many issues in his life and should be able to easily identify with the at risk students on Richmond Community College’s campus.

The only other barrier was an extra demand on the time of the Minority Male Success Initiative coordinator due to staffing issues. The coordinator had to assume the responsibilities of the disability counselor for four months during the 2016-2017 academic year. This led to a reduced amount of time to plan activities during the first semester of the 2016-2017 academic year.

There are no additional resources needed, besides additional funding to make our part time Student Success Coach full time. There are no other practical addition resources that I can think of that would improve the program that can be offered by the system office.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

A breakdown of how Richmond Community College used funds from the Minority Male Success Initiative grant is provided in Chart D. The charts displays spending categories, the projected amount from the original proposal budget, the actual amount spent in each category, and the projected amount that will be spent for the 2017-2018 academic year. Since a specific amount requested for the 2017-2018 academic year was not provided by the North Carolina Comprehensive Community College system office, the amount used in the 2016-2017 Request for Proposal was used in this year’s report for projected budget for 2017-2018.

**Chart D.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Projected Amount 2016-17</th>
<th>Actual Amount 2016-2017</th>
<th>Projected 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Support Salaries</td>
<td>$12,000</td>
<td>$10,533.26</td>
<td>$12,500</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>$1000</td>
<td>0</td>
<td>$500</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$1000</td>
<td>0</td>
<td>$500</td>
</tr>
<tr>
<td>Student Support Software (Predictive 4)</td>
<td>$1000</td>
<td>0</td>
<td>$500</td>
</tr>
<tr>
<td>Blackboard Connect, Career Coach)</td>
<td>0</td>
<td>$6034</td>
<td>$1500</td>
</tr>
<tr>
<td>Travel</td>
<td>$2000</td>
<td>$593.45</td>
<td>$1500</td>
</tr>
<tr>
<td>Faculty Staff Training</td>
<td>$1000</td>
<td>0</td>
<td>$500</td>
</tr>
<tr>
<td>Total</td>
<td>$17000</td>
<td>$17160.71</td>
<td>$17000</td>
</tr>
</tbody>
</table>
The majority of the funds were spent for personnel support salaries for two Student Success Coaches to facilitate communication with all students with a focus on minority males and other underserved populations. The Student Success Coaches assisted the Minority Male Success Initiative coordinator with registration, career planning, academic support services, helping students apply for college, assisting students with applying for financial aid, college transfer, retention, etc. The reason that all of the projected funds for this category were not used for personnel support is because due to other staffing issues, the Minority Male Success Initiative coordinator was not able to hire the Student Success Coaches until January of 2017.

Two Success Coaches were used for the 2016-2017 academic year. The plan is to bring one Student Success Coach back as soon as funds are available and to keep that person for the entire 2017-2018 year. Having this person for an entire year will help with making contact with at risk students and underserved students earlier in the school year to ensure that retention rates and success rates are increased for these groups of students.

Equipment, contractual services and faculty training funds were used for student support software such as the predictive analytics program used to identify at risk students before the students are failing classes. The main reason the funds were diverted to student support software was the mandate that the grant focuses on all minority male students instead of a cohort of students who participate in a minority male mentoring program. The rationale for this change was to create a strategy that would enable the coordinator and the student success coaches to
identify students who needed intervention before the students were too far behind that they
couldn’t catch up or get on track.

The travel budget was reduced for the 2016-2017 academic year due to limitations on the
Minority Male Success Initiative coordinator because of staffing issues in Student Services at
Richmond Community College. Instead of focusing on overnight field trips, local trip that could
be completed in one day were planned. The result was that the only travel expenses were rental
van costs and a few registration fees.

All of the allotted funds were used for the Minority Male Success Initiative during the 2016-
2017 academic year. Our proposed budget for 2017-2018 is included in Chart D. The majority of
funds will be spent on a Student Success Coach who will assist with communications with
minority male students and at risk students as identified by predictive analytics. A counseling
intern will also assist with the Leadership and Mentoring program at Richmond Community
College during the 2017-2018 academic year at no cost. The intern is a former Richmond
Community College student who was also a former Minority Male Mentoring program member.
He will assist with establishing a line of communications with minority male students. That will
be the focus of his internship at Richmond Community College. He will be able to relate to the
students as he comes from the same community and has worked very hard to overcome many of
the same obstacles that limit many minority male students’ success at Richmond Community
College.

The remainder of the requested funds will be used to help fund the student support software
that Richmond Community College uses to identify and support at risk students ($1500).
Richmond Community College will use $1500 for travel to educational events and college tours. $500 will be allotted for equipment, $500 for contractual services and $500 for faculty training.

Richmond Community College has demonstrated a strong commitment to supporting the Minority Male Success Initiative (formally the Minority Male Mentoring Program) since the inception of the program on the Richmond Community College campus. There is tremendous support from the President of Richmond Community College and all of the Vice Presidents at the school.

Student support for the program is strong. Staff and faculty have historically demonstrated strong support for the Minority Male Mentoring program on the Richmond Community College campus. If the event grant funds were not available, the Minority Male Success Initiative would continue to operate on the Richmond Community College Campus.

If the program was denied funds or if there were no funds available for the program, the coordinators and the administration at Richmond Community College would create a plan to provide funds for the program’s activities and events. If this were to happen, the program would lose flexibility in terms of creating activities and events to support minority male students and at risk students at Richmond Community College.

There are parts of the Minority Male Success Initiative at Richmond Community College that would continue to function without grant funds. Those parts include the mentoring/coaching, weekly meetings, ACA classes, academic advising, tutoring and career counseling.

Although the program would be sustainable with less funding, the program would have less of an impact on student success. Currently the plan at Richmond Community College is to continue the Minority Male Success Initiative regardless of the amount of funds awarded by the grant.
6. Please provide any comments, suggestions, or feedback that you would like to add.

Richmond Community College is an excellent academic institution and the administration fully supports the Minority Male Success Initiative. The faculty and staff are very supportive of the program and they work with the coordinator to refer students to the Minority Male Initiative Coordinator and the Director of Student Retention. I think giving schools more flexibility regarding the use of grant funds expands the possibilities of what can be done to assist all minority male students on campus. Richmond Community College was able to use a predictive analytic program to identify at risk earlier in the academic process.

In conclusion, Richmond Community College’s Minority Male Success Initiative program will continue to explore a variety of options to improve the success rates of all college students, with a focus on minority male students and other underrepresented populations.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: ___________ Robeson Community College ___________

ADDRESS: _____ P.O. Box 1420, Lumberton, North Carolina 28359 _______

PREPARED BY:

__ Roy S. Raby, History Instructor and MMSI Coordinator       June 28, 2017 ___
Name/Title                         Date

______ (919) 272-3390                        rraby@robeson.edu ______
Phone                                      Email Address

PROGRAM COORDINATOR:

__ Roy S. Raby, MMSI Coordinator            June 28, 2017 _____________
Name/Title                                Date

______ (919) 272-3390                        rraby@robeson.edu ______
Phone                                      Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and
Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John
J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to:  JEvans@nccommunitycolleges.edu.
1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

6. Please provide any comments, suggestions, or feedback that you would like to add.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. One approach to expanding identify and membership of the program involved “expanding our recruiting efforts into New Student Orientation days with an information table and sign-up” sheets. This has worked well as we catch all minority males on their initial arrival on campus. The campus as a whole learns more about our purpose and support is growing. We were present at all New Student Orientation days all during the year.

   The second area of focus was to “work to Identify all of the cohort of new minority males and try to work with each one as needed to help them succeed.” The group of 162 new minority males was obtained. This list was used to track and coordinate with these young men. 60 were directly contacted by e-mail and many were contacted during the school orientations. Many of the remaining students were Early College High School or Career and College Promise young men who are already receiving extensive counseling. This 2016 Cohort group was made up of 101 Native Americans, 30 African Americans, 21 Hispanics, 2 Asians and 8 listed as other/mixed race. This can be compared to the 2015 numbers of 61 Native American, 35 African American, 9 Hispanic, 9 of mixed race and 1 Asian. This is the first year we specifically tracked the first year cohort as a group and the results seem to be similar to past year numbers for progression. For African American males, 37% met the first year progression parameters (37% in 2012). For Hispanic/other Males, 57% met the parameters (no data for 2012). For Native Americans, 40% met the parameters (35% in 2012), which shows some improvement. Since our largest minority population is Native American, this is a sign of strong progress, and the Hispanic numbers were above the baseline for this growing group. These numbers as still much lower than the state averages, so more work is going to be needed in the future.

   We “also increased our knowledge and attention to the funding of student education at RCC and when they transfer.” Some of the state provided funding is used for student work as tutors/interns for assisting fellow students with class work. Also, the student interns act as ambassadors at the New Student Orientations and interact with other campus organizations (STEM, Honors and community service groups). A small scholarship has been set up through the RCC Foundation to provide a small amount of funding to MMAP students for school related needs. During meetings with student groups, attentions is given to searching out scholarships and funding opportunities, as financial hardship is a prime cause of failure to finish a class or program. Many of the Spring 2017 trips to four-year colleges are focused on transfer students getting accepted, enrolled and connected to the new school with the best chance to succeed. Eighteen graduating students for May 2017(mainly minority first time academics) made trips to the school of choice for orientation and enrollment. A total of 55 minority males graduated in May 2017 year with over half of them continuing on to four-year programs.

   Another area of focus was to “increase minority male participation in campus activities that benefit the students, school and community, require more interaction with student clubs, events and activities that enrich student learning.” This was fairly well achieved with minority male involvement in SGA, STEM, Science Club, Students Helping Other People (SHOP), Honors Classes and Honor Societies. They performed as officers of these clubs, active members in school events/activities, doing extra work to achieve honors, and mentoring other students. We
have increased interaction among student organizations to share expertise, funding and support for the benefit of as many students as possible. The students gain a sense of responsibility, knowledge in leadership and community involvement, as well as strong academic success.

One area that we thought we would be able to improve on was holding “Special seminars or classes will be offered as deemed necessary” and “Training will be provided to the faculty on early intervention actions concerning minority males.” We did have one outside guest group (the minority veteran 555th Airborne Infantry Battalion Association) speak on campus, but the attendance was poor and we did not develop a special training program for faculty/advisors during the year. We were able to get to all of the ACA 122 and some of the ACA 111 classes in the Fall of 2016 for a short discussion on minority male success in the classroom. However, the devastating hurricane of October disrupted much of this focus and the program was not continued for the Spring 2017 classes. This shortfall will be addressed as we start the new academic year. In addition, we want to expand this type of orientation seminar to the local high schools to target our CCP students and prospective future college students.

2. For the 2017-18 school year, the focus will be on many of the same areas that showed signs of success. We will conduct college trips to four-year institutions for transfer students. We will continue to track and work with the 2016 cohort and start to track the new 2017 cohort. More effort will be directed early to identify struggling students and intervene with them early on. Guest speakers will be brought to campus to help motivate our minority male students. A program of information sessions for financial support, academic success, mentoring/tutoring and community leadership will be organized and presented during the school year for this focus group. This type of information and focused attention will be addressed to the faculty and advisors to improve their efforts to support the minority male community.

For financial support, we will continue the use of funds for tutors, interns, mentors and ambassadors. The MMAP scholarship will continue to provide local funding for MMAP identified members. These funds will help to relieve some of the financial burden many of the minority male student’s face. Available financial aide and scholarships will be researched and identified with the details provided to these students to the greatest extent possible.

The goal will be to improve the first year retention rates for the 2017 cohort. Strong efforts will be implemented to retain as many as possible of the 2016 cohort, with the goal of graduating as many as possible in their respective programs of study. Three men of the 2016 cohort have already achieved a certificate of program completion in their chosen field. One of the approaches we are expanding into is coordination and interaction with other clubs and organizations on campus. We are working with STEM, Honors, Science Club and SGA to get minority males more involved with school activities and thus wanting to stay and finish up a program successfully. This cooperation is already reaping rewards as some of their students are getting involved in our programs and activities. I believe this will set some fine examples for other minority students to get involved more fully on campus.
LEARNING

1. One lesson learned from this past year is that the whole campus needs to get involved to enhance the support and experiences for minority males. Many people on campus know of our MMAP program, but do not fully understand the purpose and focus of the group. We need to get them in tune with our activities and get them involved more. I want to get involved more with the school recruiter and counselors to gain their help in connecting with prospective and new students early on in the enrollment process. The work we do by providing information table at all New Student Orientations has been a big improvement for making contact early with these young men. They learn of our program and show good signs of interest, which has increased our active group membership. I believe the ACA briefing sessions are a big improvement on early contact with the minority male students. We will try to fully implement that in all ACA classes as we go forward.

The best practice we have experienced is the coordination and cooperation between and among student groups on campus. We have been working closely with the Honors Societies and Honors program, STEM, SHOP, SGA, the Advanced Manufacturing Training Program and some of the clubs to get the minority male student more involved and committed to the school and his program for success. Very seldom has a student dropped out or quit class once they get involved in a school activity/group. This active involvement and commitment translates into success in all of their classes. It introduces the student to assets and assistance they had not used before. Some of the programs provide funding for class or other needs that ease the financial burden for the student.

2. One item that is hard to get a handle on is early warning about a struggling student. We have too many young men who just stop coming to class, or to school at all. Achieving our goal for this aspect “Training will be provided to the faculty on early intervention actions concerning minority males” has been elusive. Questions on how to send up a flag, and who is to do the flagging, or who is to react to a flag are difficult to answer. Most automatic systems suggested are prohibitive in cost or implementation. After-action responses are too late to remedy the situation. We are still exploring this topic and trying to find a good workable solution.

SUSTAINABILITY

1. Generally, the funds were used for what they were programmed for. However, the funding for travel was not fully used, partially due to the disruption of the hurricane in October. Trips planned for October and most of November were cancelled, as the community tried to get back to normal scheduling. We were successful in offering more trips in the Spring, primarily for graduating students to get to orientation and be enrolled in four-year institutions. Part of those funds were used in student activities related to our Green Zone science/culinary arts program. This program gives these students hands on interaction with gardening, farming, energy, chemistry, cooking and biology related to various curriculums. Two minority males will be utilizing 40 hours of their Summer time in this specific program. Some of the funding was used to buy supplies and
equipment needed to expand this program into a hands-on learning experience. The school should be able to utilize most of the allocated funding for this fiscal year in helping minority students succeed and move on to jobs or further education.

We do not have any extensive support for funding the program outside of the MMSI funds. The school does have a small MMAP scholarship fund that awards two $100.00 gifts per semester to minority students. This is just a small way of helping with incidental needs for our low income students. It is sustained by volunteer contributions through our school foundation.

2. The changes this year in focus, towards all minority male in the 2016 cohort, has shifted our focus. We are trying to integrate all departments and programs into the process of working with this group of students to attain success. More coordination and cooperation has been initiated and will continue. The work with the science programs is our first efforts. We are incorporating interaction with STEM, SGA and our SHOP programs to get the minority male population more involved in campus activities or community support roles. Many of these young men will get some volunteer community service time in while helping support the RCC sponsored BookemNC writers conference in September 2017. These activities work to make the program move visible on campus and acts to recruit this minority male population as active members in their own success. Early alert programs might be able to help, but they would have to be tied to more coaches, advisors or success center activity. We will have to work on getting more faculty and staff directly involved in retention and success roles.
2016-17 Male Minority Success Initiative
Grant Evaluation and Year-End Report

Rockingham Community College
Post Office Box 38
Wentworth, North Carolina 27375

June 28, 2017
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016-17

June 28, 2017

College:
Rockingham Community College
Post Office Box 38
Wentworth, North Carolina 27375

Report Prepared By:
Dr. Robert E. Lowdermilk, III, Vice President for Student Development
Telephone: 336-342-4261, extension 2128 / Email: lowdermilkb@rockinghamcc.edu

Program Coordinator:
Dr. Brenda Kennedy, Instructor, English
(no longer associated with the institution)

(Report submitted via email to John “JJ” Evans at JEvans@nccommunitycolleges.edu.)
1 – Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives.

Fall 2016 was the first implementation of the college’s MMSI grant. Below are the two goals for the project’s first year of implementation and the results of implementation activities.

**Goal 1 – Increase the Progression of First-Year Minority Male Students.**

As expected, the first two semesters of the grant program were devoted to organization, staffing, planning, and initial implementation of various steps to introduce the program on campus and develop a corps of participating students and leaders.

Dr. Brenda Kennedy, an English instructor, was appointed coordinator of the program as the first of six action steps. The program was titled, “Paying It Forward.” One external consultant and two professional mentors were secured to assist with the development and implementation of the program and its associated activities. These four individuals met bi-weekly to plan and develop “Paying It Forward.” The program was formally introduced to college faculty and staff at a campus professional development event in October. Initially, students were invited to participate in the program by way of nominations from faculty and staff. A campus-wide introduction to the program was held in November.

Weekly student and faculty mentoring engagement sessions focused on both general and gender-specific aspects of students’ non-cognitive development that impacts academic engagement.

Three additional action steps for the first program goal were implemented. The engagement of student participants in university transfer program options was fulfilled as three students visited East Carolina University and four students visited Elon University. The action step of engaging students in business and industry site visits was modified because it was first necessary to hone the participating students’ self-efficacy and cultural awareness by attending two excellent off-campus leadership conferences (Men Building Leaders Conference and Ripple Conference). The action step of providing family social events was fulfilled through the provision of meet-and-greet opportunities to learn about the program and an event at which participants were formally inducted into the “Paying It Forward” program.

Two of the action steps for Goal 1 (Provide Early Intervention and Intrusive Advising) were deferred to 2017-18 (discussed later in this report).

A total of 19 students participated in the “Paying It Forward” program by the close of the Spring 2017 semester. There were 14 faculty and staff members who volunteered to participate as mentors. Student distribution was as follows:

- Males = 7 (Black males = 3; White males = 3; Hispanic / Latino males = 1).
- Females = 12 (Black females = 6; White females = 4; Black/White females = 1; Hispanic / Latino females = 1).
The following data pertains to outcomes of students who participated in the program after one semester. We recognize that there has not been sufficient time to be able to assess the degree to which the impact of the program has affected the following categories of student performance, but nevertheless wish to provide the following data pertaining to measurable outcomes that were listed in the college’s grant proposal for MMSI funding:

- **Academic Progress Standard** (measured by financial aid Satisfactory Academic Progress) = 95% of the cohort students achieved financial aid Satisfactory Academic Progress at the end of Spring 2017.

- **First-Year Successful Credit Hour Completion** = 63% of the cohort students fulfilled this measure.

- **First-Year Aggregate GPA for the Target Population** = The aggregate GPA for the cohort was 2.3475.

- **First-Year Progression for the Target Population** = The progression rate for the MMSI students was 75%.

- **Graduation Rate, Career Placement, and/or Transfer Rate of Community College Students to Four-Year Institutions** = Of the four eligible MMSI students in the cohort, three have been retained to continue into a second year, and one graduated with plans to transfer to a four-year institution.

- **Improved Preparation, Access and Successful Performance of Male Minority Students in their Chosen Programs of Study at RCC, Measured by Successful Completion of a Credit-Bearing English and Math Course During the Students’ First Two Academic Years** = Of the four eligible MMSI students in the cohort, three successfully completed a credit-bearing English and/or Math course during the student’s first year of participation in the MMSI program. Two students met the full NCCCS metric of completing a credit-bearing English and Math course during their first two years at RCC.

**Goal 2 – Increase Minority Male Utilization of Campus Resources through Deliberate and Intentional Interactions between Students and the Campus Community.**

There were six action steps to support Goal 2. Two of the action steps were deferred until 2017-18 (discussed later in this report). Four were fulfilled. To engage participants in career counseling and planning activities, Thursday sessions with students were held and led by program personnel. To provide professional development for the project team and campus community, the October professional development activity for faculty and staff, coupled with an introductory meet-and-greet to publicize to the campus in November contributed to this action step. Student participants were engaged in service projects (slightly modified from the original intention of creating service-learning projects), with an emphasis on partnering with the Rockingham (County) Rescue Mission. Four students devoted 20 hours to volunteering at a food pantry. Student participants were assigned to mentors.
Please note any deviations from the programs/activities that were cited in your proposal.

The primary deviations to the originally intended program activities pertained to adjustments in the project timeline, particularly with regard to delaying certain activities until 2017-18. These deviations were deemed necessary based upon the initial implementation of the program, the realities associated with start-up, recruitment, and development of a core group of students and mentors, and the evaluation of what could be realistically expected to occur during the first year.

The deviations included delaying until 2017-18 the following activities: introduction of an early intervention component; an intrusive advising component associated with the ACA-111 (Success & Study Skills) or ACA-122 (College Transfer Success) courses; opportunities for student participants to participate in scholastic engagement opportunities with other campus scholastic organizations; and implementation of peer mentors as a resource to student program participants.

Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

We consider the program to have been successful in addressing the two proposed goals and several of the associated outcomes that were envisioned for the first year of the program. One of the positive aspects of the program was the ability to learn from first-year implementation in order to make necessary adjustments to better align the goals/outcomes with the measurable goals delineated in the original grant proposal. This is an important component in planning for 2017-18.

2 – What are your goals / objectives and action plan for the 2017-18 academic year?

For 2017-18, an improved alignment will be developed between proposed program goals/desired outcomes and the measurable goals that were delineated in the original funding proposal.

The following action steps that were originally developed for 2016-17 will be deferred to the 2017-18 year:

- Provide Early Intervention (specifically, review current intervention strategies and make recommendations, changes, and empower faculty).
- Further develop an Intrusive Advising emphasis (collaborate with the coordinator of the ACA-111 / ACA-122 courses to determine how mentoring activities might be more closely connected with the ACA courses and intrusive advising activities).
• Provide Scholastic Engagement Opportunities for Participants (specifically, collaborate with other scholastic campus organizations on campus, such as Sigma Kappa Delta, Phi Theta Kappa, Criminal Justice Club, and others).

• Assign Peer Mentors (specifically, develop an orientation plan for training and implementing the peer mentoring program).

Also for 2017-18, program personnel will continue to utilize original and modified goals and action steps to drive program activities. In addition to the four items listed above, other key items for which focused attention will be needed are the following: increased program visibility; further development of partnerships with community stakeholders; implementation of activities and resources based on students’ responses from needs assessment; recapturing and extending the role of faculty/staff mentors; and regenerating active involvement of participants from year one to continue into the second year, especially as a base for attracting new student participants.

Because the program coordinator, Dr. Brenda Kennedy, left the institution at the end of the Spring 2017 semester, a successor will be identified.

3 – WHAT LESSONS HAVE YOU LEARNED SO FAR THAT WILL HELP YOU IN YOUR CONTINUED EFFORTS TO ACHIEVE YOUR INTENDED GOALS?

• Begin a campaign to recruit students prior to the beginning of the new academic year. Develop and utilize opportunities within new student orientation. Also, improve the manner in which marketing is directed toward students. Fliers and email messages are not effective. The basic one-on-one contact with students and personally extended invitations appear to be more effective and actually connect with the culture of mentorship. These approaches may lead to greater outreach and potential impact of the mentoring program.

• Marketing needs to become more engaging, so that when faculty nominate students, the nomination/referral is seen as something prestigious, positive, and part of something that is life-changing. This may include the shifting of a faculty/staff “mindset” as to who needs mentoring and what a mentoring program can accomplish. Also, include among marketing strategies an “after event” advertisement that encourages students to join.

• Marketing to students “where they are” can be accomplished by arranging to visit classes based upon prior agreements with faculty members. For example, visiting ACA-111 or ACA-122 classes would be excellent settings to promote the program.

• Adopt marketing language that is appropriate to the intended audience – certain marketing language will work more effectively for faculty/staff while other language may work more effectively with and for students.
• The importance of mentoring needs to become a part of the campus culture, hopefully, more widely embraced by faculty and staff. Moodle can be a platform for asynchronous training and engagement and the sharing of best practices among the faculty and staff who participate as mentors or who are considering the possibility of mentor involvement.

• Weave mentoring into faculty roles and responsibilities. Similar to the note above, try to use Moodle more regularly for training. Provide faculty with appropriate tech resources to help them develop as mentors and to learn skills related to early intervention and intrusive advising.

**Describe any changes you have made or plan to make in light of what you have learned.**

• Delay a new student recruitment emphasis from Summer to Fall 2017 based upon program leadership changes.

• Strengthen collaborative relationships with other key college leaders in order to clarify the purpose and opportunities of the program and expand mentoring opportunities for students, particularly for this program.

• Develop a strategy or strategies to improve the approaches used to promote the program to prospective target students and others throughout the college.

**Please share a best practice from your institution. How might this practice be expanded/relicated to have additional impact on your institution and other colleges within the NC Community College System?**

In our first year of this program, our personnel found the following to have been very beneficial to our students and would recommend these to any other institutions if they’ve not included these in their respective programs:

• Two off-site trips – to East Carolina University and Elon University, for both mentees and mentoring program staff – enhanced the level of student engagement in the program, and also bolstered students’ self-efficacy as learners.

• Gender-specific breakout sessions provided settings in which men and women were able to delve deeply into dialogue about important issues, but within a “safe” space.

• Our program’s scheduling of Thursday sessions for participants allowed for creative, meaningful reflection on topics that are vital to students’ development of motivation, self-regulation, and perseverance.
Having completed the first academic year of this program, the following observations are offered from program staff.

- The program coordinator was a full-time faculty member who received three hours of released time in the teaching load to provide coordination for the program. The coordinator perceived that three hours of released time was insufficient.
- Students’ external responsibilities, such as child care, employment obligations, and transportation, often prohibited their participation in the program.
- MMSI program leaders perceived that the program was either not well understood or openly received as a positive resource for students. There was concern that some persons on campus may have misperceived the program as only providing a “you need help” approach. A better image for, and clearer understanding of the program, are needed for ongoing provision of the program. A desire is that, as this program is further developed and implemented, its presence on campus will not only be understood, but that nominations of students to participate will be seen as an honor, as a positive opportunity to become further engaged in an experience that is very special and potentially life-changing.

**What additional resources are needed to enhance the effectiveness of your efforts?**

The following are recommendations to enhance the offering of the program:

- Digital resources to support effective collaboration among student support personnel, faculty, and program administrators. (This would include an appropriate electronic “early alert” system for tracking and assisting students regarding their academic performance.)
- Consider expanding the amount of released time from teaching if the program coordinator is identified from among full-time faculty.
- Additional professional development opportunities for faculty and staff can contribute to the need for continual change of culture regarding the possibilities inherent in mentoring relationships for students.
- Improved access to certain student academic data, particularly to track student participants and their progress in courses.

**How can the System (NCCCS) Office help address these challenges?**

Additional funding to support the program is always desirable.
5 – **PLEASE ACCOUNT FOR THE USE OF GRANT FUNDS RECEIVED AND HOW THESE FUNDS WERE SPENT ACCORDING TO THE CATEGORIES SUBMITTED IN THE ORIGINAL PROPOSED BUDGET. BRIEFLY DISCUSS ANY VARIANCES IN THE PROPOSED AND ACTUAL BUDGET. INCLUDE AN EXPLANATION OF, OR ACCOUNT FOR, ANY REMAINING FUNDS.**

A report on the budget appears on the following page(s).

**PLEASE INDICATE WHAT EFFORTS WERE MADE IN FY 2016-17 TO SUSTAIN THE PROGRAM BEYOND MMSI FUNDING.**

For our institution, the MMSI program, in year one, was specifically operated on a self-sustaining basis within the established budget parameters of the grant. We will determine sustainability possibilities beyond MMSI funding in year two of the grant.

6 – **PLEASE PROVIDE ANY COMMENTS, SUGGESTIONS, OR FEEDBACK THAT YOU WOULD LIKE TO ADD.**

Our institution was grateful to have received the grant for 2016-17 and anticipates continuation of the grant for 2017-18 in order to build upon the successes realized during year one and to further expand the program.

(The budget summary for 2016-17 follows.)
## 2016-2017 MINORITY MALE SUCCESS INITIATIVE
### BUDGET AND COST EFFECTIVENESS

**Rockingham Community College**
**June 28, 2017**

<table>
<thead>
<tr>
<th>Category</th>
<th>Funds Requested</th>
<th>Funds Budgeted</th>
<th>Funds Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Support Salaries</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>• All Personnel support costs for the project was provided by Rockingham Community College. Dr. Brenda Kennedy was given release time by the institution to provide leadership for the project.</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Student Support Salaries</strong></td>
<td>$0</td>
<td>$3,600</td>
<td>$4,322.57</td>
</tr>
<tr>
<td>• Salaries, Supportive, Full-time N/A</td>
<td>$0</td>
<td>$3,600</td>
<td>$4,322.57</td>
</tr>
<tr>
<td>• Salaries, Supportive, Part-time: Correy Bouldin – Professional Mentor</td>
<td>$3,600.00</td>
<td>$6,319</td>
<td>$4,322.57</td>
</tr>
<tr>
<td><strong>Educational and Professional Materials &amp; Supplies</strong></td>
<td>$1,000.00</td>
<td>$1,500</td>
<td>$1,781.96</td>
</tr>
<tr>
<td>• Literary resources for the mentees and mentors, books, periodicals and academic and professional career-related resources</td>
<td>$1,000.00</td>
<td>$1,500</td>
<td>$1,781.96</td>
</tr>
<tr>
<td><strong>Equipment and Office Supplies</strong></td>
<td>$1,600.00</td>
<td>$1,600.00</td>
<td>$1,483.82</td>
</tr>
<tr>
<td>• Purchased one Surface computer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>$1,600.00</td>
<td>$1,600.00</td>
<td>$5,569.00</td>
</tr>
<tr>
<td>• Contractual services for professional mentors Jane Reddick and Chris Massenburg.</td>
<td>$1,600.00</td>
<td>$1,600.00</td>
<td>$5,569.00</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>$8,000.00</td>
<td>$6,215.00</td>
<td>$2,726.36</td>
</tr>
<tr>
<td>• Staff and student travel to conferences, including mileage, lodging, and subsistence.</td>
<td>$8,000.00</td>
<td>$6,215.00</td>
<td>$2,726.36</td>
</tr>
</tbody>
</table>

Conferences Travel:
- Men Building Leaders Conference
- Ripple Conference
| Faculty and Staff Training | $1,200.00 | $0 | $0 |
| Mentor and Stakeholder Training | $0 | $0 | $0 |

This line item was combined with Travel.

| TOTAL BUDGET: | Funds Requested $17,000 | Funds Budgeted $17,234 | Funds Expended $15,883.71 |
| Funding received from other sources to support campus Minority Male Success Initiative during FY2016-17 | $0 | $0 | $0 |

| Unexpended Balance | | | $1,350.29 |

Note: Variances due primarily to later-than-planned start of recruitment of mentees and fewer mentees participated than planned. Remaining funds will be added to 2017-18 budget, probably for Contractual Services.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Rowan-Cabarrus Community College

ADDRESS: 1333 Jake Alexander Blvd. Salisbury NC 28144

PREPARED BY:
Natasha Lipscomb - Dennis Rivers

Name/Title          Date
704-216-3677       704-216-7153

Phone                 Email Address
704-216-3677          natasha.lipscomb@rccc.edu
dennis.rivers@rccc.edu

PROGRAM COORDINATOR:

Dennis Rivers – Student Activities Coordinator

Name/Title          Date
(704) 216-7153       dennis.rivers@rccc.edu

Phone                 Email Address
(704) 216-7153

evaluations must be submitted to the North Carolina Community College System, Academic and
Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John
J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

- **Outcomes Achieved:** The Rowan-Cabarrus Community College Minority Student Leadership Academy Program (RCCC-MSLA) facilitated the following initiatives to assist students. As documented in NAVsync and through college documentation, the information was well-received by those attending. The proposed outcome of engaging **128 minority male students** was achieved through the following initiatives:
  - Resume Writing
  - Financial Aid / Money Management
  - Interview Techniques
  - Career Skill Building
  - Advocacy: Assault on Literacy (reading to elementary school students)
  - Volunteerism: Habitat for Humanities
  - Leadership Forum- Morehouse College, Clark-Atlanta University & 100 Black Men of Atlanta.
  - Student Empowerment Summit with Howard University
  - Global Distinction Passport Event: Myths, Stereotypes, etc.- Muslim Culture
  - Martin Luther King Celebration Breakfast
  - Black History Month- Open Mic Trivia Contest
  - Clubs & Organization Leadership
  - Coffee with Cops
  - Criminal Justice Club Workshop- NC Laws
  - Free Hugs Campaign

- **Outcomes Not-Achieved:** In an effort to engage students early, The Summer Bridge Program for HS Graduates entering Rowan-Cabarrus implemented this year. The expected outcome was to engage eight minority males for three full days. Although the attendance and completion rate was less than expected, the partnership formed with the local high schools will prove to be valuable. The feedback from the participants was positive. The coordinator will follow-up with identified students and work to implement the summer program again with adjustments.
• **Data Collection- Student Engagement:** Using “NAVsync”, our college’s online student engagement platform, we were able to connect and track our students’ involvement, ultimately producing a co-curricular transcript. The MSLA program is one of twenty portals in the NAVsync system. The overall engagement hours/involvement entries of students affiliated with the MSLA portal totals 383 individual entries. These requires students participating within the online engagement tool (swiping into an event, answering a poll, posting a discussion or comment, or messaging a staff or fellow student).

Here is a snapshot of the OrgSync Data Dashboard indicating the involvement entries for students belonging to the Minority Student Leadership Academy portal in NAVsync.
2. What are your goals / objectives and action plan for the 2017-18 academic year?

- **Goal 1**: Engage 128 minority students with intentional campus programming; focusing on persistence and completion.
  
  **Objective**: Increase the minority male utilization of campus resources and services by hosting three workshops per semester, weekly meetings, and daily access to a part-time coordinator of activities.

- **Goal 2**: Provide students with knowledge and access to campus and community resources that will assist them in creating and obtaining their educational goals.
  
  **Objective**: Increase the progression of first year minority male students from semester to semester by implementing an intrusive advising and case management model in collaboration with our advising center and goals outlined by the Student Success & Service Excellence Division at RCCC.

- **Action Plan**: Building off the current success of RCCC-MSLA, we will continue using the Completion by Design Model working through each component of the design: Connection, Entry, Progress and Completion to assure that we are able to connect with our students and provide them with appropriate resources while they are on their academic journey.
3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

The RCCC-MSLA focus stayed true to the original RFP submitted in 2016. We were able to provide a holistic experience for our students. As outlined in this report, the program provided relevant workshops, leadership exploration, opportunities for service and volunteerism, tutoring, and peer mentoring.

- **Best Practices/Recommendations for Other Colleges:**
  - 6 year Program Coordinator- consistent programming and retention of knowledge and relationship development is the result of the commitment of an experienced coordinator.
  - Partnership and coordination of resources with the Student Life Department.
  - Online Engagement Platform (tracking, data collection, and student interactions)
  - Summer Bridge Program (new students/HS seniors)

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

- **Challenges:**
  - #1- Application Fees for Transfer Students- Many students struggle financially with application fees to four-year colleges/universities. It would be extremely resourceful if the UNC System offered waivers for students transferring from the Community College System.

  #2- Expanding the reach beyond local initiatives to engage other Community College MMSI Programs. Utilizing funding on a system-wide level.
Recommendations:

#1- Many of our students struggle financially. If possible the Community College System Office could partner with the UNC System Office where the Minority Male Success Initiative Program could be granted a few application waivers for Transfer.

#2- Host a system-wide conference using funds not encumbered by the third quarter of the grant period. Under the previous grant title, Minority Male Mentoring Program (3MP). The NC Community College System Office hosted a system-wide conference for all 3M Programs. It was a great resource for students to be able to connect with other males with like minds and build a support base.

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The MMSI Grant Funds have been instrumental in providing many opportunities for our students. Here is a summary of the general ledger account for the 2016-17 academic year as outlined by the grant in the approved RFP.

- **Grant Funds Received**
  - $18,472
    - $17,234 (awarded- August 2016)
    - $1,238 (additional allocation - February 2017)

- **Sustainability**
  - Rowan-Cabarrus Community College has fully supported this student success initiative for over eight years devoting personnel resources (state) and programmatic funds (institutional funds- student activity fees). The MMSI Grant has allowed uninterrupted services and continuity programs structure.
Itemized Expenses:

- PT Professional Staff
  - $13,263

- Social Security
  - $1,035

- Office Central Supplies (total spent $84)
  - Off Campus Supplies $63
  - Campus Copy Center Supplies $21

- In-State Ground Transportation (total spent $277)
  - 16 Passenger Rental (CIAA Education Day) $93
    - Gas for travel (CIAA Education Day) $88
  - Fad for travel $90
  - Parking Fee (U.S National Whitewater Center) $5

- In-State Lodging
  - Roanoke- Chowan Community College Men Building Leaders Conference (Hotel expense - $232)

- Out-of-State Ground Transportation (total spent $226)
  - Washington, DC travel
    - Gas $146
    - Parking $16
  - Atlanta, Georgia
    - Gas $64
• **Out of State Lodging**
  o Howard University College Tour & Male Student Leadership Forum $2,014

• **Registration Fees (total spent $1,342)**
  o Minority Student Leadership Academy Summer Bridge Program ($590)
  o The College Board “A Dream Deferred Conference” ($452)
  o Roanoke- Chowan Community College Men Building Leaders Conference ($300)

6. Please provide any comments, suggestions, or feedback that you would like to add.

• The Minority Male Success Initiative Grant has been a great resource of funding that allowed Rowan-Cabarrus Community College to serve students better and positively impact persistence and completion.
ROWAN-CABARRUS COMMUNITY COLLEGE

MINORITY STUDENT LEADERSHIP ACADEMY / MISTER CLUB
Rowan-Cabarrus is grateful to have been awarded the MMSI Grant for the 2016-2017 academic year. The grant provided the Student Life Department the opportunity to engage our Minority Males Students in many different areas that would motivate them to progress in their course of study toward completion. Information gathered to support these findings has been posted to the Rowan-Cabarrus Community College online community engagement platform (NAVsync).
THE LEADERSHIP LIBRARY
“A GOOD READ”

The Minority Student Leadership Academy - MISTER Club offers several books for students in the program to read. Books and electronic readers were purchased with grant funds. We provide our students with a diverse selection of topics, including:

* Motivational  * Leadership  * Guidance

A Good Read
NORTH CAROLINA COMMUNITY COLLEGE
STUDENT LEADERSHIP DEVELOPMENT PROGRAM 2016-2017

NAVsync Response to event
Charles M White (SLDP Graduate)
“I just want to thank every one of my advisors and our student government. They made so many sacrifices for me to do all that I did this year.
May 1, 2017
Students volunteered to make sure a positive male presence was at Winecoff Elementary School.

“You will be amazed how much of a difference it can make to have a Male presence in the classroom. This motivates and encourage students.”

-Communities in Schools Site Coordinator, Rebecca Silver
MARTIN LUTHER KING CELEBRATION JANUARY 14, 2017

MEMBERS OF THE MINORITY STUDENT LEADERSHIP ACADEMY - MISTER CLUB
VOLUNTEERING FOR THE DR. MARTIN LUTHER KING, JR. PARADE & CELEBRATION IN
SALISBURY, NC

Juvarius White (student)
“Good job fellas”
January 24, 2017 1:33 PM

Jimmy T Bellamy (student)
“Very good job fellas! I know you men represented in the best way!
Love you bro's”
February 3, 2017 12:49 PM
CAMPUS SERVICE
RANDOM ACTS OF KINDNESS

Students in the Program handmade cards and delivered them faculty & staff thanking them for their service to students success.

Charles White

“We truly thank you all, we want show our appreciation”.

Bobby M. Ingram

“This was a great experience faculty do so much for us here at RCCC. Glad to show our appreciation.

Jwon O White

“This was a great experience. To see the facial expressions on the staff was priceless”.

Minority Male Success Initiative
The Minority Student Leadership Academy traveled to the CIAA Basketball Tournament and Education Day. Met with college recruiters from Maryland, North Carolina, Pennsylvania and Virginia to learn tips to prepare for college as well as get the inside track on a four-year collegiate experience.
Rowan-Cabarrus students were able to travel to Washington, DC for the “A Dream Deferred Conference” hosted by the College Board Association. They also attended a Male Leadership Summit & College Tour hosted by Howard University
RCCC Minority Male Students traveled to Atlanta, Georgia for a Male Leadership Forum with Clark-Atlanta University, Morehouse College & 100 Black Men of Atlanta
Rowan-Cabarrus Student Life Department (Minority Student Leadership Academy (MSLA) is pleased to have implemented the first Summer Bridge Program, hosted June 20th – 22nd 2017. The MSLA Summer Bridge Program is designed to support incoming Minority Male Students during the transition from high school into college while providing them with resources. With assistance from the North Carolina Community College System office and the Minority Male Success Initiative Grant, we were able to assist students with Academic & Career Advising, College Tours, Cultural Enrichment, and Student Leadership. Eight students were targeted with communication and partnerships formed with High School Counselors. Two students successfully completed the three-day on campus program and received a $50 stipend.
MINORITY STUDENT LEADERSHIP ACADEMY
SUMMER BRIDGE PROGRAM
JUNE 20-22, 2017

Salisbury High School 2017 Graduates
Kea-Yon Burch & Larry White
WITH GRATITUDE…LOOKING FORWARD TO ANOTHER GREAT YEAR AHEAD

2017-2018
Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 30, 2017**. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

**E-mail application to:** JEvans@nccommunitycolleges.edu.
**PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE**

1. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Programs &amp; Activities Conducted</th>
<th>Relevance to goals &amp; objectives</th>
<th>Deviations from goals &amp; objectives</th>
<th>Was project successful in achieving outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the progression of first-year minority male students.</td>
<td>1. Include mandatory mid-semester advising session for each first-year minority male student.</td>
<td>1. Used as a process for implementing retention strategies;</td>
<td>The goals and objectives were not deviated from; but, the manner in which we made contact with the students is what changed. Our approach was by way of group emailing.</td>
<td>There was minimal response to the activities and programs that were made available to the students during this 2016-2017 year.</td>
</tr>
<tr>
<td></td>
<td>2. Recommend a mandatory end-of-semester counseling session for each first-year minority male student.</td>
<td>2. To aid in the students’ accountability for himself;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</td>
<td>1. Require each first-year minority male student to attend New Student Orientation.</td>
<td>1. This was their first point of contact as a group of new students;</td>
<td>There were no deviations from our goals and objectives in these areas.</td>
<td>Project was successful with these outcomes.</td>
</tr>
<tr>
<td></td>
<td>2. Require enrollment into and completion of ACA 115 or ACA 122 Student Success course for each first-year minority male student. This class will have scheduled sessions for Student Success Center tours, Career Readiness Certification sessions, along with writing and math labs.</td>
<td>2. By participating in these classes, it allowed the new students opportunity to increase their connectivity with other new students on campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Promote the membership of Student Government Association for each first-year minority male student.</td>
<td>3. This could facilitate leadership development, cultural programming, and community engagement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. What are your goals/objectives and action plan for the 2017-18 academic year? Continue as stated below.

**GOALS/OBJECTIVES and ACTION PLAN for 2017-2018**

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Programs &amp; Activities Conducted</th>
<th>Relevance to goals &amp; objectives</th>
<th>Who will be Responsible?</th>
<th>Projected Date of Completion</th>
</tr>
</thead>
</table>
| Increase the progression of first-year minority male students.                      | 1. Include mandatory mid-semester advising session for each first-year minority male student.  
2. Recommend a mandatory end-of-semester counseling session for each first-year minority male student.                                                                                                            | 1. Used as a process for implementing retention strategies;  
2. To aid in the students’ accountability for himself;                                                                                                                                                                      | Advisors, Counselors, Dean of Students, and Students                                           | There was minimal response to the activities and programs that were made available to the students during this 2016-2017 year. |
| Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community. | 1. Require each first-year minority male student to attend New Student Orientation.  
2. Require enrollment into and completion of ACA 115 or ACA 122 Student Success course for each first-year minority male student. This class will have scheduled sessions for Student Success Center tours, Career Readiness Certification sessions, along with writing and math labs.  
3. Promote the membership of Student Government Association for each first-year minority male student.                                                                                                             | 1. This was their first point of contact as a group of new students;  
2. By participating in these classes, it allowed the new students opportunity to increase their connectivity with other new students on campus.                                                                 | 1. Advisors  
2. Counselors  
3. Students  
4. Director of Admissions  
5. Student Govt. Association Advisor.                                                                                                                                  | Project was successful with these outcomes.                                                  |
3. **What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals?** Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

   One of the lessons learned is that this program demands a part-time individual dedicated to engaging our minority males into the campus programs and resources available to them. We plan to make efforts in establishing more of a Minority Male Club by promoting their participation in the Student Government Association at Sampson Community College.

4. **Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?**

   With Sampson Community College being one of your smaller colleges, the Minority Male Program was more effective for our students whenever it was designed to accommodate those who were truly willing to participate. The current criteria, as we were made aware of on last year, eliminated that personal touch in our being able to have a meaningful impact with the students. We need to be more than a resource that is available to our minority male students. We need to be a campus “lifestyle” that is convenient for all those students who are interested in participating in the program. The data is always needed for various reasons; but, truly touching lives makes a great impact on the success of our students. It was quite challenging to do such, without a designated individual with solely those responsibilities. We are progressing; but, we must maintain the core of for whom we are embarking upon this project: our students.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

The grant funds received at Sampson Community College were used to purchase a video series entitled, *Moments of Impact*, by Odell Bizzell. This video series provided everyday strategies to assist students with making an informed impact on their academic and personal lives. The video series included topics such as career readiness, academic success, student engagement, and transitioning after graduation. The Minority Male Success Initiative grant funds were also used to attend the First Annual Minority Male Summit held at Rowan Chowan Community College. Funds remained in our budget due to lack of part-time personnel to grant the funds. Thus, beyond the MMSI funding, additional sustainment was not sought.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: __Sampson Community College ______________________________

ADDRESS: ________________________________________________________________

PREPARED BY:

Tonita Smith - Counselor
Name/Title ___________________________ Date __________

(910) 592-8081 x.2025 ___________________________ Tonita B. Smith <tsmith@sampsoncc.edu>
Phone ___________________________ Email Address ___________________________

PROGRAM COORDINATOR:

__________________________________________________________
Name/Title ___________________________ Date __________

_______________________________ ___________________________
Phone ___________________________ Email Address ___________________________

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E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Sandhills' objectives for the MMSI program in 2016-2017 were to 1) increase minority male student academic progression, and 2) provide involvement opportunities for minority males on campus. This year the campus focused on communication with all minority male students utilizing personal phone calls, text messaging, and emailing, to keep minority male students aware of important dates and activities on campus. Additionally, we provided a campus minority male mentoring student group that met regularly and provided minority male students with an opportunity to be involved on campus.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

In the coming year we would like to do more to train faculty members on best practices with teaching and retaining minority male students. Additionally, we would like to improve our Early Alert program so that we can better help individual minority male students who are having academic and personal difficulties to get to the resources they need to succeed.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

The biggest lesson that we have learned is that we have had the most success when we communicate personally, early, and frequently with minority male students. We feel that this has been the best method of getting the students to the resources that they need to be successful.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

While we have found success with providing “intrusive” measures to help students, we sometimes find it difficult to get these students interested in actively participating in a student group, particularly those students who need involvement the most. We feel that when the system office previously hosted the minority male mentoring state conference, that this was an effective way of providing a positive, meaningful activity that really got students interested in participating. We would like to see such a conference brought back in the future.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Of the initial $17,000.00 awarded, Sandhills reverted $1766.00 back to the state mid-year. The remaining $15,234.00 was budgeted accordingly:

- $13849.90 – Personnel (coaches, staffing).
- $1384.10 – Travel for students and coaching professional development.

No other funding was secured for our MMSI efforts this year.

6. Please provide any comments, suggestions, or feedback that you would like to add.

None.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

South Piedmont Community College

P.O. Box 5041, Monroe, NC 28111; Physical: 4209 Old Charlotte Hwy, Monroe, NC 28110

PREPARED BY:

Erica Andrews/Counselor 6/22/17

Name/Title	Date

704-290-5844 eandrews@spcc.edu

Phone	Email Address

PROGRAM COORDINATOR:

Erica Andrews/Counselor 6/22/17

Name/Title	Date

704-290-5844 eandrews@spcc.edu

Phone	Email Address
1) Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Programs/Activities conducted during FY 2016-17:

- Utilized Starfish retention software to connect minority male students to institutional services and resources that lead to increased student success through online referrals.
- Provided online college success workshops on the following topics:
  - Study Tips & Note-taking Strategies
  - Time Management Strategies for Success
  - 10 Tips for Success in Your Online Course
  - Exploring Careers & Choosing a Major
  - The Difference between High School & College
- Provided group and one-on-one coaching sessions to assist students with academic and career counseling needs.
- Maintained ongoing communication with students regarding completing a graduation plan, registering, and utilizing supportive services.
- Students visited four-year colleges and universities including Wingate University, the University of North Carolina at Charlotte, Queens University, and the University of North Carolina at Pembroke.
- Staff attended online webinars and engaged with professional development resources.
- Rebranded marketing materials to increase recruitment and attract minority male students to be involved in the campus community.
- Partnered with Student Activities to produce the Excellence in Engagement Awards, a ceremony that honors students who have been actively involved on campus.

Program goals were successfully achieved, evidenced by the increase in minority male students accessing the Advising Center, Academic Support Center, and Counseling Services. During FY 2016-17, 112 minority male students (out of 461 minority male students total) attended appointments for career and academic counseling, tutoring, ePortfolio assistance, general advising, and completing graduation plans. In FY 2015-16, 78 minority male students (out of 419 minority male students total) attended these appointments. There was an increase in student engagement from 18% to 24%.

69% of the minority male students who were enrolled in the Fall 2015 semester enrolled in the Spring 2016 semester. 67% of the minority male students enrolled in the Fall 2016 semester enrolled during the Spring 2017 semester.

2) What are your goals/objectives and action plan for the 2017-18 academic year?

See table below.
3) What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Lessons learned:

- Provide a program orientation session for first-year Minority Male Scholars.
  - Proposed change: We will offer a program orientation session specifically for Minority Male Scholars who are first-year college students. This will allow students to be immediately plugged into services and resources before classes begin as well as begin to build peer support.

- Students read emails selectively. Consider recording videos, creating e-newsletters, or using social media to reach students.
  - Proposed change: In addition to sending emails, we will record video clips, create a weekly e-newsletter, and investigate using social media to align with student’s preferred methods of receiving information. We also plan to use the Remind app to assist with outreach and remind students of upcoming events.

- Students are more responsive to their peers than staff.
  - Proposed change: We plan to use peer mentors, who are excelling academically, to provide coaching support for MMSI students.

Best Practice:
- Utilizing Starfish retention software. Starfish allows us to track student progress, receive early alerts from faculty members regarding students who are at risk for performing poorly in a course, and streamline communication between staff who work directly with students.

4) Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Challenges:
- Inconsistent student participation. Challenges such as lack of transportation, demanding work schedules, and family commitments presented a challenge to students being regularly involved.
- Finding a group meeting time that works for student schedules. An activity hour would be beneficial.
- Lack of a student center or common space for students to gather for social events. There is classroom space available; however college does not yet have a student center available for students to gather informally for recreation. This type of space would be ideal to build peer support.
It would be beneficial to be able to provide more incentives to encourage student participation. The system office can help us address this challenge by sharing information regarding grants and/or partnership opportunities that may cover expenses that are not allowed under the MMSI grant.

### SUSTAINABILITY

5) Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Support Salaries</td>
<td>$9,906</td>
</tr>
<tr>
<td>Educational and Professional Materials and Supplies</td>
<td>$1,340</td>
</tr>
<tr>
<td>Equipment and Office Supplies</td>
<td>$644</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$3000</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty and Staff Training</td>
<td>$2344</td>
</tr>
</tbody>
</table>

The Program Coach was unable to work as many hours as originally anticipated, and we did not need to pay for travel. Therefore, funding was reallocated between the other categories. Other expenditures included online college success workshops, hiring a guest speaker for the Excellence in Engagement ceremony, staff training for using a personality assessment that augments the capability to assist students with career counseling. Additionally, funds were used for online professional development, institutional membership to a professional organization, books, and supplies.
Goal: Minority male students will reach their educational and career goals.

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
<th>Action Steps</th>
<th>Who will be responsible?</th>
<th>Necessary resources?</th>
<th>Target Date for Completion</th>
<th>What evidence will indicate success?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the progression of first-year minority male students.</strong></td>
<td>1. Minority male students will be sent reminders to make an appointment for Academic advising to complete an advising plan and have it on file in the institution’s retention software Starfish 2. Minority male students who have not registered for the next semester will be contacted during registration to identify barriers to registration and identify strategies for success 3. Training of faculty and staff to learn training to support minority male students</td>
<td>Academic Advising department</td>
<td>Personnel:  -Program Coordinator  -Peer Mentors  -Professional development opportunities in the form of webinars and state trainings.</td>
<td>Ongoing  Registration by December 2017 for Spring 2018 semester; Registration of May 2018 for Fall 2018 semester.</td>
<td>-Increase an appointments in the advising center by minority male students as evidenced by appointment tracking report  -Increase in the number of minority male students who are enrolled in Fall 2017 who are registered for Spring 2018.</td>
</tr>
<tr>
<td><strong>Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</strong></td>
<td>1. Analysis of current minority male students’ frequency usage of supports services through review of sign in logs and appointment schedules. 2. Outreach and recruitment efforts through increased marketing efforts to attract minority male students to engage in extracurricular club activities and academic initiatives such as tutoring, honor programs 3. Increase extracurricular opportunities for students to get involved through contracted outside speakers</td>
<td>Department of Institutional effectiveness.  Electronic newsletters sent  Remind app  Printing and Marketing</td>
<td>Personnel:  -Program Coordinator  -Peer Mentors  -Institutional effectiveness  -Supplies for Marketing  -Contracted speakers</td>
<td>Analysis-Fall 2017  Marketing-Fall 2017</td>
<td>-Increase in the number of students visits to counseling, academic support center, and student activities as evidenced by sign in sheets.</td>
</tr>
</tbody>
</table>
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Surry Community College

ADDRESS: 630 S. Main Street, Dobson, NC 27017

PREPARED BY:

Kasey Martin, Coordinator: Student and Community Engagement 06.26.2017
Name/Title Date

336.756.2700 martinkr@surry.edu
Phone Email Address

PROGRAM COORDINATOR:

(Same as above)
Name/Title Date

Phone Email Address

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1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

- Being that this was Surry Community College’s first year participating in the Minority Male Success Initiative Grant, I found myself setting several initial goals for the grant. The first goal was to: Assign a Success Coordinator and a Success Coach for the Program. After attending our first meeting in August, I was sure we had a coach that was a current Part-Time employee at the college. Unfortunately, after reading over our proposal and goals, he did not feel that he would be a good fit for the position. After this happened, we then advertised the event to the public and one of our former employees that had retired in July applied. We interviewed two candidates, but ended up hiring Tony Searcy at the end of February 2017. Although we got off to a slow start, we were then able to get things lined up for Tony to begin setting his own goals and achieving those before summer semester. Tony worked from February 27th until June 1st, and will return on August 1st to begin Fall semester.

- Our second goal was to: Form a Minority Male Success Initiative Team. Although the team never met as a whole, almost all individuals assisted in our efforts to begin/form our Minority Male Success Initiative on campus, and to get the word out about the program to students. Our goal next year is to schedule monthly meetings for the group as a whole.

- Our third goal was a goal that is already in place at SCC: Early Alerts will be issued. All students (not just the minority males), were contacted during the Early Alerts. Next year, we plan on focusing on having Tony individually contact the Minority Males that are affected by the Early Alerts. Tony will have created a relationship with the students by the time these alerts go out, so we feel that he will be able to reach out to them on a more effective level having known them prior to the alerts going out.

- Our fourth goal was to create: Minority Male Mentoring Grant Information Sessions: The information session that were held for this grant were done so during Spring semester when Tony was hired. He set up at every event that we had on campus; he made phone calls to all Minority Males on campus; he sent out flyers and letters to all Minority Males about the program; and he met with students during scheduled times, as well. In addition, Tony reached out to all local high school counselors to inform them of the program, and to ask if he could come to speak with their Minority Males when school begins in the Fall. He wants to form a relationship with them early on to ensure they know who he is, they know about the program, and they know that they will have support in him if they come to SCC.

- Our fifth goal was to: Create Monthly Success Sessions: I am currently serving on a new committee, Enrollment Management and Learning Based Outcomes Committee, that is
working on success sessions for students. Sessions were offered for all students during the Spring Semester, and will be offered in the Fall, as well. Tony will be advised of these sessions and will pass the information regarding these sessions and tutoring options to our Minority Males who are enrolled in the program.

- Our sixth goal was to: Create a Club for Minority Male Students through SGA: Tony created a club: SCC MEN; which stands for Surry Community College Male Empowerment Network. He went public with the Club during our Spring Fling event in April where he was able to recruit prospective members to his club.

- Our seventh goal: Create a Marketing Plan to Appeal to Minority Male Students: Tony worked with our marketing department and created beautiful flyers, brochures, and logos for the program. Tony has worked really hard to get this program up and running, and has worked equally as hard to get the word out about the program to our current Minority Male students, as well as prospective ones. He has physically mailed brochures and flyers to students, sent emails with the brochures and flyers, and has hand delivered those, as well. Tony has also handed out flyers to students during events on campus, and posted them around campus for everyone to see. The marketing department has created logos for the program, as well and Tony has ordered a table tent and table cloth to display at events to draw attention to his program, as well.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

- Our goals for the 2017-2018 school year are to now implement all of the hard work that Tony has put in to get the word out about the program. We want to hold the information sessions for not only new students, but for Faculty and Staff, as well. Tony will be speaking to students during our New Student Orientations in Fall, Spring, and Summer orientations. We also want to really focus on getting students in our program and following them throughout the semester. Again, now that we have worked hard to get information handed out to individuals, it is now time for us to really work on retaining folks in our program. Tony has several ideas as far as team building activities that he wants to implement with the guys. He has mentioned taking them to basketball games, and other team building events. Tony is amazing at recruiting students, and I know that he will not have a problem with doing that in 2017-2018. I also want to make sure that our students enrolled in the program take full advantage of the Success Sessions that will be offered. I am eager to see if these sessions produce results as far as increased graduation and retention. In addition, we certainly want to be in the high schools more to recruit prospective Minority Males to SCC. We have such a low number of Minority Males on campus and we are working so hard to correct this. Tony will be speaking with high schoolers who tour, who come to College Fair, and much more to recruit Minority Males to SCC.
3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

- I think Tony and I both have learned a lot as far as our intended goals are concerned. I know that Tony has a new list of goals that are different from mine – which I think is awesome. Tony thinks outside of the box, and thinks of things that I don’t in regards to recruitment practices. Tony has contacted other colleges and high school counselors to see what practices have worked for them when recruiting Minority Males, and as far as retaining them. As far as changing anything, I will work more on recruitment efforts. Now that Tony has everything in place, we will work on pushing recruitment for the 17-18 school year. Word of mouth, personally calling and emailing our Minority Males, and physically being present at events to represent the program have been excellent in getting the word out about the program. I hope that this will be as effective in maintaining and recruiting new students to our program. Tony will be implementing training and team building strategies, which I am so looking forward to seeing! I hope that these will be items that we can present as successful outcome events in the future!

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

- Being that we did not hire someone that was already an SCC staff member, we were forced to use our budget on obtaining office items, furniture, equipment, etc for Tony that we had not originally planned on using the money for. The budget funds also went towards printed materials, as well. When I first wrote the grant, I requested that all funds be paid to our Success Coach’s salary. I wasn’t even thinking about the fact that he would need marketing materials such as table tents, flyers, brochures, table clothes, tables, chairs, and so much more. To simply get a program up and going that no-one in our area has heard of, there were so many items that we needed to purchase. Tony’s office didn’t have chairs, a computer, or anything like that – essential items needed to run an effective program. How could Tony talk to students without chairs? These were obstacles that we have overcome, and were fortunate enough to do so with the timing of Tony coming on board. This was absolutely not the fault of anyone – these are just obstacles that we had to learn from when a program is getting started up and running. We have learned so much this year and are so excited to move forward. I cannot honestly say enough nice things about the system office and their help with this. I contacted JJ so many times and he was so patient and kind when responding. He was an enormous help and I cannot thank him enough for his efforts in helping me figure out our budget ‘cans and cannots’, and so much more. He even helped me one evening while trying to watch football – when I was first
working on the grant. This is so new to us, and I was so excited and eager to get it up and going – he was a HUGE help!

SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

- When I originally submitted our budget request, I requested all funds be used towards the salary of our Minority Male Success Coach for our new program. When things didn’t work out the way we had intended (by not being able to hire with-in), I had to use funds for our Success Coach’s salary, supplies for the program, and for equipment for the program. I sent several emails to JJ to make sure we were ok with spending what we needed to in order to make our new program a success. Below, please find a breakdown of our spendings:

- Salary for Tony Searcy, Minority Male Success Coach - $5,996.12
  Supplies (office furniture, table cloths, banners, bulletin boards, etc.) - $7,432.46
  Equipment (computer for Tony and ipad for traveling purposes) - $2,715.33
  TOTAL: $16,143.91
  Not spent: $1,090.09

- Please note that next year we plan on spending all funds as our Success Coach, Tony Searcy, will be in place for 9 months vs. 3 months. Tony has lots of wonderful ideas that will really promote and build the program at SCC and we are excited to watch this wonderful program blossom at our campus.

6. Please provide any comments, suggestions, or feedback that you would like to add.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

Tri-County Community College

21 Campus Circle, Murphy, NC 28906

PREPARED BY:
Roarke Arrowood June 20, 2017

Name/Title Date
(828) 835-4305 rarrowood@tricountycc.edu

Phone Email Address

PROGRAM COORDINATOR:
Dotie Stafford-Ortega June 20, 2017

Name/Title Date
(828)835-4208 dstafford@tricountycc.edu

Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives.

The advisor to the program contacted all of the identified qualifying minority male students by phone and followed-up with a personal note.

Once he spoke to each individual, he began recruiting based on eligibility and then developed a cohort for the Tri-County United Promise (TC-UP) program.

The group met on a weekly basis to discuss goals and academic progress. At this time, students were offered tutoring opportunities, access to the college resources and information about financial aid, testing, and more.

Each member of the cohort met with the Human Resource Development (HRD) program to assist with job exploration, resume writing, testing aptitudes, soft skills development, and personal counseling.

Please note any deviations from the programs/activities that were cited in your proposal.

The staff member coordinating the program changed.

The Marketing Department spearheaded the initiative, but worked very closely with recruitment and retention and admissions.

An advisor was hired to take the role of faculty. Additionally, the advisor to the program also brought in a civic engagement project to the program. The students were very excited to attend a community event to promote the TC-UP program in the Texana community and they also held a beautification project of the community playground.

Was your project successful in achieving the proposed outcomes?

We believe the TC-UP program is very successful and we achieved our proposed outcomes and exceeded our expectations.

Of the minority males enrolled in the College, 40% decided to take part in the TC-UP program. All of the young men involved with the program displayed academic success, and are returning in the fall.

One of the young men ran for Student Government and is now the acting President.
Taking this initiative into the community for awareness and civic work shows leadership and growth and we are very proud of these young men for their accomplishments.

If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

We believe the project achieved the proposed outcomes.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

Our goal at Tri-County Community College is to continue to grow a sustainable Minority Male Success Initiative that we have coined as the Tri-County United Promise (TC-UP) program.

Objectives for the 2017-18 academic year are:

1. Grow the TC-UP program.
2. Continued to work with the cohort to ensure satisfactory completion of course work.
3. Develop personal, civic, and professional development for TC-UP students.
4. Continue to offer campus resources and services to TC-UP students and encourage them to participate in student engagement opportunities like Student Government Association, Workstudy program, and Intramural Sports.
5. Bring awareness to the program beyond the doors of the College campus.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow the program</td>
<td>• Foster, develop, and build current relationships with existing members of the program.</td>
</tr>
<tr>
<td></td>
<td>• Identify new eligible students and invite them into the program.</td>
</tr>
<tr>
<td></td>
<td>• Utilize current members at Welcome Day, New Student Orientation, and other college events to recruit for the program.</td>
</tr>
<tr>
<td></td>
<td>• Continue with one-on-one mentorship.</td>
</tr>
<tr>
<td>Ensure satisfactory completion of course work</td>
<td>• Review progression rates of current TC-UP students.</td>
</tr>
<tr>
<td></td>
<td>• Work one-on-one with each student to ensure successful completion of course work.</td>
</tr>
<tr>
<td>Develop personal, civic, and professional development</td>
<td>• Encourage participation in personal development.</td>
</tr>
<tr>
<td></td>
<td>• Encourage participation in College engagement opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Plan and schedule outside civic engagement opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Engage students in professional development opportunities both within the College and outside.</td>
</tr>
</tbody>
</table>
### LEARNING

3. **What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals?**

   It is imperative that the staff working with the men in the TC-UP program are individuals who they can identify with and feel comfortable around. It is not easy to build a program such as this, as it takes trust, commitment, and encouragement from role models that the students identify with. There is a need to establish a strong foundation in the beginning with like-minded individuals to foster a bond that others will see and want to join.

   **Describe any changes you have made or plan to make in light of what you have learned?**

   We hired an African-American advisor to the program. He is a local athletic coach who is well respected in the community. He has experience working at the university level with minority males and ethnic groups. He brings a strong set of interpersonal skills, professionalism, and a strong educational background that will assist with building and sustaining the TC-UP program.
Please share a best practice from your institution.

We believe that our best practice is one-on-one personal contact. The advisor to the program met with our TC-UP students on a weekly basis to talk, develop, tutor, and plan future academic goals. Working closely with the students proved to be beneficial as they were more engaged in the conversations and showed interest in becoming more active on campus and in the community.

How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Having one person dedicated to the TC-UP students allowed both the advisor and the students to build a personal relationship. The students were more engaged, eager to participate in college-wide events and civic projects in our communities.

Having an advisor they trusted allowed the TC-UP students to share their personal, academic, and professional goals with someone who could support and guide them in the right direction.

Seeing how organic and natural this process was, it is evident that other programs could benefit from a structure like this. It’s finding the right person to mentor a group. Anyone can lead, but it takes the right person to inspire and engage students to be their very best.

4. Please describe any major challenges or barriers you have encountered.

Once we found the right group of staff members to coordinate this program, there were no real challenges, but there were barriers to the program.

The barriers for our small college are in the numbers. With a small population of minority male students, we found it challenging to find men who qualified for the program. It would be nice to see that all minority males, no matter their academic progress, be allowed to enter the program.

After the presentation by entrepreneurial speaker, Sylvester Chisom, the College received several complaints. Complaints about educational speakers are uncommon, and we found that the concerns were racially-charged. Comments made were: “What’s so special about that black guy” and “how much did we spend to bring ‘that person’ here.”

Additionally, there were several complaints about the relevance of recognizing black history month.

What additional resources are needed to enhance the effectiveness of your efforts?

No additional resources are needed at this time.
How can the system office help address these challenges?
The system office can address our challenge by looking at the colleges on an individual basis and allow each institution to recruit to their program as it best suites their individual college.

We have students who want to participate, but do not fall within the criteria and it feels like we are doing an injustice turning away minority males from our minority male initiative.

### SUSTAINABILITY

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget.

<table>
<thead>
<tr>
<th></th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>UNUSED</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Support Salaries</td>
<td>$2,500</td>
<td>$2,500</td>
<td></td>
<td>Students were hired too late in the semester to use the funds. However, their applications have been accepted and may begin working after grant funds are released for 2017-18 grant cycle.</td>
</tr>
<tr>
<td>Student Wages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support Salaries</td>
<td>$5,000</td>
<td>$5,000</td>
<td></td>
<td>The new TC-UP program coordinator is the Marketing and Communications Specialist is Dotie Stafford-Ortega and the new TC-UP Advisor is Thomas Nelson. Both will fall under Student Support Salaries.</td>
</tr>
<tr>
<td>Marketing and Communications Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC-UP Advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and Professional Materials and Supplies</td>
<td>$1,500</td>
<td>$1,500</td>
<td></td>
<td>We created flyers, display boards, and electronic advertisements to promote the TC-UP program.</td>
</tr>
</tbody>
</table>
### Equipment and Office Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Proposed</th>
<th>Actual</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5,000</td>
<td>$5,000</td>
<td>These funds went towards office supplies for the TC-UP program coordinator.</td>
</tr>
</tbody>
</table>

### Contractual Services

<table>
<thead>
<tr>
<th>Item</th>
<th>Proposed</th>
<th>Actual</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvester Chisom – Entrepreneurial Mindset Speaker</td>
<td>$1,000</td>
<td>$1,000</td>
<td>The full cost of the speaker was $3,500. We used funds from the Travel line item to help pay for this expense, and used funds from other areas of the College.</td>
</tr>
</tbody>
</table>

### Travel

<table>
<thead>
<tr>
<th>Item</th>
<th>Proposed</th>
<th>Actual</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,000</td>
<td>$2,000</td>
<td>$202.16 of the travel funds were used for our trip to Raleigh at the start of the grant. The remaining funds went towards the Contractual Services line item.</td>
</tr>
</tbody>
</table>

#### Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds.

The educational speaker, Sylvester Chisom, was more expensive than we originally intended. However, we felt that his entrepreneurial message and the story of his past would resonate with our students, so we reallocated our travel funds towards contractual services and partnered with the College’s Small Business Center to help cover the cost.

#### Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

We have attempted to incorporate the TC-UP program into several key areas in the College, including retention, student government, and intramural sports. This will hopefully allow us to leverage funds from these departments to sustain the initiative.

#### 6. Please provide any comments, suggestions, or feedback that you would like to add.

We would like the grant to cover all minority male students, not just first year students. We have students who want to participate, but do not fall within the criteria and it feels like we are doing an injustice turning away minority males from our minority male initiative.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE:  VANCE GRANVILLE COMMUNITY COLLEGE

ADDRESS: 200 COMMUNITY COLLEGE ROAD
PO BOX 917, HENDERSON, N.C. 27536

PREPARED BY:

ANTHONY M. POPE, MMSI CO-COORDINATOR 6/15/17
Name/Title Date

Phone Email Address

PROGRAM COORDINATOR:

ANTHONY M. POPE, ACADEMIC/CAREER COACH 6/15/17
Name/Title Date

(252)738-3395-Work popea@vgcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

The VGCC Male Mentoring Success Initiative (MMSI) once again had a very successful and productive academic year for the Fall 2016 and Spring 2017 semesters. The NCCCS redesigned the Minority Male Mentoring Program for the 2016-2017 academic year. As a result, the program’s model strategically shifted from student recruitment to departmental collaboration, with a focus on the assessment/identification of policies and procedures that may impede, and those that may help to increase student completion. There were intentional changes made with the VGCC coaching model that more closely aligned with the college’s Quality Enhancement Plan (QEP). Previously, our coaching model involved approximately 45-50 Success Coaches engaging/coaching 1-3 mentees. During the Fall 2016 semester program leaders shifted to a college-wide approach to solicit all VGCC employees to serve as Success Coaches for any first year minority male students (inclusive of our CCP and Early College male students). During our Fall 2016 Convocation, Co-Coordinator Anthony Pope had the opportunity to update administrators, faculty and staff on the redesign of the MMSI and solicit their buy-in and support. VGCC faculty and staff were encouraged to reach out to any first year male students and provide one-on-one interaction as needed. The objectives of the redesigned MMSI were to 1.) Increase the progression of first year minority male students and 2.) Increase minority male utilization of campus resources and services through deliberate and intentional interaction between students and the VGCC campus community. This approach allowed the mentees an opportunity to benefit from having all VGCC employees involved with their progression through their program/pathway at VGCC. The MMSI Project achieved the proposed outcomes for the 2016-2017 academic year as evident by 1.) Increased VGCC campus community communication and involvement 2.) Thorough and frequent documentation through Starfish and Datatel 3.) Prompt follow-up by Academic & Career Coaches and Program Advisors and 4.) Intentional efforts by mentees to seek out coaches as needed and take advantage of available resources. The VGCC MMSI has always been inclusive of all male students and we continued with this model for the 2016-2017 program years.

During the past academic year, we conducted MMSI Kick-off meetings/events at each of our 4 campuses in September 2016. This allowed mentees and coaches the opportunity to meet and greet each other, as well as get an overview of upcoming events and activities for the 2016-2017 academic year. We also solicited help from the VGCC Early College principals, counselors, teachers and liaisons to encourage their first-year male students to get involved with MMSI. This approach proved to be effective, because increased participation from our
Early College mentees. VGCC Academic & Career Coaches were assigned specific programs for all first year students (12 credit hours or less) Thus, they played a vital role in assisting and directing mentees to utilize campus resources and services. Mentees were encouraged to reach out and maintain contact with coaches/mentors as needed, and to be proactive in seeking and utilizing student support services.

MMSI Activities/Events for 2016/2017 Academic Year

- August 19, 2016 - Grant Award Notification
- August 29, 2016-September 15, 2016 - Kick-off Events/Meetings at each Campus
- September 1, 2016 – September 8, 2016 – Study Skills Workshop at each campus
- September 13, 2016-September 15, 2016 – Service Project, Voter Registration Drive at each campus for Upcoming November 2016 Elections
- October 4, 2016 – Fall Speaker’s Series-Harlem Globetrotter Legend James “Twiggy” Sanders at Main Campus
- October 12, 2016 – Fall Speaker’s Series-Harlem Globetrotter Legend James “Twiggy” Sanders at Franklin Campus
- October 20, 2016 – Fall Speaker’s Series-Dr. Tony Cozart at Warren Campus
- October 26, 2016 – Fall Speaker’s Series-Harlem Globetrotter Legend James “Twiggy” Sanders at South Campus
- December 2, 2016 – College Tours/N.C. State, Peace, Shaw & Saint Augustine Universities
- January 18, 2017 – Annual MLK Celebration at Main Campus, Keynote Speaker, Newly Elected N.C. Supreme Court Justice/The Honorable Michael R. Morgan
- February 23, 2017 – Mentees attended the “Men Building Leaders” Conference at Roanoke-Chowan Community College
- April 2, 2017 – Spring Speaker’s Series-Attorney/Former Judge, S. Quon Bridges at the Warren Campus
- April 13, 2017 – Spring Speaker’s Series-Attorney/Comedian/Musician, Roderick Allison at the Franklin Campus
- April 18, 2017 – Spring Speaker’s Series-Attorney/Comedian/Musician, Roderick Allison at the Main Campus
- April 25, 2017 – Spring Speaker’s Series-Attorney/Former Judge, S. Quon Bridges at the South Campus
May 3, 2017 – Year End Annual MMSI “PRIDE” Awards Ceremony & Reception

2. What are your goals / objectives and action plan for the 2017-18 academic year?

The goals/objectives and action plan for the 2017-2018 academic year will be determined once the new Co-coordinators have been identified and assigned. However, the purpose and goals for the MMSI will remain the same, which is to increase the progression and completion rates of minority male students.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

The success of the MMSI requires total collaboration of all stakeholders including, the mentees, institutional departments, and the community-at-large. There needs to be a “passionate” core team of coaches/mentors that will be responsible for facilitating the planning of activities/events that are designed to support the educational and professional aspirations of minority males. Everyone, has to take ownership and be responsible for doing their part. There has to be a holistic college-wide approach which allow the college to analyze current policies, practices and procedures to better incorporate participation among minority mentees.

Changes that were made to accomplish the above goal for the 2016-2017 academic year were to solicit the support of all VGCC employees and the community by means of face-to-face contact, social media and newspaper advertisement (for the community). Some of the events that we had this year were open to all VGCC students and the community. This included our MMSI Speaker’s Series, Study Skills Workshops, Voter Registration Drives, and the Annual Dr. Martin Luther Jr. Celebration. This strategy could certainly be considered a “best practice” because, not only did we see an increase in overall minority male participation but, involvement of other students and the community. It also proved to be an effective way to market and promote the MMSI. Some instructors even offered their students extra credit to attend the events.
4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

One of the barrier that we encountered here at VGCC is planning and coordinating activities/events for our four campuses and the four county service area. It would greatly benefit the VGCC MMSI to have a lead coordinator/coach at each campus to plan, organize and implement activities/events for that campus only. This would better serve our mentees and tailor the events specifically for that campus and the community as well. Mentees would not have to travel to another campus to attend events, thus saving time and gas. This would also allow greater involvement from our community stakeholders.

Another barrier that we face is the lack of funding from the grant that can be used for food and promotional items for the mentees. It has sometimes been a challenge to get mentees to attend MMSI activities/events however, food is always an incentive to get them to participate. We also would like branding items (t-shirts, jackets, caps, vest, etc.) that would distinguish and identify us as an organization when participating in activities/events on and off campus.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Amount of Grant Funds Awarded for 2016-2017 Academic Year</td>
<td>$17,234.00</td>
</tr>
<tr>
<td>Grant Fund Expenditures for 2016-2017 Academic Year</td>
<td>$14,919.78</td>
</tr>
<tr>
<td>Variances in proposed versus actual budget</td>
<td>$2,314.22</td>
</tr>
</tbody>
</table>

*Personnel Support Salaries – 2 Part Time Co-coordinators  $5,009.24
*Personnel Social Security                                  362.61
*Personnel Retirement                                       491.16
*Total Personnel Expenditures                               $5,863.01

Note: 1 PT Co-coordinator was not appointed until October 21, 2016 and his contract ended May 2017. The stipend was prorated for these months resulting in an overage of $1575.98 for Personnel Support Salaries and Social Security.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Contractual Services (Guest Speakers)</td>
<td>$2450.00</td>
</tr>
<tr>
<td>*In-State Ground (College Tours, Conferences, Vehicles Rentals, etc.)</td>
<td>1041.34</td>
</tr>
<tr>
<td>*In-State Lodging (Hotel Expense for mentees)</td>
<td>2434.08</td>
</tr>
<tr>
<td>*In-State Meals (College Tour meals for Co-coordinators)</td>
<td>113.20</td>
</tr>
<tr>
<td>*Out-of-State Ground (Gas Receipts)</td>
<td>101.33</td>
</tr>
<tr>
<td>*Out-of-State Lodging (Professional Development Conference)</td>
<td>938.92</td>
</tr>
<tr>
<td>*Out-of-State Meals (Conference meals for Co-coordinators)</td>
<td>234.00</td>
</tr>
<tr>
<td>*Conference Registration Fee for mentees</td>
<td>1743.90</td>
</tr>
<tr>
<td><strong>Total Program Expenditures</strong></td>
<td><strong>$9056.77</strong></td>
</tr>
</tbody>
</table>

Note: There was an additional variance of $738.27 that was not spent during the 2016-2017 academic year. The total remaining funds that are being returned is $2314.22.

During the 2016-2017 academic year the MMSI received funds from VGCC Student Activities and VGCC Endowment Fund. The MMSI partnered with the VGCC Student Government Association to sponsor various events/activities on campus. In addition, Student Activities has provided funds to cover expenses for mentee meals on the MMSI College Tours and for the Annual MLK Celebration that was open to the community.

The VGCC Endowment Fund also provided funds to cover expenses for mentee meals on College Tours and for the Annual “PRIDE” Awards Ceremony & Reception. The funds from these 2 departments has been made available for the MMSI during the last three years. It is anticipated that these departments will continue to provide financial support for the MMSI to cover expenses that cannot be covered by grant allocations. However, it would be ideal to be able to use some of the MMSI funds for food for mentees.

6. Please provide any comments, suggestions, or feedback that you would like to add.
The VGCC MMSI has seen an increase in minority male participation over the last three years. We have been able to actively engage a diverse group of mentees from the Early College and Curriculum programs at each of our campuses. As previously mentioned, the VGCC MMSI has always been inclusive of all male students, not just the minority males. From the Fall of 2013 to the Spring of 2017 MMSI has actively engaged 80 -120 mentees each semester. These numbers include duplicate headcount and reflect not only first year male students but, any male students who wanted to participate in MMSI activities/events. Some of these event included guest speakers, college tours, career presentations, cultural events, service projects, and workshops/seminars.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Wake Technical Community College

ADDRESS: 9101 Fayetteville Road, Raleigh NC 27603

PREPARED BY:

William Kincy/Coordinator of Minority Male Mentoring 6/19/2017
Name/Title Date

919-866-5507 wckincy@waketech.edu
Phone Email Address

PROGRAM COORDINATOR:

Same as Above
Name/Title Date

Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

Response:
In an effort to address our target population of incoming, first year, first time enrolled minority male students, and to actively address loss points and momentum points that may impact student access, retention and completion, Pathways MMSI set out to conduct the following:

*Specialized section of ACA 090 (Student Success Strategies)--offered for first year male students; outcomes were successful in that 100% of the class was comprised of first time in college male students who engaged in mentoring-related activities inside and outside of the classroom, but somewhat unsuccessful in that only 70% of the students completed the course successfully (unsuccessful completions due to withdrawals and/or failure).

*Peer Mentoring Pilot with FYEP (First Year Experience Program) students—our Peer Mentoring Pilot was successful in that there was an increase in the percentage of FYE students that completed their FYE Program requirements timely vs. the fall 2015 FYEP cohort. It was somewhat unsuccessful in that our student mentors were unable to work exclusively with Minority Male Students only—the they helped serve all FYE students, which reduced the potential to work with the targeted population more intrusively. Please Note: We deviated from the proposed expansion of the use of our starfish early alert system, primarily because of our intentions to work more closely with the Peer Mentoring Pilot with our FYE Program. Lastly, we also deviated from the purchase of a camera—our college’s Creative Services Department was able to cover our picture-taking needs. Nevertheless, those allocated monies were still used to purchase additional Educational and Professional Marketing Materials and Supplies for Minority Male Mentoring going forward.

* Monthly Perseverance Session Series—held across our two larger campuses during fall 2016 and spring 2017; were successful in that student attendees expressed having their expectations fulfilled as a result of the speakers (session evaluation data); were unsuccessful in that less than 10% of our targeted cohort attended/participated consistently.

*“B.O.O.S.T. M.E.” Summit—our annual motivational empowerment summit was a success, with a 20% attendance increase from last academic year. This event is an inspiring half-day mini conference designed to equip attendees with motivational and practical strategies to use when dealing with academic and personal obstacles.
2. What are your goals / objectives and action plan for the 2017-18 academic year?

Response:
My Action Plan for the 2017-18 academic year is to increase impact by implementing the following:
- Piloting a FTIC Minority Male Orientation (invites sent to entire targeted cohort via regular mail)
- Building 6 Student Accountability Teams (3 teams each campus, across our two larger campuses, with a student mentor and group facilitator assigned to each team)
- Building and implementing a comprehensive programming model, where all student participants track their involvement and measure progress through three leadership modules
- Continuing with and expanding departmental collaborations, with a more intentional emphasis on serving First Year, First Time in College Students.

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?

Response:
In efforts to “push the needle” in helping boost the success rates of the MMSI’s targeted cohort of students (800+ student), we should keep a programming approach, while simultaneously vamping-up our marketing and outreach efforts from the very beginning of the academic year, to the new cohort. This can/will be done through a specialized Minority Male Orientation, and a more viable ending result/credential in completing their first year with our MMSI (Pathways Male Mentoring Services). We also must more intentionally connect our male mentoring efforts to the classroom, as this yields greater numbers of participation among our targeted cohort. Finally, continuous collaborations are necessary in increasing the potential of impacting our cohort of students. I think it would help all other participating colleges to build stronger alliances to the academic side of their institutions, in particular with the Pre-curriculum/developmental education areas.
4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Response:
Major challenge/barrier: 1—The ability to effectively reach my targeted cohort. My First Time in College Minority Male Numbers for 2016-17 was 826. 2—Being able to secure a staff assistant across the academic year. To assist in more consistent and manageable service delivery to such a large cohort (to include having access to systems such as Datatel that student workers can’t access), the presence of two staff members across the entire academic year was essential to carrying out our intended game plan for 2016-17, and would have greatly assisted in keeping more students engaged across our two participating campuses (communication follow-up, newsletter, record-keeping, etc.), thus increasing Male Mentoring services impact at my institution. Because of the limited funding, I was only able to keep the assistant for fall semester. Therefore, some of our efforts had to be minimized and weren’t as thoroughly executed as we’d planned. Nevertheless, we are now fortunate in that we will soon acquire an office assistant for our area of services. However, colleges not able to get this type of assistance will more than likely struggle with engaging their particular cohort.

Additional needed resources/How the System Office can help: 1—If possible, consider funding a lesser number of colleges at a higher allocation, so as to at least secure one full time staff member and a temporary, part-time assistant, in addition to funding for programming and initiatives. 2—Allow schools flexibility, depending upon their institutional numbers and data, to, through intrusive mentoring and coaching initiatives, target the portion of their cohort that would yield the most impact for FTIC minority male students. For example, from my 800+ student cohort from fall 2016, the data has consistently shown, since fall 2015, that the First Time In College, Minority Male, Part Time, 18 to 21 year olds are the group that consistently achieve a lower success/performance rate; again, this was only a portion of the entire FTIC Minority Male cohort for fall 2016 at my institution. By focusing on targeting this segment of my FTIC population going forward, I feel that I could yield the most impact, as relates to success, retention and completion rates among the total FTIC MM population at my college.
5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Response:
Beyond MMSI funding, $25,000 was allocated to assist with programming efforts and initiatives, from our Student Activities funding. These funds are not allowed nor intended for use with staff employment; grant funding served that purpose. Please see the final budget breakdown of expenditures attached.

6. Please provide any comments, suggestions, or feedback that you would like to add.

Response:
Getting coordinators together on a quarterly basis is needed as well, especially with the new program approach (MMSI). To me, this would ensure consistency in our outreach and programming efforts, getting clearance on the students we’re serving, finding out about happenings with other participating colleges, and making a significant impact on the FTIC MM population for the NC Community College System. Furthermore, it would allow coordinators, novice and seasoned, to swap best practices. When getting together, there should be a time where all coordinators are together, but then another time where the group should be split with novice vs. seasoned coordinators, to discuss current trends, changes, more uniformed game plans moving forward at their institutions, etc. This could heighten our level of congruency, consistency, effectiveness and recognition.
<table>
<thead>
<tr>
<th>Acct Code</th>
<th>Account Name</th>
<th>Budget</th>
<th>Expended This Month</th>
<th>Expended This Year</th>
<th>Unexpended Balance</th>
<th>Outstd Encum</th>
<th>Unencumb Balance</th>
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<td>0.00</td>
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<td>1.65</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>100.00</td>
</tr>
<tr>
<td>11-510-94-534000</td>
<td>Student Service Printing &amp; Bind</td>
<td>131.77</td>
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<td>0.00</td>
<td>0.00</td>
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</table>
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE:  __________________________ Wayne Community College

ADDRESS:  ______________________________________________________
            3000 Wayne Memorial Drive      Goldsboro N.C. 27530

PREPARED BY:

_________________________ (919) 739-7085 _________________________ 6-26-2017
Chad Evans / MMI Coordinator                                                Date
Name/Title                                            Phone              Email Address
________________________________________________________________________

_________________________ (919) 739-6746 _________________________ 6-26-2017
Michael Bloom / ASC Coordinator                                                Date
Name/Title                                            Phone              Email Address
________________________________________________________________________

Evaluations must be submitted to the North Carolina Community College System, Academic and
Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John
J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to:  JEvans@nccommunitycolleges.edu.

PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.

The MMI program at WCC has enjoyed enthusiastic support and participation. We have appointed participating administrators, hired a dynamic coordinator, established an active campus committee (with student involvement), integrated GradesFirst software into our retention program, conducted a series of student focus groups to help identify best practices, begun quantitative tracking of minority male participation in WCC activities and services at all levels, and have begun to appoint minority male students to various campus committees.

In response to our research, we implemented a student food pantry (1,200 uses during the spring 2017 semester), and a Job Success Clothing Pantry. These services are generally run by the MMI students but are available to all WCC students.

This 2016 - 2017 year has been a very productive year for the Minority Male Initiative (MMI) at Wayne Community College. We have coordinated eight college campus tours with student participation ranging from 25-35 students per each college tour. We also attended the Men of Color National Summit in Clemson, South Carolina where we were among the 1,650 in attendance.

This program could be even more valuable to students with additional support and funding.

2. What are your goals / objectives and action plan for the 2017-18 academic year?

The goal is to continue to grow the program by increasing student participation. We want to increase our community interaction and become involved with more community service projects. To this end, we have established a great relationship with the police anti-gang department and are gaining support from Goldsboro City Council and the Wayne County Chamber of Commerce. We are also working on creating a “first-semester agenda” for students who are transferring to four-year institutions.

LEARNING

3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?
We were able to increase participation with the program by building the program to fit every student. A good example of a best practice we discovered is that we purchased lunch vouchers with an alternative funding source to give to the faculty, staff, and administrators with the purpose of taking a minority student to lunch to build a better bridge. These on-campus meetings changed the way our students viewed and interacted with our staff and also significantly informed the way our staff viewed and interacted with our students (particularly those administrators who would usually have little direct student interactions). We intend to seek funding for this student/staff lunch voucher program in order to be able to offer it to more members of the college community. The informal interaction provided by the simple act of having a meal with a staff member is proving to help students not feel so distant from their instructors and other staff members and creates an environment where the student has no problem asking for help they may need.

4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?

Funding would be one of the major challenges. For example, there needs to be a portion of funding that can be used to provide lunch for students when they participate in off-campus trips, such as college campus tours. Because these are day-long trips, students are not able to be reimbursed for costs associated with meals during the trip.

**SUSTAINABILITY**

5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.

Wayne Community College received $18,472 in grant funds which were expended in the following budget line items:

- $11,795.89 to hire/retain a part-time program coordinator;
- $5,719.58 on travel for conferences and college campus tours; and
- $2,102.67 on supplies to help implement student success.

The over expenditure (by $1,146.14) was covered with funds provided by the College.

The College applied for additional funding from multiple sources to benefit the project. WCC’s Foundation donated $1,300 to jumpstart the Food Pantry. The College is actively seeking additional grant funds for the program and has applied for grant funding through Food Lion and Harris Teeter’s community foundations. Those applications / award notices are still pending.
6. Please provide any comments, suggestions, or feedback that you would like to add.

A full-time MMI Coordinator at each college is a must to make this program truly effective. Continuity and management of student engagement, program planning and implementation, data collection, development of community and college contacts and resources, etc… demand a full time position for maximum effectiveness.

At WCC we supplement the MMI program with a student club (Future Leaders of the World - F.L.O.W.) which gives us a great deal of flexibility with respect to campus and community resources. Our MMI participants meet, contribute to community service projects, engage in fundraising activities, and various campus events within the club setting. The funds raised have been used to supply university cafeteria lunches on our campus visits to four year institutions amongst other things.

State sponsored internship opportunities for talented MMI program student participants would be very valuable.

Bringing a select (10+/-) group of student leaders to a national conference was an inspiring and life changing experience for our students. Future programs should include this type of opportunity in all MMI programs.
MINORITY MALE SUCCESS INITIATIVE
GRANT EVALUATION
2016 - 2017

COLLEGE: Wilson Community College

ADDRESS: P.O Box 4305, Wilson, NC 27893

PREPARED BY:

Amy Noel, Executive Dean of Student Development 06/29/17
Name/Title Date
252-246-1275 anoel@wilsoncc.edu Phone Email Address

PROGRAM COORDINATOR:

Amy Noel, Executive Dean of Student Development 06/29/17
Name/Title Date
252-246-1275 anoel@wilsoncc.edu Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2017. If you have any questions, please contact John J. Evans at (919) 807-7212 and/or via e-mail at JEvans@nccommunitycolleges.edu

E-mail application to: JEvans@nccommunitycolleges.edu.
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. James C. Williamson, Ph. D.
President

<table>
<thead>
<tr>
<th>PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please refer to your 2016-17 goals/objectives and action plan. Briefly describe the programs/activities that were conducted and their relevance to the proposed goals and objectives. Please note any deviations from the programs/activities that were cited in your proposal. Was your project successful in achieving the proposed outcomes? If the project did not achieve the proposed outcomes, please provide a detailed explanation of why the proposed outcomes were not achieved.</td>
</tr>
<tr>
<td>2. What are your goals / objectives and action plan for the 2017-18 academic year?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING</th>
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</thead>
<tbody>
<tr>
<td>3. What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals? Describe any changes you have made or plan to make in light of what you have learned? Please share a best practice from your institution. How might this practice be expanded/replicated to have additional impact on your institution and other colleges within the NC Community College System?</td>
</tr>
<tr>
<td>4. Please describe any major challenges or barriers you have encountered. What additional resources are needed to enhance the effectiveness of your efforts? How can the system office help address these challenges?</td>
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<table>
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<tr>
<th>SUSTAINABILITY</th>
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<tbody>
<tr>
<td>5. Please account for the use of grant funds received and how these funds were spent according to the categories submitted in the original proposal budget. Briefly discuss any variances in the proposed and actual budget. Include an explanation of, or account for, any remaining funds. Please indicate what efforts were made in FY 2016-17 to sustain the program beyond MMSI funding.</td>
</tr>
<tr>
<td>6. Please provide any comments, suggestions, or feedback that you would like to add.</td>
</tr>
</tbody>
</table>
Goals:
1. Increase progression of first-year minority male students; and
2. increase minority male utilization of campus resources/services.

Outcomes:
1. Increase percentage of target population with GPA of 2.0 and successful completion of 67% of credit hours with a grade of ‘C’ or better.
2. Increase percentage of target population attempting and successfully completing 24 credit hours (full-time) or 12 credit hours (part-time) within their first year.
3. Increase the number of minority male students who re-enroll, transfer, or graduate by the subsequent fall semester.
4. Develop and implement professional development to foster inclusion, sensitivity, and cultural competency.
5. Increase minority male student participation in existing campus services & programming.

Reports:

Measure 1) Increase percentage of target population with GPA of 2.0 and successful completion of 67% of credit hours with a grade of ‘C’ or better

<table>
<thead>
<tr>
<th>Cohort Term</th>
<th>Total Cohort</th>
<th>&gt;=Cum GPA of 2.0</th>
<th>&gt;=67% C or Better</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2014FA</td>
<td>80</td>
<td>38</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>2015FA</td>
<td>54</td>
<td>32</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>2016FA</td>
<td>71</td>
<td>33</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32%</td>
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</table>

Measure 2) Increase percentage of target population attempting and successfully completing 24 credit hours (full-time) or 12 credit hours (part-time) within their first year.

<table>
<thead>
<tr>
<th>Cohort Term</th>
<th>Total Cohort</th>
<th>FT &gt;=24</th>
<th>PT&gt;=12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2014FA</td>
<td>FT = 35, PT = 45</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>2015FA</td>
<td>FT = 22, PT = 32</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>*2016FA</td>
<td>FT = 21, PT = 50</td>
<td>8</td>
<td>38%</td>
</tr>
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</table>

*Please note, the 2014FA and 2015FA cohorts all three term (i.e., fall, spring, summer) to earn academic credit while the 2016FA cohort only had the fall and spring terms due to when the report was due (middle of the summer term).
Measure 3) Increase the number of minority male students who re-enroll, or transfer, or graduate by the subsequent fall semester.

<table>
<thead>
<tr>
<th>Cohort Term</th>
<th>Total Cohort</th>
<th>Retained</th>
<th>%</th>
<th>Transferred</th>
<th>%</th>
<th>Grad. Any Inst.</th>
<th>%</th>
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<tbody>
<tr>
<td>2014FA</td>
<td>80</td>
<td>57</td>
<td>71%</td>
<td>5</td>
<td>6%</td>
<td>21</td>
<td>26%</td>
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<tr>
<td>2015FA</td>
<td>54</td>
<td>35</td>
<td>64%</td>
<td>2</td>
<td>3%</td>
<td>8</td>
<td>14%</td>
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<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
</tr>
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</table>

**Please note, the reporting methods required a full year to pass before the analysis can be completed. At the time of the report a full academic had not passed. Retained reports the number of students who enrolled at WCC during the subsequent spring, summer, and/or fall term.**

Measure 4) Develop and implement professional development to foster inclusion, sensitivity, and cultural competency.

2016-17 Narration

This measure was not implemented due to unforeseen staffing challenges related to vacancies in three critical positions.

Measure 5) Increase minority male student participation in existing campus services & programming. For this analysis the college selected to identify the number of student enrolled in an ACA course their first academic year, and the number of students who participated in Student Support Services (SSS).

<table>
<thead>
<tr>
<th>Term</th>
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<th>ACA Count</th>
<th>%</th>
<th>SSS Count</th>
<th>%</th>
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</thead>
<tbody>
<tr>
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<td>80</td>
<td>57</td>
<td>71%</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>2015FA</td>
<td>54</td>
<td>31</td>
<td>57%</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>2016FA</td>
<td>71</td>
<td>43</td>
<td>61%</td>
<td>11</td>
<td>16%</td>
</tr>
</tbody>
</table>

Narration

One of the program goals was increased participation in academic success (ACA) courses within the first semester of enrollment, through intentional, individualized advising. Over half of the cohort enrolled in an ACA course during their first semester at the College. Another goal was to increase participation in the College’s Student Support Services (TRiO) program. Strategies to expand involvement included targeted recruitment during registration periods, classroom visits, and updated promotional/marketing materials. While only a small percentage of the cohort took advantage of this service, there was a significant increase from the previous term.
Summary for 2016-2017:

There were several unforeseen vacancies in key staff positions that directly supported the goals and activities of the program. This significantly hindered some aspects from being fully implemented. Program strengths included individualized advising and support through the STARS Advising Center, Student Success Workshops, and the use of Success Coaches having regular contact with students.

Goals for 2017-2018:

- Increased emphasis on staffing. While two part-time Success Coaches were employed to make regular, direct contact with the cohort and provide study sessions, more attention needs to be given to consistent coordination and implementation of strategies.
- Addition of professional development for faculty and staff.
- Continued emphasis on connecting students with existing resources.
- Continued emphasis on supports that will help students succeed academically.