Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
**COLLEGE:** Alamance Community College

**ADDRESS:** 1247 Jimmie Kerr Rd. Graham, NC 27253

**PREPARED BY:**
Allison Dove, Coordinator of Student Activities

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<tr>
<th>Name/Title</th>
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<td></td>
<td><a href="mailto:allison.dove@alamancecc.edu">allison.dove@alamancecc.edu</a></td>
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**PROGRAM COORDINATOR:**
Allison Dove, Coordinator of Student Activities

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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018.** 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 2017-18 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.

   - 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.

   Challenges were met in developing the First Year Experience initiative. As a result, we will continue to connect students with Max Matthews, Recruitment Coordinator, when intrusive advising is needed.

   - 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.

   Students participated in the annual Clemson University Men of Colo: National Summit and visited UNC Charlotte as part of our ongoing desire to expose students to life outside of Alamance County. We also partnered with ACC’s Skills Lab to provide needed tutoring to students struggling in their courses.

   - Develop and implement Allies Training for focused advising/success coaching with male minority students and a greater network of support for these students.

   The Allies Training is still under development at this time.

   - Continued development of the “risk profile” including student surveys and ideally the purchase of a predictive analytics program.

   With cooperation from the Records Office, we identified incoming seniors from local high schools who are male and Black or Latino. We are striving to be proactive in identifying these students and connecting them with our program before the new academic year begins.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:
*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

**Strategic Plan Reference(s):**
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

*Reevaluate program for effectiveness*

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**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 would serve ourselves well to consider student input when planning programs. Last year, we advised other colleges to have students take some ownership of MMSI, but failed to practice this. We also need to collaborate with faculty more because we can possibly reach more students through such a partnership. We cannot plan MMSI programming in isolation. It must be a team college-wide effort to maximize effectiveness.

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 students are aware that they have staff members (Brooke Dove & Max Matthews) who they can seek out when in need, engaging students in the actual MMSI program has been a challenge. When events are planned, students do not attend. The program has only been able to reach a small amount of students. We would like to extend our impact, but it’s difficult to compete with the demands of students’ lives outside of school. It has also been difficult to give MMSI the commitment that it calls for due to our job responsibilities. Having a part time employee to concentrate on MMSI as we briefly had last year would be helpful.

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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 how many staff work with your program and if they work on a full-time or part-time basis.

Please see attached end of year budget summary

In the 2017-2018 initial budget proposal Alamance Community College MMSI Program budgeted and hired a part-time staff member to assist with the implantation of the MMSI program across the college. Unfortunately, mid fall semester this staff member resigned and we were unable to fill the position. Funds were distributed to support campus programing, conferences and professional development.

6. Please provide any comments, suggestions, or feedback that you would like to add.
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Totals for FUND: 11 - State Current Unrestricted
0.00 | 18,046.78 | 860.00 | 17,186.78 |
Minority Male Success Initiative
Grant Evaluation for 2017-2018 Academic Year

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 6/27/18
Name/Title Phone Email Address
Michele Hathcock 828-398-7203 michelechathcock@abtech.edu

PROGRAM COORDINATOR:
same as above
Name/Title Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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.
A-B Tech fully embraced the new three-year model of the Minority Male Success Initiative by utilizing years one and two 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.
- Opportunities for collaboration with college partners to aid students with individual needs (academic support, peer accountability, as well as non-academic supports in the areas of 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.

The three focus areas identified during year one of the grant continued to be our focus for 2017-2018. 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 availability of tutors was the top barrier to utilization. As such the core team worked with the coordinators of both Centers on the following initiatives:

- Increase the availability of tutors in the Writing Center during the spring semester as a pilot project to alleviate the backlog of students on the waitlist to see a writing tutor.
  - Added hours to 8 part time 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.
Added a total of 144 hours of tutoring during the pilot period.
This service also included the option for students to schedule individual appointments online as well as through a priority referral program administered by the Writing Center Coordinator which provided Minority students with the next available appointment. English instructors required students who scored a 69 or lower on an assignment to attend one Writing Center session.
190 minority students (including those that identified as Black, Hispanic, Native American, or Other are included in this count).

Focus Area Two – Success Coach
For the second focus area, the core team focused on the need to assistance 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.). 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 both Instructional Services and Student Services with supplemental funding provided by the grant. This provided the following opportunities:
A part-time Academic Advisor was moved to full time (30 hours) with an amended job description (Academic Advisor/Success Coach) that included serving as a success coach for new minority male students in the MMSI cohort.
The grant funding is supplementing the salary of this employee.
Targeted outreach focused on Completion by Design momentum points, enabling the advisor to connect with minority male students at key milestones during the semester to encourage continued progress towards program completion.
The Academic Advisor/Success Coach provided support to 65 minority men fall 2017, 161 men in spring 2018, and 51 men in summer 2018 (this is a duplicated count as men may be served in one than one semester).
Minority male success was above 75% for spring 2018.

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:
The College sponsored 9 tables (6 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 employee tickets were sponsored by the College President’s office.
9 individuals (7 students and 2 employees) represented A-B Tech at the National Conference on Student Leadership and Diversity Convention in Atlanta, GA.
Two members of the Core Team attended the NCCCS Minority Male Mentoring conference in Durham, NC.
Additionally, the College’s Professional Development department hosted a lecture series titled "Community Voices" that featured minority community leadership. This series was open to students, employees, and the community.

The Minority Student Leadership Academy also hosted a Black History month panel discussion featuring minority men from various professions in the community.

The College's Diversity and Inclusion committee hosted a Stand Against Racism program as part of the national YWCA program of the same name. This year's program was titled "Dreams for the Future: Youth Empowerment." This program was attended by students, employees and community partners.

2018-2019 Program Goals
In accordance with the NCCCS Strategic Plan, we have established the following goals for the 2018-2019 academic year:

➢ To continue working with the Progress and Completion committee to identify barriers to minority male student success and work to reduce and/or eliminate barriers.

➢ To continue building the partnership with the Academic Learning Center and Writing Center by moving our weekly study hall program into a room housed within the Academic Learning Center to further connect students with existing academic support services while also strengthening the peer support component of the study hall program. The grant will be utilized to fund tutors to work closely with the study hall participants.

➢ To continue to develop and evaluate the success of the academic advisor/success coach model for targeted outreach to MMSI men in order to assist student through the academic milestones of the semester and academic year.

➢ To continue to provide focused diversity and inclusion education and professional development opportunities for students and employees.

These activities support the goals and objectives of the NCCCS Strategic Plan, theme area: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

- Objective 2.4: Reduce achievement gaps for underserved students.
LEARNING

The Core Team continues to identify barriers to minority male success and engage stakeholders, including students to determine the best course of action to reduce/remove a barrier or perceived barrier. For example, it was our minority students who asked for great access and support from the Academic Learning and Writing Centers. This led the team to establish a weekly study hall to help build a greater sense of academic peer support and accountability among members while utilizing the Centers as a group.

The study hall evolved throughout the course of the academic year from one session per week to two sessions each week of the semester during the spring term. This initiative created a level peer accountability that encouraged students to attend and use the space as a welcoming place to complete homework even when they did not need any specific academic support. The most requested areas of academic support were with math, accounting, and physics courses with the overarching request for writing assistance. Student in the study hall stated that they had not previously applied for a College scholarship due to their lack of confidence with writing the required essay.

The Core Team determined it would be more effective to enhance the support services the College already has in place verses implementing new services. The College began implementing the Single Stop program during the 2017-2018 academic year to further connect students with the resources they needed both on campus and in the community. The College already provides many amazing services to support students, so our focus shifted to determining why minority male students were not accessing the services at the same rate as their non-minority peers.

SUSTAINABILITY

MMSI Expenditures 2017-2018

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During the first two years of the grant, the core team worked to identify opportunities to streamline activities and increase cross functional partnerships 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 more focused pilot project in 2017-2018 with the Writing Center, as every program requires some level of writing proficiency to be successful in the course. The goal is to support the initiative to add additional staffing dollars to the budgets of each Center to fully meet the needs of all students.

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 years two and three of the grant. The grant funding allows the College to evaluate the affective of adding success coach duties into the complexity of the current academic advising model as a way of promoting greater success with all at-risk populations.

### NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**Jennifer Haygood**

**Acting President**

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<td>Martin Luther King Jr. Prayer Breakfast for students and employees</td>
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**Total Expensed:** $17,102.63

**Remaining Balance:** $131.37

*Remaining balance is attributed to a slight reduction in the projected salary and related benefits of the Success Coach.*
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Beaufort County Community College
ADDRESS: 5337 US Highway 264 East Washington, NC 27889_

PREPARED BY:

Julia R. Crippen 6/8/2018
Name/Title Date
252-940-6271 Julia.crippen@beaufortccc.edu
Phone Email Address

PROGRAM COORDINATOR:

Jay.Sullivan, VP Student Services 06/22/2018
Name/Title Date
252-940-6247 jay.sullivan@beaufortccc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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.

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Beaufort County Community College executed several of the objectives during the past fiscal year. Objective explanations are listed below:

1. Provide sensitivity training for BCCC staff, Core team, student mentors on an annual basis.

The Men of Success program staff attended the sensitivity training during the annual conference. The Men of Success program staff promoted sensitivity training through a Cultural Differences Guest Speaker, Mr. Fox in spring 2017. Another guest speaker has been planned for spring 2019.

2. Collaboration with internal and external stakeholders with ACA Class, Career pathways, job shadowing, economic empowerment, financial aid workshops.

The Men of Success Program provided mentoring to students at three different schools: P.S. Jones Middle School (weekly support and peer tutoring), Washington High School (ROTC program), and John Small Middle School (March 9). The program established a physical office in Building 1 on the BCCC campus. The staff offered advising two days a week from 9 am-1 pm throughout the school year. 315 uses by both male and female students were recorded. Through these tutoring and mentoring sessions, the Men of Success program offered counseling and career guidance to students ranging from 6th grade to 2nd year college students. The Program Director is a family certified counselor through his fulltime work as pastor of Cornerstone Worship Family Center. Career engagement activities included manning a booth at the Beaufort County Schools Ed Tech Career Day (April 23) and at PS Jones School Career Day (March 29). During the annual Gala (Feb. 23) guest speaker, JJ Evans, State Director, spoke to sixty community members gathered. He relayed (through a power point presentation) current data on Minority Males in the educational system. The Men of Success program staff participated in training including the Local Drug Class, the NCCS State Mentoring Conference (Mar 25-27), and the SGA State conference (Feb 24). Staff will attend the NC Problem Gambling and Alcohol and Drug Conference in July, 2018. Although Financial Aid workshops were offered by Student Services personnel, the Men of Success program staff did not participate in collaboration with Student Services surrounding these workshops.

3 Structured activities to increase community/campus engagement.

The Men of Success were involved with 9 community activity events including speaking at the BCCC Trustee Board Meeting Feb. 6), the Washington Rotary Club (March 15), the BCCC Foundation (Jan. 16), attended the John Small Middle School award ceremony (Feb. 27), and provided an activity booth at BCCC’s Spring Fling (March 27). The MMM program tutors also attended the Men of Distinction program at Southside High School with 40 students and adults in attendance. The Men of Success program held a cookout for BCCC students (June 1). Staff and students participated in the Community Garden activity day (March 23) and helped with the news coverage of the health and wellness
activities. The Men of Success were actively engaged in car washes throughout the year held in front of the college, demonstrating hard work and commitment to others through their actions to raise money for their gala. Individual students were supported off campus through support at a court hearing, and also assisting one student with outfitting him with clothing in a "Dress for success" day model.

4. Increase number of minority males in the program. Several initiatives were undertaken to increase the number of minority males served with the program. The MMM center room opening allowed students to drop in for help with homework, help with filling out financial aid and job application forms, and for discussions. Attendance at the annual gala included students from middle and high schools, along with current Beaufort County Community College students, faculty and staff. From sign in sheets 315 uses of the center occurred. Student data from the sign in sheets indicates 63 Black Males, 9 White Males, 203 Black Females, 6 Hispanic Females, 3 Other Females, and 2 Other Male uses were recorded. Externally the MMM program expanded their reach to the ROTC program at Washington High School meeting with club students. The goal is to attract seniors to the college and be able to help with transitions to the military life, campus life and other adult challenges students may experience.

5. – 7. Data analysis of students grades, success rate, GPA by core team. A final meeting to assess data completed in June, 2018. Of the 110 minority male students enrolled, 28 students enrolled in their first term in Fall, 2016. Of these students 25 students returned to classes in Spring, 2018. (Informer, June 2018). 12 of these students had 2.0 or higher GPAs. Following the regional conference, the director and the coaching team met with the college president, Senior Staff and the president’s secretary to offer recommendations to increase services and outreach to students. The MOS program decided to offer tutoring services to both males and females this year. There were 223 minority students (male and female) that were eligible for the tutoring services offered in fall 2017. Of these 190 students re-enrolled and were eligible in spring 2018. (Informer data, 2018). From these numbers it is difficult to tell how many used the tutoring services from the number of students listed in item 4. Next year a different tracking system may be placed into use to more accurately track the numbers.

8. Monthly meetings with core team, coach will occur both on and off campus. The core team met monthly to listen to state updates, discuss program information and provide key planning for upcoming on campus and community events. Three meetings were held with the VP of Student Services (January, March, and June, 2018)

What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan.

Strategic Plan Reference(s):
Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
Objective 2.2: Provide integrated, targeted support services that promote student success.
   o Strategy 2.2.1: Provide access to advising through continuation of the Minority Male Mentoring Program and the Minority Male Mentoring Program Advocacy Center Room.
   o Provide continuing education in the community through ongoing discussions, presentations and community related events

Objective 2.3.4 Support Effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
   o Men of Success tutors will attend workforce development trainings and will utilize strategies from training in working with minority male students to connect students to increased opportunities using career pathway information, increased connections to transportation, health, food pantry access that address non-academic barriers faced by students. The goal is to provide better integration of the services offered by faculty advising program with the Minority Male Mentoring Program. The college is undertaking a study of current advising practices and will review how the Minority Male Mentoring program may supplement the services.

Objective 2.4.1. Reduce achievement gaps for underserved students.
   o Men of Success tutors will employ effective teaching/coaching strategies for all students as a result of employing strategies learned from drug, alcohol, opioid and problem gambling trainings for those students dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities or other challenges. Through a targeted "What is Your Why?" Training and motivational speaker the MMM program will hold a once a month workshop regarding financial aid, opportunities to explore careers and a lunch-n-learn session. The program director and tutors will visit each building on campus and set up a "booth" allowing students to walk up and learn about the program. Topics will include "How to Check Your Car Battery, to "How to Fill Out an Application".

LEARNING

2. 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 program has been successful in outreach and educational efforts in the community. The changes made this year to physically locate the center on campus demonstrated a commitment by the tutoring in terms of staffing and offered an additional space on campus for students to gather, along with receiving supportive services. The building is centrally located in a building that houses classes for all age groups (early college to 2nd year students). This is possibly a best practices lesson that can be shared with other colleges. A lesson learned is that the program did not see an increase in students dropping in to the center voluntarily over the course of the year. While the center offered several invitational events, the number of students using the center did not increase from day to day.
This may indicate a need to increase the promotion of the center to help students understand that they are able to use the center for free and that it is an advocacy center for all students that does not require an appointment. An alternative is to look at different avenues for reaching students as described above. In addition, the program coordinators will work directly with the ESL coordinator and the College and Career Readiness Director to establish a referral plan that will help students upon first entering the college through the Continuing Education Department. These students usually need added supports and the MMM program can provide those.

3. 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 expended $17,234.00 of funding within the first nine months, and contributed another $4,000 of income to support the program this year. The majority of this is to support the work of the tutors. The work of the tutors and their work in the community is very important and is part of the mission of the college to expand resources to help minorities succeed. The college has identified that this is an area of improvement. The system office has been helpful in awarding the grant over the past years for the program continuation. Additional funding is needed to make a dramatic difference in supporting students through the transition from high school to college. Additional supports including cross training of all advising and counseling staff would be beneficial to student success.

**SUSTAINABILITY**

4. 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 how many staff work with your program and if they work on a full-time or part-time basis.

   1 part time director and 2 part time tutors were hired as part of the grant program. Grant funds were expended as follows:

   **Budgeted Salaries**: $5,769.00, $6,048.00 total $11,817.00  
   Spent:  
   PT Professional $6732.00  
   PT Support $5006.40  
   PT Student Salaries $2900.00  
   **Spent total** $14,638.00 as of June 6, 2018

   **Budgeted Social Security**: $989.00  
   Spent: $1125.00

   **Budgeted Educational Supplies and Materials**: $728.00  
   Spent $751.00

   **Budgeted Contractual Services**: $2,200.00  
   Spent: $600.00

   **Budgeted Staff Travel**: $1500.00
Spent: $1019.00  
Totals budgeted $17,234.00 Total Spent: $18,098.00
Total budgeted does not include current months salaries.

5. Please provide any comments, suggestions, or feedback that you would like to add.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, & TIMELINE

For the 2017-2018 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:

- **Monthly 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 give them a better understanding of 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 monthly meetings were a work in progress. Success was based on student attendance. The attendance was inconsistent due to students’ work schedules. Many of the students had on-campus jobs, which at times made it difficult to
plan around their differing schedules. Although big group meetings were not always as successful as we wanted, we did have great success when we had the students either come by the office or call at least twice a month. The purpose of these mini meetings was to do a progress check where we usually assisted students with basic organization skills like reviewing their syllabus to set up a weekly plan to complete assignments and to know when a big test was approaching.

**Bladen Community Colleges goals for the 2018-2019 academic year will be:**

**Utilize AVISO to track student progress and to drive targeted advising efforts**
- 2.2. Provide Integrated, targeted support services that promote student success.
  - 2.2.1. Provide support for student academic concerns, including early alerts to increase retention

**Work with first-year students to ensure they are meeting progression requirements**
- 2.3. Increase completion of credentials for successful transition to careers and/or further education.
  - 2.3.4 Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals

**LEARNING**

Some of insights that were gained during the 2017-2018 academic year were:
- Using AVISO was a very valuable tool for us because it helped us to track all first year minority males and it would automatically generate alerts when a student was missing classes or not completing assignments.
- 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 needed to increase effectiveness would be $700. The goal with the additional funds would be to purchase and extension of the current AVISO program that would allow us to track and generate reports based on a student’s race and enrolment status. Currently I have to rely on the registrar generating a collection of names and then manually going through and “tagging” them in AVISO. The extension to the current program will make tracking more efficient and ensure that students do not fall through the cracks.

**SUSTAINABILITY**

Grant funds for the 2017-2018 academic year went to the following areas: approximately 96.4% went to “Personnel Support Salaries”; and the remaining went towards travel and registration fees. 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 and research 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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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.

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**PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE**

1. Please refer to your 2017-18 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 2017-2018, our overarching goal was to enhance our program support services to increase the progression of first-year minority male students. Our action plan included a number of items designed to meet this goal and to help connect our minority male students with campus resources and services.

First, and most significantly as a part of our action plan, we fully implemented AVISO retention software in Fall 2017, after piloting in the summer 2017. This software gives support staff the information needed to proactively reach out to students who are at-risk, students who encounter challenges during the academic year, and students who may be hesitant to seek out help on their own. Through professional development, faculty and staff were given training sessions on how to use AVISO and best practices for using AVISO to help at-risk students. In relation to the minority male program, this year AVISO allowed Mr. L. Keith Harris (Keith), our Minority Male Mentor program coordinator, to “follow” his mentees on AVISO, so that he can track their attendance, current grades, LMS logins, and any manual academic alerts that are submitted by faculty members. Additionally, AVISO allowed Keith to easily record and track notes from conversations and advising / mentoring sessions with the students in the program. This year, using AVISO, Keith responded to eight urgent manual academic alerts that were submitted by faculty in relation to male mentees and their courses. Keith recorded 26 notes on minority male students, as well as documenting important information from 22 one-on-one mentoring sessions that took place.

Second, we implemented targeted outreach to minority male students starting at new student orientation, during the one-on-one intake advising process with new students and their success coach, and continuing outreach once fall semester began with a series of events. These events ranging from fun and interactive events (e.g. Beat the Coach pool/ ping pong competition), to educational opportunities (e.g. Financial Planning for College Students), to one-on-one mentoring sessions throughout the year. This wide variety of events and interactions were designed, as outlined in our action plan, to address student success characteristics such as personal validation, self-efficacy, a sense of purpose, active involvement, social interaction, and reflective thinking.

Lastly, we continued to engage our Student Success Core Team, made up of College faculty and staff from across our campus, in discussions about college data and academic success rates of students, including minority males. This team meets monthly and looks at various data like fall-to-fall retention, gateway course success, online course success rates, and success rates for various student demographics. The team uses this data to make informed decisions about policies, procedures, and targeted solutions for improvement. The male minority population is discussed and considered in these conversations and decisions.

The one item that we included in 2017-2018 action plan that was not achieved was implementing a summer bridge program to include minority males. Although we had initial conversations about the purpose and significance of summer bridge programs, once we found about Dev Ed 2.0/ RISE coming, we decided to table our conversations about summer bridge so that we could design a program around students needing transition or co-requisite courses.
2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

For 2018-19, our goals include:

1. Enhancing our system of targeted inventions and timely communication to improve course success rates and retention rates of minority male students.
2. Develop relationships with community partners in order to provide a community of resources for minority male students.
3. Educating College faculty and staff on best practices for encouraging student success and understanding the challenges that underserved students face.

Our action plan for the 2018-19 academic year includes the following items:

a. Using AVISO as a tool, provide targeted outreach, timely inventions, and effective communication strategies to minority male students.

   **Strategic Plan Reference(s):**
   - Theme: Clear and Supported Pathways for Student Progress and Success
   - Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
     - Objective 2.2: Provide integrated, targeted support services that promote student success.

b. Further develop minority male mentoring interactions, including group activities/events and one-on-one career, academic, and university transfer planning.

   **Strategic Plan Reference(s):**
   - Theme: Clear and Supported Pathways for Student Progress and Success
   - Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
     - Objective 2.1. Provide timely and accurate career exploration and academic planning opportunities.

b. Determine best practices and plan of action for minority males who will be a part of RISE, including the possible creation of a new summer bridge program to launch in summer 2019.

   **Strategic Plan Reference(s):**
   - Theme: Clear and Supported Pathways for Student Progress and Success
   - Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
     - Objective 2.3.2 Refine foundational and developmental education strategies to accelerate student readiness for college-level instruction.

d. Implement a Minority Mentorship Council, a group of faculty, staff, and community members who will share ideas for programming and mentoring for minority males. This council will also help to introduce a new BCC Minority Scholarship Fund, with the help of BCC Foundation.

   **Strategic Plan Reference(s):**
   - Theme: Student Interest and Access
   - Goal 1: GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training
through North Carolina community colleges.
Objective 1.1.2: Strengthen collaboration with education, community, business, and workforce partners for outreach and to support students as they transition through a seamless system of education in North Carolina.
Objective 1.3.1: Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).
Objective 2.2: Provide integrated, targeted support services that promote student success.
Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

4. Provide professional development to faculty and staff in order to teach best practices relating to student success and understanding the challenges that underserved students face.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success
Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
2.4.1. Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.

LEARNING

e. 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?

Our biggest lesson learned is to recruit students into our minority male mentoring program as soon as they come to campus. Two years ago, we began the practice of starting the recruitment process at new student orientation. During orientation, our program coordinator plays a significant role in the event, and speaks to students about our program. This past year, we have expanded this practice by also taking the opportunity to discuss the program during our intake advising process, when success coaches met with incoming students to discuss their program of study, career goals, and plans for university transfer. During the intake advising process, we tell minority males about our program, and direct them to Mr. L. Keith Harris (Mr. Keith as students call him) for more information. Related to this, a best practice from our institution is to plan a fun, engaging kick-off event in the fall for the program. This year, we held a Beat the Success Coach event, where students came and played pool and ping-pong, with several prizes (donated by local restaurants). This kind of event is a great way for the male mentor to establish a relationship with the students, begin to have conversations about how the semester is starting off, and encourage students to come by the office anytime.
f. 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?

No major challenges or barriers came up this year. In thinking ahead to next year, the changes in RISE may bring about some challenges that will need to be addressed for all students, including minority males, who may fall into either the co-requisite model or the transitions course. These changes may some impact on a student’s course load and athletic eligibility. At Brunswick, we are in the beginning stages of thinking about how we can create a summer bridge program to designed to give students, including some male minorities, the opportunity to come in the summer to complete their co-requisite or transitions course. They system office could help the colleges design, plan, and promote a summer program to help students get started in this coursework over the summer.

**SUSTAINABILITY**

g. 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 how many staff work with your program and if they work on a full-time or part-time basis.

During the 2017-2018 year, we expended the funds allotted for the program. $16,699 on salary-related expenses, $583 on travel-related expenses for the Male Minority Success Initiative Conference, $100 for a motivational speaker, $250 on printing for advertising for the Minority Male Mentoring program and its events, and $88 in supplies for the programs. The most significant variation in the proposed and actual budget was $1000 was originally planned for public speaking, but because of Mr. Harris’s networking and local connections, the majority of our guest speakers for events like Dr. Martin Luther King, Jr. Day and Banking for Ballers (financial advice for college students) spoke free-of-charge. We were able to spend these fund on other items related to the events, such as marketing materials.

One staff member works with our program, Mr. L. Keith Harris. Mr. Harris holds a 30-hour position at Brunswick Community College. The College supplements the remaining salary not covered by the grant to include salary and benefits.

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

Next year, the most significant change we want to make is taking a team of minority male mentees to the Male Minority Success Initiative Conference in spring 2019. With this being L. Keith Harris’s first year as the program coordinator, he wanted to attend the conference and get a firm grasp on the event and its flow before bringing a group of students. Keith had a wonderful experience at the conference, and is excited about bringing a group of minority males to the conference in 2019. In 2018-2019, we plan to promote the conference early and often, so that we can expose our students to this inspiring event.
Supported by the NCCS Minority Male Mentoring Grant.

2017-2018 Activity Report
Date: June 29, 2018
MINORITY MALE SUCCESS INITIATIVE
ACTIVITY REPORT
2017-2018

COLLEGE: Brunswick Community College
ADDRESS: PO BOX 30, Supply, NC 28462

PREPARED BY:
Carmen B. Ellis, MLIS., Director of Learning Resources and Academic Support 6/07/18
L. Keith Harris, MA., Male Mentor/Success Coach 6/07/18
Name/Title
910-755-7351 elliscc@brunswickcc.edu
Phone

PROGRAM COORDINATOR:
L. Keith Harris, M.A., Male Mentor/Success Coach 6/07/18
910-755-8094 harrisl@brunswickcc.edu
Phone

Evaluations/reports must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. If you have any questions, please contact John, J. Evans at (919) 807-7212 and/or via email at JEvans@nccommunitycolleges.edu
E-mail applications to: JEvans@nccommunitycolleges.edu.
GRANT ACTIVITIES AND EVIDENCE

Month to Month Activity Report:

June 2017:
- Taught ACA-122 online course and implemented outreach and question and answer sessions with minority populations in the class to help increase participation. (June-Aug. 2017)

August 2017:
- Gave presentation on 1st year student goals and expectations to attending parents at Fall Orientation.
- Taught ACA-122 seated course to regular college and high school students and implemented outreach and question and answer sessions with minority population of class. (Aug.-Oct. 2017)

October 2017:
- Implemented the Success Coach Challenge, worked with on campus staff and faculty to engage students regarding future educational goals and questions during indoor games and competition (billiards & ping-pong) in game room. 5 minority participants and 4 non-participants attended. (Oct 23-25)
- Contacted and contracted local radio personalities and clergy for MLK event in January.
- Served as Staff Advisor for Early College High School advising, made minority students aware of 3MP program benefits and services.
- Gave support to SGA Fall Festival event, conducted outreach to minority males in attendance regarding program benefits and application. (10.31.17)

November 2017:
- Assisted with Commit to Complete Day event with regional universities in attendance. Offered literature to male minority students in attendance who came to College Day event. (11.16.17)

December 2018:
- Produced first edition of Minority Male Newsletter to increase campus visibility

January 2018:
- Organized and produced MLK Remembrance Conference for BCC campus. 3 guest speakers from the community were in attendance. Over 30 students and staff in attendance for the event. (1.16.18)
February 2018:
- Black History Month celebration, academic support office posted black history and HBCU college history posters campus wide. Campus email went out on black history facts on weekly basis.

- Served as MC for Black History Trivia competition produced by SGA, conducted outreach to minority participants after competition.

- Produced 3rd edition of Minority Male Newsletter.

March 2018:
- Banking for Ballers workshop, given by Vi Jones of BB&T. Gave students financial management and planning education. 7 minority participants, 20+ attendees. (3.1.18)

- Attended 2018 Male Minority Initiative Conference. Attended multiple workshops and networked with regional mentors from around the state. (March 25-27)

- Served as Staff Advisor for Summer registration and Fall, reminded minority students of 3MP benefits and application process.

- Guest speaker for West Brunswick High School’s Boys to Men Program. Hosted by the BCC admissions dept. 16 minority male high school students in attendance


April 2018:
- Aided and manned a booth at the 2018 Dare to Be a Dolphin event produced by Admissions Dept., offered pamphlets and brochures to prospective college students. Answered various questions regarding academic support and male mentorship program.

- Produced the 5th edition of Minority Male Newsletter

- Assisted at 2018 College Career Expo. Helped to direct candidate and explained male minority program to potential college students.

May 2018:
- Assisted in 2018 BCC commencement ceremony, ensured all 3MP candidates for graduation were on time and in attendance.


- Proposed and introduced BCC Minority Scholarship Fund for male and female minorities (female cohort will be used as a statistical control group regarding grant information) BCC Foundation approval as of 6.1.18- scheduled for implementation Jan. 2019
- Proposed and introduced Minority Mentorship Council, a group of faculty and staff members who will share ideas to implement programs, workshops, events and fundraisers to better serve the 3MP and BCC Minority Scholarship population.

**June 2018**
- Produced 7th Edition of Minority Male Newsletter
- Assisted with the compilation of the 2017-2018 Minority Success Grant Application & Minority Male Activity Report

### Media and Promotion

**Success Team Challenge**

Challenge our Male Mentor or Faculty Advisors at pool or ping-pong each month and win a gift card from these sponsors:

- Oct. 23-25, 12:30-1:30pm

**MARTIN LUTHER KING CONFERENCE**

Join us for speeches & prizes.

Guests include: Sandra McClammy, Brandon Hickman, and Pastor David Williams

12:30pm - 1:30pm January 16th
LaDane Williamson Student Center

**BANKING FOR BALLERS WITH BB&T**

March 1, 2018
12:30pm - 1:30pm
LaDane Williamson Student Center

Join VJ Jones from Inman Banking and Trust Co. as she presents “Banking for Ballers”
Lunch donated by SUBWAY
What’s up this month?

The 2018 Brunswick Community College Graduation commencement was one to remember. Over 300 students were awarded their Associate of Arts, Associate of Science, or Associates of Applied Science degree at this year’s ceremony. Of those honored, 3 students graduated not only from BCC but from our Male Mentorship program: Khaleel Malik Dailey, Demetry Leake and Saadiq Johnson. Congrats to all of our graduates!

Charles Drew was an African-American surgeon who pioneered methods of storing blood plasma for transfusion and organized the first large-scale blood bank in the U.S.

Charles Drew was born on June 3, 1904 in Washington D.C. In 1928 he moved to Canada and enrolled in McGill University in Montreal. He graduated in 1933 with degrees in Master of Surgery and Doctor of Medicine. In 1935 Charles Drew moved back to the United States and worked at Howard University as a professor of Pathology. While working at the university, he was also a resident doctor at Freedman Hospital.

Dr. Drew is credited with developing a blood plasma storage method while studying at Columbia University. Before Charles Drew’s important discovery, blood could only be kept for 1-2 days. Often times blood was not available to complete blood transfusions. People often died when they lost a lot of blood because blood was not always available. This discovery saved many lives.

Transfer students are invited to visit UNCW on select Fridays at 1:00PM for an admissions presentation and campus tour designed exclusively for their Transfer to Teal prospective students. Visiting campus is a great way for students to gain a true feel for UNCW Wilmington and all they have to offer. We hope you will join us! Please see Academic Support-Male Mentor for details and to sign up!

Scholarship of the Month

Generation Google African American Scholarship
Amount: $10,000
Deadline: Feb – May

The Generation Google Scholarship was established to help aspiring computer scientists excel in technology and become leaders in the field. Selected students will receive 10,000 USD (for those studying in the US) or 5,000 CAD (for those studying in Canada) for the 2018-2019 school year. As part of the scholarship, current high school seniors who are entering their first year of university in 2018-2019 will be required to attend Google’s Computer Science Summer Institute (CSSI) in the summer of 2018. Current graduate or under graduate students will be invited to attend the Google Scholars’ Retreat in the summer. https://buildyourfuture.withgoogle.com/scholarships/generation-google-scholarship/
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2017-18 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 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

**Strategic Plan Reference(s):**
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

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**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?

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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 how many staff work with your program and if they work on a full-time or part-time basis.

6. Please provide any comments, suggestions, or feedback that you would like to add.
Progress on Major Grant Objectives, Activities, and Timeline

1. Our program begins with recruiting activities in the start of each semester. A bulk mailing goes out to each minority male registering for the semester. The mailing includes information about the program on a flyer and specific information in the letter for contacts about seeking academic help and awareness of resources available on campus.

After the beginning of the semester, contact was made with each registered minority student, asking them to take part in scheduled activities etc. (study hall, motivational programs). Various workshops were held to enhance the student’s awareness of and effective use of institutional resources, to help the students commit to obtaining successful academic goals.

The following services were performed to achieve our goals and objectives:
   a. Students were recruited prior to the start of each semester and referred to the minority male success initiative coordinator.
   b. The advising center coordinator and the minority male success coordinator worked together each semester to provide college transfer and other program advising for each student.
   c. Each student was advised and enrolled in the ACA 122 course during the first semester of their program, along with registering for 12 credit hours per semester and courses in their program of study.
   d. Each semester the students met with the minority male success coach to map out their academic plan.
   e. The proactive student success coaching approach was used and managed by the software AVISO. This program helped improve the early alert reporting for each student and helped lead to the improvement of the advising process for the students.

The goals of 2017-18 academic year were:
   a. Articulate realistic goals and establish pathways to academic success.
   b. Develop and demonstrate skills for continuous communications and mutually beneficial relationships with staff, instructors, and the academic advisor.
   c. Demonstrate awareness and effective use of institutional resources to complement a successful institutional experience.
   d. Demonstrate ownership of, and commitment to, successful achievement of academic goals.
   e. Develop a professional action plan for achieving post-completion goals.

2. Our objective was to improve developmental course pass rates, increase retention rates, and increase graduation and college/university transfer rates among our minority male population in 2017-2018 by maximizing student’s exposure to educational, professional, and civic opportunities.

The use of the proactive student success coaching approach was very successful in helping retain students.

Our goals for 2018-2019 academic year are:
   a. Articulate realistic goals and establish pathways to academic success.

   **Strategic Plan Reference (s):**
   - Theme: Clear and Supported Pathways for Student Progress and Success
   - Develop and demonstrate skills for continuous communications and mutually beneficial relationships with staff, instructors, and the academic advisor

   **Strategic Plan Reference (s):**
Theme: Clear and Supported Pathways for Student Progress and Success
c. Demonstrate awareness and effective use of institutional resources to complement a successful institutional experience

**Strategic Plan Reference(s):**
Theme: System Effectiveness
d. Demonstrate ownership of, and commitment to, successful achievement of academic goals.

**Strategic Plan Reference(s):**
Theme: Student Interest and Access
e. Develop a professional action plan for achieving post-completion goals.

**Strategic Plan Reference(s):**
Theme: Clear and Supported Pathways for Student Progress and Success
Theme: Economic and Workforce Impact

**Our Objectives and Action Plan for the 2018-2019 academic year are:**

**Objective:** To improve developmental course pass rates, increase retention rates, and increase graduation and college/university transfer rates among our minority male population in 2018-2019 by maximizing students’ exposure to educational, professional, and civic opportunities.

**Plan:** To establish a working relationship with each student as they enter their first semester to map out an educational plan with them. Helping the student to design a schedule of events that will take place, based on their academic goal. To help the student begin their educational journey, it is imperative that they are connected with their instructors and academic advisors.

a. Students will be recruited prior to semester start and referred to the minority male success initiative coordinator.

b. Minority male success coordinator will work with advising center coordinator to provide program advising for each student.

c. Each student will enroll in the ACA 122 course during their first semester, along with registering for an additional 12 credit hours in their program of study.

d. Students will meet with the minority male success coach each semester to map out their academic plan.

**LEARNING**

3. Working with this program to improve the educational opportunities for these minority males is an ongoing learning experience. One learns that the students all share barriers and disadvantages that must be met or overcome to help them move forward academically and socially. The process of helping these students move forward often means taking different paths and nontraditional approaches. Maintaining our program purpose is imperative to the students meeting their goals. This is the single most important lesson that we have learned in striving to meet our objectives. The most effective, best practice that has worked for our program has been the continuous structured study hall practice. This program can be expanded to include other at-risk students in our college’s population. It has proven to be an asset, and we have seen the difference in student’s grades, for those students that attend study hall regularly.

4. The single most, major challenge we have encountered is having restrictions placed on the funds limiting certain activities that could give additional support to the students. The additional resources are needed to enhance the effectiveness of this program. Having the availability of non-restricted funds and additional staff would help alleviate some of the barriers. The availability of outside funds is limited and poses a barrier in expanding the outreach capabilities of the program.
### 2017-18 MINORITY MALE SUCCESS INITIATIVE
#### BUDGET AND COST EFFECTIVENESS

<table>
<thead>
<tr>
<th></th>
<th>Allocated Funds</th>
<th>Expended Funds</th>
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<tr>
<td>Personnel Support Salaries</td>
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<td>Student Support Salaries</td>
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<td>Equipment and Office Supplies</td>
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</tbody>
</table>

The allocated funds for the 2017-2018 academic year were all expended before the end of the year. The Student Services Department budget was able to transfer additional funds to the Male Mentoring budget, in the amount of $1,700.00, to help the program with expenses to end out the year. The budget was over expended because more students were able to attend the male mentoring state conference that was held this year. This led to a greater travel cost for the program budget. In an effort to help sustain the minority male mentoring initiative we have made an appeal to the college’s foundation to help support the program and have visited different community organizations to ask for their support.

As a commitment to at-risk students, the college has reorganized, combining specialized services to create a new program—the Department of College & Career Readiness. As a result, of the college restructuring, at-risk students represented at any level within any area of the institution will receive the same level of service. Of funding were to be come unavailable, success of the Minority Male Success Initiative will be absorbed into the activities delivered to at-risk students under the guidance of the Department of College & Career Readiness and through the divisional activities offered by Student Services.
2017 - 2018

Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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:**

In 2017-18, we set out to continue to positively impact the retention rates for first time minority male students. In keeping with our past efforts, we also worked to retain, transfer and/or graduate students that were still with us from past cohorts. Continuing our push to build on the programming structure this year, we added a few new enrichment activities to assist us with areas we felt students showed significant need. Through mentoring, coaching, connecting students with opportunities, and offering tutoring at convenient intervals, we were able to see a number of students who were literally on the verge of quitting school decide to continue their studies. A few of these students actually went on to earn internships and or employment along with increasing their campus and community involvement. We saw this ultimately result in student academic persistence from first semester to the next and a change in their outlook and self-efficacy in terms of completing college.

We were able to connect students for internships like Cumulus Broadcasting and a not-for-profit agency called Free Movement. The Nixon Minority Male Leaders Center (“Center”) was also able to form a partnership with the University of North Carolina at Wilmington, Brunswick Community College, and Alcami to secure a grant that gave our college the
opportunity to obtain an internship for one of our students with The National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL). This public-private consortium has the goal of advancing innovation in biopharmaceutical manufacturing which will lead students to advance their career in Bio-Pharmaceutical Sales and Marketing. We will continue to partner with this agency for other interns in the future. Through our efforts we have also assisted each of our current interns with gaining employment.

Recognizing the effect of financial need on student persistence and completion we made several changes. First, we increased our involvement with Financial Aid and the CFCC Foundation to help us identify students who may be eligible to receive scholarships. Our partnership with Financial Aid resulted in increased student awareness of scholarships, and it allowed us to be able to contribute to the college awarding 47 scholarships to minority male students. Many of these students qualified for reasons ranging from academic performance to being previously incarcerated. As a result, thousands of dollars in support was received by these students. To open up our Nixon Minority Male Leaders Merit and Leadership Scholarship to more participants, we worked with our CFCC Foundation to update the criteria. This would ensure that as many students as possible had access to compete for it. We also set out to actively get more students to apply for additional scholarships early, so financial need would not be as much of a barrier.

Institutional Effectiveness and Planning was contacted, and they provided our program with the information for all first-year minority male students. These students were contacted throughout the semester through various channels including email, phone, text message, and even social media. As students discovered our services, we were better able to reach out and connect
them with a myriad of resources such as financial assistance. These resources helped students who could not afford textbooks and other course items necessary for their successful completion.

Along with retaining a significant number of students that actually utilized our Center this year, we also helped five students progress to either graduating and/or transferring to various four-year institutions. 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 meetings conducted in partnership with Student Activities. One such activity was a celebrity meet-and-greet through which students were able to hear tips from a celebrity guest on the following:

● What it takes to be successful despite obstacles
● Believing in yourself when no one else does
● Being prepared to take chances when your time comes
● How to network and its importance

Students were also urged to take advantage of Learning Lab and counseling resources available on campus. To assist with students that may need specialized help, we had students take advantage of additional tutoring provided within our Center. The Center offered tutoring in Math, English, and other subjects throughout the year through an effort called Tutor Tuesday. This allowed those that struggled or simply needed additional times for one-on-one, or small group tutoring to be helped at their own pace. To prepare students for exams and foster academic improvement, we worked with instructors to create individualized plans for those at risk of not successfully completing. This consisted of a plan that required the student to come to tutoring in our Center and have said tutor sign off on the work to show the instructor that work had been completed. We also continued to offer consistent collegiate coaching, academic advising, program
and planning. Additionally, we provided computers for student use and scholarship referrals for those that needed financial assistance. The Center hours for student use remained 8:00 a.m. to 5:00 p.m.

Goal/Objective 2

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

Action Plan Items:

Our second objective was to increase minority male utilization of campus resources and services through workshops and activities that address student needs. We did this through allowing students to plan and help host workshops, events, and activities geared toward career development, academic self-efficacy, time management, and study skills. One of the past challenges we documented in our 2017-18 goals was getting students employed when they have little to no experience. This year we were able to get a number of students employed and/or help them gain internships. Through reaching out to Institutional Effectiveness and Planning and obtaining contact information for all first-year minority males, we created a database for student contact. Throughout the semester, we made contact with each student letting them know what the Center has to offer, its location, and our goals for all Center participants. The Nixon Leaders Center Coordinator and Assistant also worked through the Academic Advising Center and received a list of all face-to-face ACA courses in order to set up classroom appearances to market the Center and explain how the Center has helped students successfully complete their course requirements in the past. The visits consisted of sharing many of our success stories, and
upcoming training and events we would offer. Doing this led to many students attending many of our campus efforts and finding out a little more about what we do.

The Coordinator spent a portion of each day in the Academic Advising Center in a dual role which in turn helped the Center reach students that may not have known to come through our doors or may have opted instead to use the Academic Advising Center for help. Students were invited to information sessions and activities held through the Center. All of our efforts that required student leadership were led by former freshmen who shared with the new students their experiences and the formula they practiced as the Center’s most successful students.

As the conduit for the Minority Male Success Initiative, the Center continued to monitor our Early Alert system to refer students who had not been meeting course requirements. Additionally, several marketing outreach efforts were implemented in the coming year to inform new and current students of the Center. Our Academic Advising Center facilitated Academic Program Completion Sessions with first-year and returning students that were taking the ACA 122 courses. This session required students to plan their entire two years at the college and select two potential four-year institutions exploring potential transfer programs. As planned, the Center staff marketed through participation in events such as CFCC’s Sea Devil Summer, Welcome Week, In-Service (for returning faculty and staff), Spring Fling, and Fall Festival. Through these events and our class visitations, we were able to inform first-year minority males of available student support offered by the college and of how the Nixon Leaders Program could help develop not only their collegiate plans, but their career plans as well.

We placed more of a focus this year on career and professional development workshops through the Center, as we held workshops such as our Boss Up Monday Event, which invited
local managers and business owners to host a panel and workshop for our students to learn about what employers want and what it takes to be an entrepreneur. To expose minority students to careers in Architecture, Science, Engineering, and Math (ASTEM) we also partnered with program directors and instructors to host our Robert R. Taylor Week. Robert R. Taylor was the first academically trained black architect in America, and he is also from our community in Wilmington, North Carolina. Through this effort, we took minority males on a hands-on tour of Architectural Technology, Mechanical Engineering, Chemical Technology, and Marine Technology where students were able to engage in experiences, such as steering or building a ship. This year we worked with the Career and Job Placement Specialist during our PUSH Week to host a workshop on time management, employability, and professionalism for students.

To keep students involved and connected to campus resources and activities, we found ways of marketing the center and its resources through new and exciting efforts. Many of these included campus activities that gave students, faculty, and staff opportunities to get connected outside of the normal work day. One of these efforts was our “Movie and Message Series” which brought close to 200 people to our campus over the course of the academic year. This series involved reviewing key issues affecting underrepresented communities of people on our campus and then developing solutions that our communities could use. Topics included changes in education, interaction with law enforcement, and perceptions of women and men when attempting to enter careers historically not open to people of color.

We also engaged in several transfer activities by partnering with the Academic Advising Center and providing visits to four-year colleges and universities. This is always instrumental in giving students a look at what their college work would offer them if they would complete their
degree. These sessions included various visits to university campuses and/or transfer sessions led by our four-year university partners. This also allowed students to learn the transfer requirements needed to facilitate transfer to the school and program of choice. The schools we were able to visit included NC State University, Shaw University, and the University of North Carolina Wilmington.

We reviewed and adjusted campus-wide procedures to enable a more seamless minority male transfer and career development experience. To give the best opportunity for successful completion, we held our PUSH Week around the mid-term cycle instead of just before exams. This allowed students to receive tips on how to finish the semester strong, to overcome any current barriers, and how to better prepare for their exams. We also extended the event so that it covered multiple days and subjects.

Some if this year’s highlights and student reflections can be found at the link or QR code below.

https://youtu.be/xMTVPfvMd1M
2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

**Goal/Objective 1**

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

**Action Plan Items:**

In 2018-19, our institution will provide a comprehensive intrusive outreach experience for at-risk first-year minority males in order to retain, graduate, and/or transfer them to four-year colleges. We use the word “intrusive” as a way of explaining that we will make intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Our goals are aligned with the North Carolina Community College System’s four key focuses including:

- Student Interest and Access
- Clear and Supported Pathways for Student Progress and Success
- Economic and Workforce Impact
- System Effectiveness

Our base operations will be housed through utilizing the Nixon Leaders Center for planning and as a resource for incoming students. Students will be able to continue to receive mentorship, academic intervention when needed, professional development opportunities, and tutoring. We have already begun the process for the 2018-2019 academic school year. In April 2018, we hosted a table at multiple campuses for Cape Fear Community College’s Open House to connect with incoming students. As the Wilmington and North campuses house different programs, we were able to provide resources not only for first-year minority male students for transfer programs, but also for Vocational/Technical degrees. Our goal is to reach these young
men through a 360-degree approach. To best support these students through their first year, we have learned to increase program visibility and to continuously maintain student contact through a concept we call Contact Triangulation. This effort is designed to try and prevent as many students as possible from falling through the cracks and leaving without knowing their options and resources that could help them remain enrolled. It closes potential communication gaps among students, faculty and Center staff. During the initial weeks of school, we will invite instructors and department heads from gateway courses to our Center for a presentation where we will inform them of who we are and how we can help. We will then ask them to send us first-year minority male students, especially if they find that the students need our assistance. We will also ask that they allow us to introduce ourselves to their classes. If there are minority male students that still are not aware of our resources and support through Sea Devil Summer or other entry channels, they can learn about us through our connection with the faculty of gateway courses.

For the ACA courses we will have our Center material inculcated within the program curricula. As minority male students are disproportionately represented in our criminal justice system and college degrees have been shown to reduce rates of recidivism, tips on transferring with a criminal background will also be added. Each of these contact methods ensure that first-year minority males have been reached.
Goal/Objective 2

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

Action Plan Item

The Nixon Leaders Center staff will again market through being a part of events such as CFCC’s Sea Devil Summer, Welcome Week, In-Service (for returning faculty and staff), Fall Festival, and Spring Fling. Student activity within the Center will continue to be tracked through our student sign-in system, indicating whether they were there to receive tutoring, career assistance, or simply to use the computers. We will again offer our Tutor Tuesdays where
students will be able to receive academic help, and we will expand the offerings, as we receive student feedback on what days and times work best. We will assign certain students to attend SGA meetings to be involved in the setup of activities held on campus, and we will partner with various campus organizations for joint ventures. Nixon Leaders participants will facilitate many of our events and workshops including hosting tables to represent the Center at campus information events such as Spring Fling and Fall Festival on the Wilmington and other campuses. This way we will increase student involvement even more across campus platforms.

Our workshops and activities will include:

- **P.U.S.H Week** -- This involves offering students a week of academic preparation, test relaxation techniques (including yoga), a time management workshop, and learning strategies to overcome barriers.

- **Tutor Tuesday** -- Through this effort, the Center will continue to offer tutoring in Math, English, and other subjects throughout the year. This will allow those that struggle or simply need additional times for one-on-one or small group tutoring to be helped at their own pace. As the semester progresses, we add days and times that work for student schedules.

- **Robert R. Taylor Week** -- This is an event designed to expose minority students to careers in Architecture, Science, Technology, Engineering and Math (ASTEM). We will partner with program directors and instructors to show students various program offerings and discuss diverse career options.
• **Boss up Monday** -- This event invites local managers and business owners to host a panel and workshop for our students to learn about what employers want in employees and what it takes to be an entrepreneur. Students will be able to ask questions about work ethic, planning, and preparation when owning or running a business.

• **Movie and a Message** -- We will host a series of workshops and panel discussions starting off with film topics geared to empower and increase the academic self-efficacy of students. Educators and community leaders will again be invited to discuss and help train students on overcoming issues that disproportionately affect students of color.

Monthly, we plan to meet with our returning core group of student leaders to work with staff to develop and execute plans for in-coming freshman and to analyze campus wide issues affecting other students of color. These students will be encouraged to become a part of our Student Government Association and work to improve these areas to make our campus better prepared to address minority male student needs. We will again submit student names for upcoming scholarships and internships through Financial Aid and/or the CFCC Foundation. We will also continue to partner with the University of North Carolina at Wilmington and other surrounding institutions to allow students to receive the NIIMBL internship. Already, we have negotiated to have our students host the North Carolina Arts Alliance, as they allow our students to intern in their upcoming festival workshops on our campus.

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**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 we learned this year were really about evaluating our efforts to keep track of what worked and what may need to be adjusted. This way, we can revisit working models to ensure future program success.

1. One of our past challenges documented in our 2017-18 goals was getting students employed when they have little to no experience. This year we learned that community engagement was one of the major assets in trying to improve employment. This led to internships and student employment.

2. Again, we found that the biggest connection we can make with the campus community is spending more energy to invite specific classes to our events and workshops. 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 and across the NC Community College System.

3. This year we were able to help transfer our first female participant who will be attending Morgan State University. Having a centralized location that offers services for all students worked really well. We also invited female faculty and/or mentors to the Center to address diverse needs.

4. Creating our Center’s Instagram page prompted students and those in the community to attend our events and follow us on social media. This added a new dimension to our marketing scheme and allowed us to promote the Center in a new way. Coordinators continued to use Facebook Live to broadcast sessions. We assigned one of our student leaders
the responsibility of managing the Instagram account. This was a huge help in keeping track of attendance, as during events, some attendees would forget to sign in. It also gave our students the opportunity to attend events virtually. Programs should definitely look into promoting with Instagram, along with using Facebook Live, so followers can stay connected through the live feeds. Programs should speak with their department heads about how to achieve this safely and within college policies, procedures, and guidelines.

5. Students were able to build marketing skills through working together with Center staff to develop workshops and training sessions.

One best practice from our institution was to help instructors facilitate the Early Alert Process through our Contact Triangulation Method. We learned that having one of our Center staff connect with a student’s instructor and sign off on whether the student had worked with a tutor ensures the student will not fall through the cracks.

6. 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?

Our major challenge this year was touching base with a larger number of first-year minority male students once they were in trouble. We were able to connect with most of this population initially through an effort we started within our ACA-122 courses. Through these courses, we were able to visit and inform instructors and students of our services in the Nixon Minority Male Leaders Center. While we were able to get a few instructors to reach out to us when they anticipated that we could help, getting the majority of them to inform us that students were in trouble before it was too late was difficult. One of the challenges is getting these students to self-identify. We always want students to feel that we are simply an additional
support, so they do not feelpicked on, but instead are empowered to utilize what we offer. We have a proposed plan that we have already begun to implement for the new year that will involve gaining additional support to get faculty to join us in our efforts. A part of this will be helping the instructors facilitate the Early Alert Process through our Contact Triangulation Method. One of the major ways the system office may be able to help is by promoting the benefits of MMSI programs with academic leadership at the community college level.

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 how many staff work with your program and if they work on a full-time or part-time basis.

We used grant funds to hire staff and tutors and to provide a library for students to check out textbooks and resources. There were no real variances in the proposed and actual budget. We were also able to help fund our MMSI conference trip through these funds, which gave our students a renewed vigor for what it takes to succeed academically. The conference also helped them learn to prepare professionally. We are staffed with one Coordinator and one Assistant Coordinator while hiring tutors and support staff, as needed. We do not have any remaining funds.

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

None.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Catawba Valley Community College

ADDRESS: 2550 US Hwy 70 SE, Hickory, NC 28602

PREPARED BY:
Steve O. Hunt
Executive Director, Multicultural Affairs
June 21, 2018

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Phone Email Address

PROGRAM COORDINATOR:
Ron Carson
Coordinator, Minority Male Success Initiative
June 21, 2018

Name/Title Date
828.327.7000 Ext. 4570 rcarson@cvcc.edu

Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

   *Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

   Strategic Plan Reference(s):
   Theme: Clear and Supported Pathways for Student Progress and Success
   Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
   - Objective 2.2: Provide integrated, targeted support services that promote student success.
     - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
   - Objective 2.4: Reduce achievement gaps for underserved 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?

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 how many staff work with your program and if they work on a full-time or part-time basis.

6. Please provide any comments, suggestions, or feedback that you would like to add.
Grant Evaluation: Catawba Valley Community College

Progress on Major Grant Objectives, Activities and Timeline

1. Programs and Activities Conducted in Reference to 2017-2018 Goals/ Objectives

Catawba Valley Community College completed most of its proposed goals and objectives. It successfully completed numerous student outreach activities at the local middle and high schools and hosted the first KEY (Knowledge Empowers You) Day to target first year students from underserved populations. CVCC is improving course offering and services to intentionally improve the recruitment, retention and completion of minority students.

Through the Ambassador’s Initiative the college ambassadors are building a relationship with the city and county school administrators to permit the ambassadors to mentor or connect with minority male students at their schools. The ambassadors have been in the audience of 989 potential students and members in the community. One hundred thirty-seven individuals demonstrated an interest and made further contact with ambassadors. Of them, 53 individuals or 39% enrolled in the 2017-18 academic year through the Ambassador’s Initiative. Of enrolled students, 25 were minority males. The ambassadors are following best practices in connecting with students prior to the student’s enrollment to increase the chances of building a relationship when they are enrolled at CVCC. The outreach events at the schools are achieving the proposed outcome.

The Office of Multicultural Affairs hosted KEY Day in partnership with various departments. It was offered in collaboration with two College Student Success courses (ACA 221/ACA 111). Participants benefited from eight hours of College Success Course material at the event. Faculty and staff members oriented 29 participating students on college success skills, campus resources and campus portals days prior to students beginning their first academic semester. Employees began a relationship with students through activities, tours, presentations and workshops. More importantly, KEY Day identified barriers that some minority male students encounter and presented resources and support should they confront a similar situation. Also, staff from the Office of Multicultural Affairs reached out to the participants throughout their first academic year and invited the students to be apart clubs and community events to motivate students.

The KEY Day was a valuable experience for first-year students from underserved populations, especially minority males. Of students surveyed, 88% of the students felt that this event was valuable to their success as a college student. The college will continue to offer KEY Day in the
upcoming Fall semesters. The ambassadors are working to recruit at least 50 participants in 2018, allowing more minority males to benefit from this opportunity.

The Academic Support Department committee is analyzing College Success courses to better engage underserved students and to teach more relevant information to assist the first-year students. The committee is working to increase the completion rates of College Success courses.

The Early Alert Program was not as resourceful in alerting staff from the Office of Multicultural Affairs of at risk minority male students during the 2017-18 academic year as proposed. However, the program is in place as a resource for instructors or students to report students who are struggling academically. Though this resource did not achieve the proposed outcome, the oversight was not intentional. The system did not have a mechanism in place to track at risk minority males. The system groups all students under one category. Members from the Early Alert Program will make improvements in the notification process to alert the Minority Male Success Initiative Coordinator of minority male students who may need academic or non-academic support.

Additional strategies to increase the retention of minority male students include the Minority Males on the Move community engagement events, leadership workshops and academic course offering of African-American History (HIS 221) and African-American Literature (ENG 273) that culminated in educational experiences trip. 62% of Minority Males on the Move 2nd-year participants graduated in the 2018. The students participated in one-on-one mentoring with the program coordinator and assisted in various cultural events, student bonding activities and John E. Maxwell Leadership workshops. Also, the Office of Multicultural Affairs collaborated with the CVCC Historian-in-Residence and an English professor to offer two cultural and historically relevant courses that culminated in hand-on experiences in Memphis, Tennessee; Money, Mississippi and Glendora, Mississippi. Students visited historical sites and experienced living history. Students wrote powerful essays at the completion of the course, describing the surreal experiences that impacted their life. It was a life changing experience for the minority males as well as faculty and staff members who participated in the opportunity.

Catawba Valley Community College is making great progress in initiating campus-wide efforts that works to improve the recruitment, retention a completion of minority males.

2. Goals/ Objectives and Action Plan for the 2018-19 Academic Year

Goal 1. Catawba Valley Community College will open a Student Solutions and Advocacy Center. The Center will collaborate with the Office of Multicultural Affairs, along with other departments,
to track and share information of at risk students who fall below a 2.3 GPA. The Minority Male Success Initiative Coordinator will concentrate on minority male students and other students from underserved populations.

- **Objective 2.2** Provide integrated, targeted support services that promote student success.
  - **Strategy 2.2.1.** Provide support for student academic concerns, including early alerts to increase retention.

- **Objective 2.3** Increase completion of credentials for successful transitions to careers and/or further education.
  - **Strategy 2.3.4.** Support effective advising and coaching to help students determine, pursue and achieve their educational and career goals.

**Goal 2.** The Department of Technology Services will authorize advisor training and Colleague access for CVCC Ambassadors from the Office of Multicultural Affairs to assist potential and current minority male students and students from underserved populations in academic support and planning.

- **Objective 1.4** Improve the student experience and increase enrollment by simplifying enrollment policies, processes, and communications.
  - **Strategy 1.4.2.** Improve initial advising to include career exploration and improve navigation of the enrollment.

- **Objective 2.4** Reduce achievement gaps for underserved students.
  - **Strategy 2.4.1.** Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities and other challenges.

**Goal 3.** Catawba Valley Community College will offer KEY Day opportunity for Fall 2018 to intentionally empower and provide success skills to minority males students and students from underserved populations. KEY Day works in collaboration with College Success courses.

- **Objective 2.4** Reduce achievement gaps for underserved students.

**Goal 4.** The Catawba Valley Community College Early Alert Program will be modified to automatically notify staff from the Minority Male Success Initiative Coordinator of minority male students who are at risk or need academic assistance.
Objective 2.3 Increase completion of credentials for successful transitions to careers and/or further education.

- Strategy 2.3.4. Support effective advising and coaching to help students determine, pursue and achieve their educational and career goals.

Goal 5. Through the Ambassador Initiative staff will practice intentional recruitment, advising and enrollment strategies to support minority males with academic and non-academic barriers.

Objective 2.3 Increase completion of credentials for successful transitions to careers and/or further education.

- Strategy 2.3.4. Support effective advising and coaching to help students determine, pursue and achieve their educational and career goals.

Objective 2.2 Provide integrated, targeted support services that promote student success.

- Strategy 2.2.1. Provide support for student academic concerns, including early alerts to increase retention.
- Strategy 2.2.2. Connect students to transportation, health and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students.

Learning

3. Best practice and lesson learned so far that will help CVCC in their continued efforts to achieve their intended goals/ objectives:

Best Practice

The KEY Day collaboration is a best practice for the institution as a strategy to reduce achievement gaps for first-year students from underserved populations. The achievement gap is reduced in offering a preparation opportunity to minority male students on campus resources for assistance, academic success tips, and informational systems used at the institution. The students were very appreciative of the opportunity. Final comments from students consisted of, “Key day event was … helpful with a lot of information”; “I think Key day has been very helpful with helping me [get] information and getting started before my semester even starts”; and “an eye opener”. 96% of students surveyed agreed or strongly agreed that KEY Day provided them useful information that will be necessary for their success as college student. In addition, 96% of survey participants agree
or strongly agree to recommend this event to other first-year college students. The data demonstrates that KEY Day achieved its intended goal.

Lessons Learned

Though the Early Alert program was in affect for professors to report students who were struggling academically, no minority male students were referred to the Minority Male Success Initiative Coordinator. The early alert program did not work as a tool for the Office of Multicultural Affairs to reach out to at risk minority males. During the 2018-19 academic year, the Early Alert program will automatically notify the Coordinator of at risk minority males, for the office to offer support to achieve their intended goal.

Lastly, the Office of Multicultural Affairs has met a record high number of students mentored. This speaks highly of the quality coaching strategies and support provided to the students. Also, this practice demonstrates a need for additional mentors/coaches from various individuals for minority males. Given the influx of student participation, the institution will work to expand mentoring to additional internal and external mentors to afford students the opportunity. To achieve this intended goal, the Minority Male Success Initiative Coordinator will work to expose students to other potential mentors.

4. Major Challenges and Barriers that the institution encountered:

The major barriers that the institution experienced were technicality and logistical challenges in registering the interested students in the specific College Success courses. During the Key Day preparations and initial contact with potential participants to the last day of registration, enrollment dropped 40% as a result of technical difficulties in the course registration process. Factors that contributed to the drop in enrollment include a delay in the courses being added into the system, miscommunication between advisors and conflicting academic schedules for students.

In the upcoming year, the College Success courses that work in conjunction with KEY Day will be created with greater anticipation to avoid a drop-in registration and college advisors will be informed on how to register KEY Day participants. The institution will work to improve the registration process and enrollment of minority males in the upcoming year.
Sustainability

5. Budget Sheet for 2018-2019: All funds were encumbered.

<table>
<thead>
<tr>
<th>Grant Funds Received</th>
<th>Proposed to Expended On</th>
<th>Actually Expended On</th>
<th>Variance</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Support Services, FT</td>
<td>$13,202.00</td>
<td>$8,202.00</td>
<td>$5,000.00</td>
<td>Salary Contribution decreased to allow for Staff Training</td>
</tr>
<tr>
<td>Employer’s Retirement</td>
<td>$1,405.00</td>
<td>$244.00</td>
<td>$1,161.00</td>
<td>Salary Contribution decreased to allow for Staff Training</td>
</tr>
<tr>
<td>Employer’s Social Security</td>
<td>$627.00</td>
<td>$1,405.00</td>
<td>$(778.00)</td>
<td>Salary Contribution decreased to allow for Staff Training</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>$1,000.00</td>
<td>$200.00</td>
<td>$800.00</td>
<td>Contracted Services decreased</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>-</td>
<td>$799.62</td>
<td>$(799.62)</td>
<td>Additional Supplies</td>
</tr>
<tr>
<td>Staff Travel</td>
<td>$500.00</td>
<td>$4,148.38</td>
<td>$(3,648.38)</td>
<td>Program Advisors attended Out-of-State Conference</td>
</tr>
<tr>
<td>Staff Training</td>
<td>$500.00</td>
<td>$2,235.00</td>
<td>$(1,735.00)</td>
<td>Program Advisors attended Out-of-State Conference</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$17,234.00</td>
<td>$17,234.00</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

CVCC provided over $42,000.00 in funds towards personnel support and benefits. The college provided over $7,000.00 in funds for the educational experience trip that collaborates with African-American History and Literature courses. It also, provided over $1,000.00 on the KEY Day recruitment and retention opportunity in an effort to sustain the program beyond MMSI funding.

6. Comments, suggestions or feedback

Catawba Valley Community College is appreciative of the Minority Male Success Initiative funding that is provided by the North Carolina Community College System. The grant provided MMSI staff the opportunity to attend the National Conference on Race and Ethnicity in American Higher Education. They participated in powerful sessions and conversations with professional throughout the nation on the barriers and successes of minority male students.
Your support has allowed the institution is to hire a quality MMSI Coordinator that genuinely impacts the lives of the minority males and other students from underserved populations. Not all of the impact can be quantified, but I assure you that your grant allows our institution to impact more students than what we would be able to otherwise.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Central Carolina Community College

ADDRESS: 1105 Kelly Drive, Sanford, NC 27330

PREPARED BY:

Talia Friday, Coordinator for Academic Assistance & The Writing Center 06/29/2018
Name/Title Date

919-718-7505 tfriday@cccc.edu
Phone Email Address

PROGRAM COORDINATOR:

Talia Friday, Coordinator for Academic Assistance & The Writing Center 06/29/2018
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 29, 2018. 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 2017-18 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.

Our goals and objectives were 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 included facilitating of many services students have enjoyed and continue to seek such as intentional personal and professional development through workshops, 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.

- Particular attention was paid to students in developmental courses with additional support provided by peer supplemental instruction leaders as a significant number of minority male students test into developmental math and reading courses.

- Additionally, minority male students involved in extracurricular activities such as athletics were given support through provision of tutors to assist during study hall.

- Guest speakers included Dr. Ericka Reid from the National Institute of Environmental Health Science (NIEHS) Office of Science Education and Diversity. Dr. Reid encouraged students, minority students in particular, to consider educational preparation for a career in STEM fields. Additionally, she provided information on internships for students at the NIEHS.
Andrew Snorton is an educator, mentor, life coach, and author who spoke with students about how to create a plan for college success and how to persevere. Additionally, copies of his book were purchased and provided to students.

- Many services targeting minority male students are offered through employment of students and peers as a means of providing leadership experience while serving minority and underserved populations. Additionally, these students were provided with opportunities for professional development and skill enhancement by attending and presenting at the North Carolina Tutoring and Learning Association (NCTLA) annual conference at Pinehurst.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

- CCCC will increase the progression of first-year minority male and underserved student populations through required timely academic advising, required enrollment in ACA (College Success) courses, and creation of a fluid success plan.

- CCCC will increase minority male and underserved student populations interaction with campus resources through deliberate interaction with the campus community. Students will receive 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/).

- CCCC will provide minority male and underserved student populations with relevant support for college transfer and career exploration opportunities. This will be completed through a series of workshops, career development opportunities, and educational field trips.

- CCCC will provide support and professional development opportunities to ensure faculty and staff are utilizing best practices and effectively serving minority male and underserved student populations.

Strategic Plan Reference(s):
GOAL: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- 2.1. Provide timely and accurate career exploration and academic planning opportunities.
2.1. Integrate career exploration and employer outreach for all audiences from the moment they engage.

2.2. Provide integrated, targeted support services that promote student success.
   - 2.2.1. Provide support for student academic concerns, including early alerts to increase retention.

2.4. Reduce achievement gaps for underserved students.
   - 2.4.1. Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.

---

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?

- Collaboration has been the key to success for Central Carolina Community College. In the future, efforts will focus on pursuing opportunities for partnerships to close achievement gaps in access, learning, and success.

- STEM education still remains a priority due to the limited minority presence in these fields. Future goals still include increasing minority male and underserved populations’ exposure and interest in STEM education and careers.

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 regarding staffing. The purpose of hiring student employees is to assist with programming provided by MMSI funds was to allow an opportunity for students to gain relevant professional experience and leadership skills; however, students’ ability to commit changed due to a variety of factors, some external and some internal. This is not something that can always be accounted for.

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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 how many staff work with your program and if they work on a full-time or part-time basis.

Funds were spent in accordance with original categories indicated. Variations included the amount spent for travel and the amount spent for staffing. As previously stated, the purpose of hiring student employees is to assist with programming provided by MMSI funds was to allow an opportunity for students to gain relevant professional experience and leadership skills; budgeting is unable to account for staff turnover in this area which did occur and subsequently required hiring new student employees. Additionally, planned opportunities for professional development (requiring use of funds for travel) changed due to not only staff turnover, but also timing as other events (such as SACS-COC visits) meant cancelling, rescheduling (if possible, or finding new opportunities altogether. Staff currently include the Coordinator of Academic Assistance & the Writing Center and three student employees.

6. Please provide any comments, suggestions, or feedback that you would like to add. Additional supporting documents are included.
Ericka Reid, Ph.D.

NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES

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Monday, March 19, 2018
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1:00 pm - 2:00 pm

For more information, please contact tfriday@cccc.edu or 919-718-7361.
AUTHOR, EDUCATOR, AND LIFE COACH

Andrew Snorton

Andrew Snorton discusses persevering and what it takes to be a successful student!

THURSDAY, MARCH 22, 2018
WILKINSON #210
2:00 PM

For more information contact tfriday@cccc.edu or call 919-718-7361.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative  
Grant Evaluation for 2017 – 2018 Academic Year

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, 2018
Name/Title                                    Date
704-330-5963                                    michael.horn@cpcc.edu
Phone                                         Email Address

PROGRAM COORDINATOR:

Katrina Johnson, Assistant Director       June 29, 2018
Name/Title                                 Date
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 29, 2018**. 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 2017-18 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 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, and academic support, career planning, and mentoring services. During 2017-18, CPCC implemented the following goals and objectives:

- Expanded participation of minority males in student success initiatives on all CPCC campuses.
  - Expanded MAN UP to Cato, Levine, and Merancas Campuses
  - Designated lead mentors on each campus to facilitate MAN UP meetings
  - Each campus met at least once a month
  - Monthly meetings reached approximately 50 male participants across the four area campuses

- Increased minority male students’ involvement in campus programming and services.
  - Convened MAN UP Empowerment week in April
  - Held MAN UP Leadership Academy in the Spring
  - Offered Service Learning opportunities each month
  - Presented 2 orientation sessions for Fall and Spring for first time in college minority males.

- Collaborated with internal stakeholders to promote resources that ensured retention and timely program completion for minority males.
  - Student Life. Provided MAN UP student workers for intramural leagues
  - Success Through Academic Reporting (STAR) Office. Collaborated to receive STAR reports for minority males. STAR reports were used to help assess students’ needs.
  - First Year Advising. Created a bridge for minority males from advising to registration.

CPCC accomplished these goals and objectives by:

- Reviewing current policies, practices and engagement strategies, and support services.
  - Expanded MAN UP program to three additional campuses
  - Convening the Minority Male Student Achievement Committee, scheduled to meet Summer 2018 to access campus-wide minority male strategies and student initiatives.

- Aligning professional development activities with the Minority Male Success Initiative.
  - Held 2 minority male mentor trainings. College faculty and staff earned professional development credit. An additional training will be scheduled for Summer 2018.
  - Held a mentor/mentee networking event.
• Convening internal groups and committees to improve ways and enhance services to minority males.
  o Convening the Minority Male Student Achievement Committee which is a subcommittee of the College’s Student Retention Committee. Katrina Johnson will chair.
  o Partnering with the Office of Mentoring and Bridge to create a seamless student referral process.

• Providing structured activities and experiences
  o Conducted College visits
  o Student conference travel
  o Offered Service Learning Opportunities
  o Provided end of semester celebrations
  o Bring Your A Game – Weekly basketball game provided students with an opportunity to connect with one another and the community. This popular well-attended event draws local politicians and executives from the community.
  o Held the annual Empowerment Summit on April 20th. This year the team held a “MAN UP week” in conjunction with the Empowerment Summit. Each day of the week there was a MAN UP empowerment activity to take place culminating with the Summit.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

**GOAL 1:** Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

**Objective 1.4.** Improve the student experience and increase enrollment by simplifying enrollment policies, processes, and communications.

  o Strategy 1.4.2. Provide more opportunities minority male cohorts to have a comprehensive orientation about the enrollment process and help them navigate to the approach resources through the semester.

**GOAL 2:** Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

**Objective 2.2.** Provide integrated, targeted support services that promote student success.

  o Strategy 2.2.1. Provide intrusive academic coaching for minority male students and their academic progress and concerns.

  o Strategy 2.2.2. Provide more resources through community and college partners to connect students to transportation, health, and other comprehensive services to address nonacademic barriers faced by students.
GOAL 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

Objective 3.1. Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

  o Strategy 3.1.2. Strengthen our external partnerships with our local and surrounding high schools and universities to provide opportunities for workforce development and engagement with our local employers and industries.

Objective 3.2. Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

  o Strategy 3.2.1. Encourage and support all staff with professional development (PD) opportunities by providing a flexible work schedule to seek PD on campus and external resources to stay informed with the growing trends in student success.

Objective 3.3. Increase student access to work experience.

  o Strategy 3.3.1. Increase partnerships within the college and community to connect students with workplace learning opportunities (i.e. work-study and internships)

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:

- Partnering with CPCC’s STAR office to receive star reports for minority males was essential in tracking student progress and needs.
- 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 additional ways to better support students at “loss points.”
• Increase leadership opportunities for students to increase engagement and connection with the institution.

Best Practice: The office of Mentoring and Bridge held a MAN UP week in April 2018 to educate and motivate males on campus. Students had the opportunity to attend daily presentations as well as a luncheon on the final day with a keynote speaker.

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:

• Limited financial resources
• Understaffed
• 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 NCCCS 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 how many staff work with your program and if they work on a full-time or part-time basis.
During FY2017-18, funds were spent according to the following plan:

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Salaries</td>
<td>$6,890.32</td>
</tr>
<tr>
<td>Peer Advisor</td>
<td></td>
</tr>
<tr>
<td>Up to 840 hours @ $12.43/hour</td>
<td></td>
</tr>
<tr>
<td>Benefits: no FICA</td>
<td></td>
</tr>
<tr>
<td>Description: The peer advisor provided advising services to students enrolled in the Minority Male Mentoring Program.</td>
<td></td>
</tr>
<tr>
<td>Educational and Professional Materials &amp; Office Supplies</td>
<td>$1,964.99</td>
</tr>
<tr>
<td>Funds used to create and print marketing materials for the Minority Male Mentoring program. Instructional supplies, books, recruitment supplies, and general office supplies</td>
<td></td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$400.00</td>
</tr>
<tr>
<td>Secure speakers two (2) speakers for workshops</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$7,894.49</td>
</tr>
<tr>
<td>Funds used to travel to UNC Greensboro, NC A&amp;T University, UNC Charlotte, North Carolina MMSI conference in Raleigh, NC, Student African American Brotherhood conference in Atlanta, GA summit, and For the Love of Education at UNC Chapel Hill.</td>
<td></td>
</tr>
<tr>
<td>TOTAL BUDGET:</td>
<td>$17,234.00</td>
</tr>
<tr>
<td>Returning Amount:</td>
<td>$84.20</td>
</tr>
</tbody>
</table>

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 CPCC Foundation provided funding to support a PT Academic Advisor dedicated to serving minority males enrolled at the College (salary and benefits).
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE:  Cleveland Community College

ADDRESS:  137 South Post Road Shelby, North Carolina  28152

PREPARED BY:

_ Derrick W. Wise, Program Coordinator  6/27/18
Name/Title  Date

Phone  Email Address

PROGRAM COORDINATOR:

_ Derrick W. Wise  6/27/18
Name/Title  Date

Phone  Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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.
The Minority Male Success Initiative at Cleveland Community College sponsored a variety of programs/activities to meet our 2017-2018 goals and objectives. See chart below for overview of activities and initiatives associated with the objectives. MMSI was successful in meeting our objectives but continue to seek innovative research and best practices for maximum reach. The focus for this year was on first year students. It is imperative that Cleveland Community College provide first year minority male students with strategic and specialized opportunities to build success. When a student feels connected to the institution and see success, persistence rates increase.

Objective 1: Increase the progression of first-year minority male students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Core Team</td>
<td>Four 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 with TRIO-Student Support Services and a Success Coach with TRIO Talent Search.</td>
</tr>
<tr>
<td>Advising</td>
<td>On-going advising is provided to minority males to ensure that they are progressing successfully in all of their classes. Assistance with class registration and FASFA completion is also offered.</td>
</tr>
<tr>
<td>Safe Space</td>
<td>In addition to the Student Success Center, a desk and a computer is available in the MMSI’s coordinator office for minority male students to complete class assignments and other college related material.</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>A Minority Male Mentoring club was created through the Student Government Association to further advance MMSI goals. MMSI participants are encouraged to seek leadership positions at the college and within the greater community.</td>
</tr>
<tr>
<td>College Tours</td>
<td>Throughout the year, MMSI collaborated with TRIO-Student Support Services to provide college campus visits. Some tours that were offered: UNC Charlotte, Winston-Salem State, Appalachian State, and Fayetteville State.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ManCave</td>
<td>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.</td>
</tr>
<tr>
<td>Washington, DC Experience</td>
<td>MMSI hosted a trip to Washington, DC where participants had the opportunity to take a campus tour of American University and Howard.</td>
</tr>
</tbody>
</table>
students and the campus community.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black History Awareness</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>MMSI Conference</td>
<td>MMSI attended the annual conference in Durham. Our coordinator presented a session at the conference entitled “True Colors.”</td>
</tr>
<tr>
<td>Tutoring</td>
<td>MMSI participants are encouraged to utilize the college’s free tutoring services.</td>
</tr>
</tbody>
</table>
| Professional Development        | - MMSI hosted Dr. Adrienne Pickney to campus to conduct a campus wide professional development opportunity for all faculty and staff called “Seeing the Invisible Student.” The focus was on the success and challenges of minority males.  
                                | - The MMSI coordinator attended the 2018 National Conference on Race and Ethnicity in American Higher Education (NCORE)                  |
2. MMSI 2018-19 Goals and Objectives

- Action Plan #1: Capture ‘at risk’ students and implement early intervention strategies.
  - NCCCS Strategic Plan Reference: Objective 2.2 – Provide integrated, targeted support services that promote student success. Objective 2.4 – Reduce achievement gaps for underserved students.
- Action Plan #2: Create purposeful opportunities for exposure to local industries.
  - NCCCS Strategic Plan Reference: Objective 1. 2 – Increase student interest and success in industries experience skills gaps. Objective 3.3 – Increase student access to work experience.
- Action Plan #2: Deepen the knowledge and expertise of faculty and staff members to support the holistic development needs of minority male students.
  - NCCCS Strategic Plan Reference: Objective 4.3 – Enhance and support workplace environments that value and engage employees and provide opportunities for growth and development.

3. The greatest lesson I have learned is how to create and implement programming for the community college student. Community college students are transit students in that they are generally only on campus for classes. This makes programming more challenging as students generally will not return to campus only for a program/activity. As a result, MMSI programming usually occurs during peak times on campus around the lunch hour timeframe. In addition, in an effort to ‘meet students where they are’ we have strategically created opportunities for engagement around fitness because many of our participants utilize the campus recreational facilities. Through creative programming, we are able to reach and build productive relationships with more students.

4. Two recurring challenges/barriers I have noticed impacting the success of minority males are 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 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 students they indicate they are 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 on family and friends to bring them to campus. There is a lack of accessible public transportation in Shelby. Many students are forced to work around their family and friends in order to make their own class schedules work. The lack of reliable transportation sometimes may cause students to be late for classes and be unable to participate in evening college activities. There is currently an initiative at the college that is researching alternative transportation options for students.
5. |                  | Budgeted | Actual          |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, Instructional</td>
<td>$6000</td>
<td>$6000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 PT MMSI Coordinator</td>
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<tr>
<td>Fridge Benefits</td>
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<td>$1934.07</td>
</tr>
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<td></td>
<td></td>
<td>1 PT MMSI Coordinator</td>
</tr>
<tr>
<td>Educational Supplies and Materials</td>
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<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
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<td>$4121.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workshop Facilitators</td>
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<tr>
<td>Staff Travel</td>
<td>$883</td>
<td>$4055.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff &amp; student travel to MMSI Conference, Washington, DC Experience, and NCORE</td>
</tr>
<tr>
<td>Staff Training</td>
<td>$400</td>
<td>$1118.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff &amp; student registration for MMSI Conference and NCORE</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$17234.00</td>
<td>$17229.75</td>
</tr>
<tr>
<td>Balance</td>
<td></td>
<td>$4.25</td>
</tr>
</tbody>
</table>

6. Cleveland Community College is very appreciative of the MMSI grant opportunity. As the college explores opportunities to educate a diverse population, the MMSI grant provide valuable resources to advance this goal. Research shows the persistence and degree attainment rates of minority males are drastically lower than that of their peers. Research also indicates the plight of the minority male student demographic can drastically change through cross campus involvement and a holistic approach. The current structure of our MMSI program emphasizes holistic student development opportunities, centered on academic motivation, exposure, and involvement. It is our goal for Cleveland Community College to become the leading community college in the state for minority male achievement.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: College of The Albemarle

ADDRESS: 1208 North Road Street, P.O. Box 2377, Elizabeth City, North Carolina 27909-2327

PREPARED BY:

Alicia Stokley/Coordinator, Student Life and Leadership                                                 June 25, 2018
Name/Title                                                                                           Date

252-335-0821 ext. 2240  alicia_stokley99@albemarle.edu
Phone                                                                  Email Address

PROGRAM COORDINATOR:

Alicia Stokley/Coordinator, Student Life and Leadership                                                 June 25, 2018
Name/Title                                                                                           Date

252-335-0821 ext. 2240  alicia_stokley99@albemarle.edu
Phone                                                                  Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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:*

(1) **Data Roundtable**: The Coordinator will meet with the Office of Planning, Research, and Effectiveness to engage in a more detailed review of minority related data to understand the impact of student success measures on this population of students.

(2) **Student Life**: COA’s Strategic Planning Team 1.1 developed a Student Life Plan that incorporated MMSI activities. Multiple programs were held in the spring semester that involved students, faculty/staff and our community.

(3) **Professional Development**: COA offered two professional development opportunities for faculty/staff and invited other colleges to participate. The first workshop titled “Seeing the Invisible Student” focused on the unique needs of minority males, recognizing our subconscious beliefs about men of color and becoming more mindful of the ways in which these beliefs affect our actions. The second workshop titled “Through the lens of Jay-Z” focused on examining 5 key components of the interview of hip-hop mogul Jay-Z and what we can learn in order to empower male students to reach their desired goals.

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

(1) **MMSI CORE Team**: The Enrollment Management committee added MMSI as a standing agenda item. The committee is able to receive monthly updates and contribute ideas to the program and its initiatives. A MMSI Leadership committee was created to support the Coordinator with executing programs and events. It consists of various faculty and staff members on campus. Next year, we plan to add key community leaders to also receive their input.

(2) **Strategic Planning Teams**: COA’s Strategic Planning Team 1.1 added minority males as a focus group for the 2018-19 academic year. To create a more inclusive environment, all student life activities are deliberately planned to attract all of our focus student groups.
(3) **SGA**: Four Student-focused and Professional Development workshops were supported by SGA. All events had ample participation from our community and other neighboring colleges/universities. We plan to expand on having events in both Fall and Spring semesters.

(4) **Career Services**: In January 2018 COA launched EMSI Career Coach on the college website. It is a great tool for students to explore careers and COA programs based on a personal assessment of their interests, as well as create a resume. A new Jobs Board was recently added that increases opportunities for students. At every event, we are encouraging minority males to create a profile. To date, an estimated 415 students (high school, dual-enrolled, and COA students) have created a Career Coach profile. The part-time MMSI employee reached out in various ways (postcards, emails and phone calls) to encourage minority students to create a Career Coach profile.

Additionally, the MMSI Leadership Committee collaborated with influential minority males in the community to launch a mentoring program. Their focus is assisting our students with their next step in life and being a resource in the community. 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 2018-19 academic year?** Please make sure you state how your goals and objectives align with the [NCCCS Strategic Plan](#). An example is provided below:

**Student Interest and Access**: Two part-time staff were hired with Perkins funding to support outreach to middle and high school students and to spread the importance of CareerCoach to secondary school personnel and students. The college also plans to continue to employ a part-time support staff member to assist the Coordinator, Student Life and Leadership with MMSI events and student support.

**Clear and Supported Pathways for Student Progress and Success**: Collaborate with COA Strategic Planning Team 2.2. Persistence to schedule a mini data roundtable to review MMSI data and develop specific strategies for minority male retention and support. **Activity**: Host a meeting for the Team to review data and recommend strategies, including presentations about the college experience from minority males.

**Economic and Workforce Impact**: Partner with NC works to offer workshops focusing on soft skills to prepare students for the workforce and the real world.

**System Effectiveness**: Using information presented in the mini data roundtable, create a one page fact sheet on COA minority male student success and distribute across campus to employees, students, and the 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?

Through a collaboration with the academic deans, we’ve created a more intrusive approach with our minority males that is designed to increase participation and retention rates. By working with our faculty we are able to reach minority male students beginning at the developmental level, all the way through completion.

In the upcoming 2018-19 academic year, we plan to re-brand our program with a new name that minority male students took part in selecting. With this new name, student will feel more receptive to the program and engage with our partners in the community.

One of our best practices is connecting our students with influential minority males in our community to create the mentoring program. It was a tremendous benefit to our minority males this year. They had the chance to interact with successful businessmen who willingly offered group and individual opportunities for networking, mentoring, advice and support. We were also able to leverage our resources with other non-profit organizations with the same goals (mostly middle and high school minority students). We foresee this partnership resulting in a great recruiting tool to transition students to the 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 a transition in the Coordinator’s position, COA was unable to develop a plan to address minority male students placing into developmental classes during 2017-18. We intended to carry forward the activity to collaborate with Academic Deans to engage minority male students during their first semester/year. We also plan to visit other colleges to see how they implement programs to support minority students. The new Coordinator took a more systematic approach to reach students through a series of “lunch and learn” workshops, leadership programs, and events.

With the assistance of a part-time staff member, the Coordinator was able to accomplish a lot of innovative programing. However, receiving input from our minority males on a regular basis would be extremely helpful.

Our college enjoys the professional development, idea sharing, and bonding with other student life professional across the state through the Student Life Advisory Board (SLAB). Creating an
advisory board for this particular grant to host would bring coordinators from all colleges together to share best practices and acknowledge the importance of the work.

### 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 how many staff work with your program and if they work on a full-time or part-time basis.

    COA received $17,234 and expended $16,116.79. The remaining $1,117.21 will be used for part-time and contracted staff. After June 2018 payroll, we will have a $0 balance. The college obtained one part-time staff person to assist the coordinator with MMSI.

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

    Early notification of award and grant expectations for 18-19 would be beneficial. The earlier we get started in the summer/fall, the better we can serve our students on the FIRST day of fall term 2018.
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: ______ Craven Community College______________________________

ADDRESS: _____800 College Court, New Bern, NC 28562____________________

PREPARED BY:

Monica P. Minus Director of Grants and Strategic Partnerships__June 28, 2018
Name/Title

Date

252-633-1764

minusm@cravencecc.edu

Phone

Email Address

PROGRAM COORDINATOR:

Monica P. Minus Director of Grants and Strategic Partnerships__June 28, 2018
Name/Title

Date

252-633-1764

minusm@cravencecc.edu

Phone

Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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 goals and objectives for this year were to continue to have the campus coach to facilitate outreach to all identified new, first time minority male students to Craven Community College. We anticipating the frequent usage of the E-mentoring portal for students, but it failed to meet our expectations. We realized that new, first time students were focused heavily on becoming acclimated to class formats and curriculum content that they rarely view school emails or even respond to E-Mentoring. Students that have completed their first year at Craven start to venture into other portals and explore other resources of professional and personal development then. We have discovered the best mode of communication is still via telephone. The campus coach makes monthly phone calls, since we are engaging with approximately 213 minority male students. Students will ask the campus coach questions about adding and dropping classes, classroom interaction and best ways to navigate the campus culture.

Monthly Positive Attitude in Action workshops are now a sought after activity in particular for those students taking ACA classes. ACA instructors give students credit as an assignment when they attend the workshops. We ensure workshops are scheduled during A and B terms to meet the needs of the ACA students. One new workshop was introduced entitled “Leadership 101: Learn how to lead whenever you are.” The new workshop was well received and it is planned to change a few others to continue to draw students. The TRIO and Title III Connect 2 Success grant programs have implemented workshops in the last year. We are scheduled to meet to determine scheduling and topics to ensure no overlap or duplication.

M2 Success was represented at the Fall and Spring Resource Fairs and introduced cubes that had success quotes on each side. As a student rolled the cube, their success quote would appear. This was a great tool to engage with students and talk with them about their educational and career goals. Faculty and staff also enjoyed rolling the cubes to obtain their “success quote.”

M2 Success participated in the 3rd Annual African American Male summit on July 1, 2017. Over 300 individuals attending the event at the New Bern Riverfront Convention Center. We have helped promote this year’s summit and over 315 people have preregistered for the event held on July 28, 2018. During the 3rd annual summit, I met Tonya J. Lynch the creator of the Black Light Project and decided to bring her project to Craven’s campus.

The Black Light Project was started in Greenville to confront narratives that are portrayed in the media of African American men. The documentary film explores black males as supporters, investors and contributors to society, while also acknowledging the need to create positive, effective change against stereotypes of the black community. Starting in December 2017, we approached the Coastal Photo Club to take portraits of men in the community as their public service project. We made the photographs a part of The Black Light Project called African American Men in Craven County. We wanted a representation of community members, students, staff and faculty, and showcase positive images of those we interact with every day. We received funding for $2,115 from North Carolina Arts Council Grassroots grant to support the event held on April 12, 2018. We had 89 attendees for the event and the visual art exhibit is currently on display in Orringer Auditorium. A Black Light Youth
Outreach event took place on June 27 for neighborhood summer programs held by Area Day Reporting Center for children that are at-risk of performing below grade level. There were 97 elementary school minority students to attend the presentation along with viewing the exhibit and having a campus tour.

M2 Success collaborated with Tryon Palace and North Carolina History Center and took 8 students and 2 staff members on the bus trip to the Smithsonian’s National Museum of African American History and Culture on June 15, 2018. Craven Community College students were a part of 165 individuals from New Bern, NC that took a one-day bus trip to this illustrious museum.

The initiative has been successful in meeting the objectives relating to student progression and retention. The total number of new, first time students M2 Success currently supports is 213. Of those students, 122 (57%) had a 2.5 or higher grade point average. As the campus coach has inquired via telephone calls, he has discovered that many of the students do not register for classes is due to deployment, change in military orders or simply taking a few courses before transferring to a university.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

The campus coach assigned to all new, first time minority male students will fulfill the NCCCS goal to provide a continuum of education, training, advising and support to help learners make informed decisions that lead to credentials and careers. Through weekly emails and monthly telephone calls, the campus coach will provide integrated, targeted support services that promote student success (objective 2.2). The M2 Success campus coach has partnered with the Connect 2 Success (Title III) success coaches to provide support for student academic concerns, including early alerts to increase retention (2.2.1) through the Starfish system. The M2 Success Program Coordinator has established community connections with various community groups such as Craven-Pamlico Reentry Council, Port Health, Religious Community Services and many more to provide information on resources relating to jobs, housing, food and other necessities that may play a role in hardship for students. These partnerships will connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students (2.2.2).

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 M2 Success Initiative has learned that continued outreach via telephone and campus resource fairs, events and Positive Attitude in Action workshops are needed for students as they navigate their
class schedules, balance their work/family schedules and become acclimated to the college culture. Many students do not seek out assistance, so we must approach them and make ourselves accessible and visible. Oftentimes, it is about making students aware of our services ahead of time so when they need assistance of the campus coach or program coordinator they know where they are located. Our schedule events/programs have changed slightly in light of the current social and political issues facing African American men and DACA students. We have found that creating programs of awareness such as The Black Light Project to challenge the narrative of African American men in the media has facilitated a platform in which community members and college students can participate in positive dialogue. Students, faculty, staff and community members recognize that we are aware and are here to assist minority men in social issues faced while attending college. M2 Success plans to focus on Latino arts cultural the next academic year.

A best practice we have at our institution is for all student support groups to meet and create a schedule of events that complement each program and does not duplicate. The campus life coordinator compiles all activities into one document and calendar distributed during orientation and resource fairs. The practice is successful in that is shows student support services as a unified conglomerate of activities and programs. This practice can be instituted on other campuses as it is at Craven CC by calling a meeting to discuss the academic activities calendar during the month of July.

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?

There are not currently any major challenges or barriers that we have encountered this year. After putting in a substantial amount of time on last year creating E-mentoring, we are still trying to figure out how to get students to log on and engage via the portal.

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 how many staff work with your program and if they work on a full-time or part-time basis.

The personnel support salaries included the part time program coordinator receiving a total of $5,500 throughout the academic year. The part time campus coach worked approximately 10 hours per week. During the month of March, an additional campus coach was hired to assist in the planning of The Black Light Project. The original campus coach suffered an injury, which caused him to remain off his feet for one month, and he was not able to work.

The Positive Attitude in Action instructor conducted 7 workshops on the New Bern campus for fall and spring. The amount expended was $1,400 plus social security and retirement.

Approximately $1,700 was allotted based on vendor quotes for The Black Light Project speaker, creating of visual art (photography), promotion of event and programs. We received a total of $2,155 from the North Carolina Arts Grassroots grant in late spring. The publication of the photos, promotions and programs did not meet the amount allocated due to a discount from the printing company.
Therefore, NC Arts grant funds were used for the event in April and June. We were left with an excess of funds that was reallocated for more campus coach hours for the month of May and June 2018.

Funds were also used to assist in promoting the 4th Annual African American Summit with flyers and posters to be distributed around campus and the community. M2 Success has been collaborating for this event for the last 2 years.

During the month of April, Tryon Palace announced a bus trip to the National Museum of African American History and Culture in Washington, DC. M2 Success participated in this opportunity by sending 8 students and 2 staff members at the total amount of $1,067.50.

M2 Success was fortunate to obtain a grant from North Carolina Art Council. However, the discount received from the services of the printing company contributed to an end of year balance.

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

According to our data, more than 50% of our minority male students have a 2.5 or higher grade point average. The support given by the Minority Male Success Initiative is still needed to progress towards educational equity. The academic student support services are provided and utilized intensively. This initiative is also providing moral support for minority males and educational awareness for the campus community and county residents.
THE BLACK LIGHT PROJECT

Challenging the Narrative. Shifting the Focus.

Visual Art Exhibit highlighting positive images of black males in Craven County
Public Documentary Showing
Panel Discussion

CRAVEN COMMUNITY COLLEGE

Orringer Auditorium
Thursday April 12, 2018
6 pm – 8 pm

Sponsored by:
NCCCS Minority Male Success Initiative
Contact: Monica Minus minusm@cravenccc.edu
Isaiah Daniels danielsi@cravenccc.edu

Students, faculty, staff and the public are invited to attend.
The Black Light Project to Highlight Positive Images of African-American Men

Craven Community College’s (Craven CC) Minority Male (M2) Success Initiative will host The Black Light Project from 6-8 p.m. Thursday, April 12. Presented as an opportunity to highlight positive images of African-American men in the community, this program will take place in Orringer Auditorium on the New Bern campus.

"The purpose of The Black Light Project is to present men who are the rule, not the exception," said Monica Minus, Craven CC M2 Success Initiative program coordinator. "These are our fathers, brothers, husbands, sons, friends and our neighbors. They are black and they light our world with kindness, fearlessness, perseverance, love, strength and humanity."

The Black Light Project will include a visual art exhibit of African-American men in Craven County, as well as a documentary and a panel discussion on the project.

The Coastal Photo Club has volunteered to take photos of men from the community and Craven CC student Olivia Register will photograph Craven CC staff, faculty and students. These portraits will then be printed and displayed in a photography exhibit during the program.

"We identified so many men that are positive images in our community that we can’t possibly photograph them all," said Minus. "So we will do our best to display a few men, knowing that there are so many more African-American men in Craven County worthy of being recognized."

The Black Light Project was started in Greenville by Tonya Jefferson Lynch to confront narratives that are portrayed in the media of African-American men. It explores black males as supporters, investors and contributors to society, while also acknowledging the need to create positive, effective change against stereotypes of the black community.

"Mrs. Lynch was the keynote speaker for the 3rd annual African American Summit this past June," said Minus. "She spoke about the portrayals of African-American men in the media and how it is not a true representation of all African-American men. We decided to partner with The Black Light Project to photograph our local men in Craven County—a representation of community members, students, staff and faculty, and showcase positive images of those we interact with every day."

For more information about this event contact Minus at 252-633-1764 or minusm@cravenc.edu.
THE BLACK LIGHT PROJECT
Challenging and Reshaping Media Narratives

Welcome

Greg Singleton

Introduction of Film

Tonya Jefferson Lynch

Panel Discussion

Charles Tendell, Moderator

The Black Light Project

Greg Singleton

Panelists

Jerry Simmons

Aamneese King

Shelton Davis Jr.

John Foyne Jr.

William Stevens

Visual Exhibit Participants

Myron Midgley

Rev. Dr. Billy C. Smith

James Macefield

Paul K. Mywa

Shelton Davis, Jr.

Jerry Simmons

Corey Prudie

Chandler Powell

Aamneese King

Dantion King

Jahil Williams

John Foyne Jr.

William Stevens

African American Men of Craven County

Johnnie Sampson, Jr.

Willian Dove

Joan and John Foyne

Victor McCoy

Tharon Norwood

Benny Kinsey

Johnnie Ray Kinsey

This project was supported by the NC Arts Council, a division of the Department of Cultural Resources.

Minority Male (M2) Success Initiative
Craven-Pamlico Reentry Council
Copy & Print Warehouse
Coastal Photo Club
Elizabeth Spencer
Craig Ramsey

Photographers
Candace Carter
Michael Murphy
Scott Strickland
Maddalena Chianá
Robbin Haller
Debra Doty
Diana Dyer
Wayne Lytton

Special Thanks
Larry Samucci
Mary O'Neill
Olivia Register
Black Light Project Spotlights Positive Images Of Black Men In Craven County

By VALERIE CROWDER • APR 17, 2018

The portraits displayed inside Craven Community College’s Orringer Hall depict an array of different subjects, from students to professors, entrepreneurs to pastors, business leaders to public servants. All of them are recognized for having a positive influence on the community. And the photos’ subjects share something else in common – they’re all black men.

New Bern resident and entrepreneur Aahmese King’s portrait is among the 27 photos displayed in the exhibit. He intentionally wore a “baggy jacket” in his photo to challenge the misperception that young black men who wear hoodies or other loose-fitting clothing are criminals, King said.
"If you could see me dress like that, but then you could hear me get in front of all these people and speak positive, articulate myself and know what I'm talking about, then your perception of me is going to change," King said. "It's going to have to change because you're going to be like, 'Well, that's not what I thought would come out of his mouth.'"

Challenging the negative stereotypes of black men often portrayed in the media is the goal of the Black Light Project, a Greenville-based film and photography project that spotlights positive images of black men in the community. The project has expanded to Craven County, with the Coastal Photo Club photographing 27 local men in locations throughout the county. Their portraits are on display at Craven Community College.

"These are black males who have so much light in them, and they are truly lighting up our world in a great way," said founder Tonya Lynch, in a video on the project's YouTube channel. "But the media narrative often focuses on what they are not doing, who they are not, what they are not contributing. And I want to challenge that through this project."

Aahmese King, New Bern resident and entrepreneur, poses for the Black Light Project. The photos will be on display in Craven Community College's Orringer Hall until the end of April, 2018.

CREDIT GERALDINE CARLTON

Teaser Trailer #BLP
The exhibit in Craven County opened with a screening of the Black Light Project film, which features interviews with the project’s original subjects in Greenville, followed by a panel discussion with local residents. Aahmese King, who was on the panel, says he was pleased with the turnout, but he wished more young people had attended.

"The ones that need to see it, didn’t see it," King said. "So, if there’s a way that we could come together and get the young people together to see these positive images and get to know the positive men that’s around them who could help them, I think that would be awesome."


PRI (http://www.pri.org/)
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Davidson County Community College

ADDRESS: PO BOX 1287 Lexington, NC 27293

PREPARED BY:

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PROGRAM COORDINATOR:

Ernest McDuffie, TRIO Counselor/Coordinator MMSI

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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, _Friday, June 29, 2018_. 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 2017-18 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.

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<tr>
<th>Objectives / Targets</th>
<th>Action Steps Completed</th>
<th>Method</th>
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<tr>
<td>Increase the progression of first-year minority male students.</td>
<td>Partner with departments to host a series of workshops and speakers that will 1) education 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. Participate in the college’s equity agenda and use data collected as a part of this initiative in program planning.</td>
<td>We partnered with our Learning Resource Center to host Lunch and Learn workshops to educate faculty and staff. We also hosted various speaker series for our men of color with each speaker being a successful man of color. The coordinator is a member of the Equity Steering Committee. This committee is responsible for the research, planning, and implementation of the DCCC Equity Plan.</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>Integrate the MMSI program into the college by merging the existing program coordinator position with a part-time TRIO position to create a full-time Engagement &amp; Completion Coach that will work the men of color and 2nd year TRIO students.</td>
<td>We hired a full-time Engagement and Completion Coach in November 2018. This person works with our men of color and TRIO students. In addition this position serves on various committees at the college specifically</td>
</tr>
</tbody>
</table>
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Jennifer Haygood
Acting President

Utilize School Messenger communication software as a communication tool for targeted messages to our men of color.

We sent messages to our students of color using school messenger as well did mailings with books etc. to our men of color.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

- Collaborate with faculty and staff to offer intentional programming that will aid in the persistence and retention of minority males.
- Become a part of the college's President's Council as a representative of Student Affairs to discuss how current/new policies and procedures affect minority males.
- Use my finding from being a member of the Equity Minded Initiative Steering Committee to educate the campus and community about barriers that minority males’ face as it relates to completion.
- Partner with other departments to host a series of workshops and speakers that will 1) educate faculty and staff on working with minority males and 2) discuss topics that affect minority males and the barriers that prevent them from completing.

Strategic Plan Reference(s):
Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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 continue to have an issue with engagement from our students. Seeing this we try to focus more on educating our campus community to have larger reach. At this time we have not really made any changes to our plan. We have rebranded our program to be a tiered program that provides individual support to students but also is an educational resource for the campus community.

- Best practice - Focus on your campus community and not so much on the individual student. You can have a greater impact by educating those who have the most contact with your students and that is your faculty. Get into those classrooms, go to those faculty meetings and do training.

- Best Practice - We mailed letters and books directly to our men of color whether we saw them or not to increase the visibility of the program.

- Best Practice – If you have a part-time person, see if you can merge the position with another position that has a larger touch with the student population and there could be overlap in service.

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 main challenge is the engagement of students but also faculty and staff. We hosted workshops for our faculty and staff and very few attended even though they requested the workshop. In addition, our students also don’t participate in the various events we host on 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 how many staff work with your program and if they work on a full-time or part-time basis.

- We spent our entire budget right up to the last day. We brought on our coordinator late in the semester which accounted for spending majority of the funds in the spring term. The college continues to support the program by providing the necessary space etc. In addition, the position is now full-time with a portion of the funds coming from our TRIO program and this person is part TRIO counselor. TRIO is a place where we saw duplication of services to men of color, which made this combination a good fit.

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

EDGECOMBE COMMUNITY COLLEGE

2009 WEST WILSON STREET TARBORO, NC 27886

PREPARED BY:
SAMANTHIA PHILLIPS  6/4/18

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Phone                                    Email Address

PROGRAM COORDINATOR:
SAMANTHIA PHILLIPS/DEAN OF STUDENTS  6/4/18

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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 2017-18 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.

This year’s program was again very successful in meeting our objectives as stated at the outset of the program year. We began by establishing an Informer report to query our minority male population at the end of the 2017 fall drop/add period. This core group was sent communications from our 3M coach identifying our 3M program, re-introducing our male mentoring coach and extending an invitation to visit us during our club fair event scheduled for September. In addition our 3M coach established a list-serve of these male students to begin weekly communications informing them of upcoming events exclusive to them along with inspirational and motivational messages geared to them being successful at ECC. Communications were also forwarded to our faculty introducing our male mentoring coach and explaining his role and to encourage connecting any at-risk males with our 3M coach for mentoring and supportive services.

Our 3M coach met with the principal and the new Community Liaison for our Early College to establish a co-hort of high school minority males to meet with and foster relationships. The Early College’s Community Liaison along with the 3M Coach planned bi-weekly activities on Friday’s for this core group of male students.

As the fall semester proceeded, were able to meet with students on a regular basis, every other week, as well as meeting individuals regularly ongoing. Along with SGA and our female mentoring group BUTTERFLIE we planned a session to further introduce/reintroduce the program on campus in October. In the same month as a part of our College’s 50th year anniversary birthday celebration for students, each student group was given a role to play in the celebration. EMPAC program participants were assigned various tasks in preparation for the event. Black History programs were planned and sponsored by the EMPAC group for the month of February 2018. EMPAC participants on both campuses carried out the programs. Prominent minority male figures from our community were invited to be our honored guests.

Again this year we were able to attend the Black Males Leadership Conference at Virginia Tech taking 12 participants. This was the largest participation of males since we began attending this signature event. Our group was comprised of Early College and curriculum males. Those attending were all first time attendees and showed an appreciation for being exposed to such an event. We also attended the Minority Male Success Initiative Conference in Durham, NC in March, which as always was very enlightening and enjoyable. The one college visit that was scheduled for spring was
cancelled due to the winter weather. We look forward to rescheduling this visit in fall 2018.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Goal 1. Our 3M coach will work closely with our Success Center coaches to help assist first generation minority male students who are facing difficulties in pursuit of their educational endeavors.

Obj. 1-Provide support services and programs that promote student success.
  o Strategy A: Along with our Success Coaches who are minority males; the 3M coach will divide up the male cohort of students and provide concentrated mentorship to each group.
  o Strategy B: Introduce these students to the college’s wide array of support services through contact with our Student Support Counselor for transportation, child-care assistance, federal work study program, tutoring services and laptop program.
  o Strategy C: Introduce these students to the Success Centers for concentrated advising and assistance with the use of Self-Service and our early alert system-Starfish.
  o Strategy D: With the support of SGA develop a signature event for minority males on campus to introduce them to faculty/staff males on our college campus in an effort to share similar experiences.
  o Strategy E: Continue to seek out off campus leadership activities geared towards the minority male student population

*Strategic Plan Reference(s): Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2. Our 3M coach will work closely with counseling services to assist returning minority male students with a GPA below 2.0 make educational plans for improvement.

Obj. 1-Provide support services that promote student success.
  o Strategy A: Schedule sessions along with counselor's for transcript review and discussion regarding scheduling and/or rescheduling prior to the fall drop/add period for this at risk group.
  o Strategy B: Again connect these existing students to support services through contact with our Support Counselor and Success Centers.

*Strategic Plan Reference(s): Theme: Clear and Supported Pathways for Student Progress and Success
Goal 3. Our 3M coach will work closely with our college recruiter as a part of ongoing recruitment activities.

Obj. 1- Showcase that recruitment is everyone’s business.
  o Strategy A: Minority males will be invited to participate on high school visits along with the 3M coach, college recruiter and financial aid staff to promote programs of study.
  o Strategy B: Select EMPAC participants (both continuing education and curriculum) will create and star in a YouTube video about the college experience from a minority male perspective.

*Strategic Plan Reference(s): Theme: Student Interest and Access

Goal 4. Our 3M coach will work to introduce our college’s minority male population to industry in our area to equip these males with the knowledge, skills and abilities needed for employability.

Obj. 1- Introduce key business and industry in our area in need of skilled labor.
  o Strategy A: Schedule tours for minority male students to at least 2 prominent industries in our service area in fall and spring.
  o Strategy B: Invite hiring managers to our campus to discuss employability factors.
  o Strategy C: Employ the assistance of HRD and Business Administration faculty to instruct on barriers to employment and pitfalls to avoid.

Strategic Plan Reference(s): Theme: Economic and Workforce Impact

Goal 5. 3M coach and Dean of Students will stay abreast of best practices for minority male student success.

Obj. 1- Employ proven best practices for minority male success in college on our campuses.
  o Strategy A: Attend NCCCS office trainings, workshops and webinars for our region.
  o Strategy B: Collaborate with other colleges within our region to ensure best use of 3M grant resources in support of our minority males.
  o Strategy C: Encourage NCCCS to maintain a listing of current best practices and proven successes for minority males throughout the 58 on the system’s office’s website.

Strategic Plan Reference(s): Theme: System Effectiveness
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 has been an awakening to the need to rely more on the faculty for input as to potential students who can benefit the most from the program. We envision weekly communications to close this gap by asking for names of those whom faculty believe would benefit from such assistance. The introduction of better communication will enhance this effort along with classrooms visitations.

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 facing the program is strategic; having two campuses and only one part-time 3M coach. This problem can only be addressed at the local level with more funding for man hours.

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 how many staff work with your program and if they work on a full-time or part-time basis.

The budget was aligned to support proposed activities for the 2017-18 program year. One adjustment was made in spring once fall allocations were reviewed to realign remaining funds to spend according to the budget categories. Variances from the proposed budget were due to a change of participation in one of the outlined spring events. The 3M budget allocation for 2017-18 was basically fully expended. Two staff work with the program, one part-time coach and the Dean of Students.

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Fayetteville Technical Community College

ADDRESS: P.O. Box 35236, 2201 Hull Road, Fayetteville, North Carolina

PREPARED BY:

Casey Groover, Coordinator, Disability Support Services       June 1, 2018
Name/Title                                            Date

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Phone                                                   Email Address

PROGRAM COORDINATOR:

Casey Groover, Coordinator, Disability Support Services       June 1, 2018
Name/Title                                            Date

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Phone                                                   Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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

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The proposed 2017-2018 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 blasts inviting students
- Informational Meeting conducted

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 process of change in Coordinator and committee members

Recruit 5 new members
- Goal accomplished with a membership of 100 + members

Provide monthly professional development and/or skills development workshops
- College Tour of Fayetteville State University (2)
- College Transfer Fair
- Health Programs Career Fair
- Produce the Dream with Timogi Jackson
- Perseverance with Dr. Jeffrey Linney
- Vision and Visibility with Sheriff Ennis Wright
- Resume and Interviewing Workshop (2)
- Minority Male Success Initiative Conference

Complete 3 service projects in conjunction with local fraternities
- Goal was not met due to process of change in Coordinator and committee members

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 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

- Conduct new member orientation
- Recruit 5 new members
- Provide monthly professional and skills development workshops
- Complete 1 service projects in conjunction
- Recruit 5 peer tutors from local colleges and universities
- Recruit 5 new professional mentors
- Participate in Career and Trades Day

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| September 2018 | • Conduct Membership Drive.  
Host tables  
Send email blasts  
Post flyers  
Conduct Monthly Meetings  
ACA class Presentation  
Start peer tutoring services  
Recruit faculty and professionals to serve as mentors |
| October 2018  | • Recruit faculty and professionals 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 services  
Review grade reports |
| November 2018 | • Conduct 2nd Professional Development Workshop  
Provide tutoring services  
Conduct Monthly Meeting  
Conduct evaluation of all activities  
Provide peer tutoring services  
Conduct 2nd Professional Development Workshop  
Conduct Guest Speaker Event |
<table>
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| January 2019 | • Conduct Monthly Meeting  
                         • Provide peer tutoring services |
| February 2019 | • Conduct 2nd Professional Development Workshop  
                         • Conduct Guest Speaker Event Monthly Meeting  
                         • Conduct Community Service Project |
| March 2019  | • Conduct Guest Speaker Event Monthly Meeting  
                         • Conduct evaluation of all activities |
| April 2019   | • Conduct Guest Speaker Event  
                         • Conduct Community Service Project |

*Our institution will assign peer tutoring for students in the Mighty Male Mentoring Program.

**Strategic Plan Reference(s):**
**Theme: Clear and Supported Pathways for Student Progress and Success**

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

*Our institution will assign professional mentors for students in the Mighty Male Mentoring Program.

**Strategic Plan Reference(s):**
**Theme: Clear and Supported Pathways for Student Progress and Success**
Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

*Our institution will conduct professional and development workshops on Resume Writing/Interviewing, Soft Skills, and Dress for Success for students in the Mighty Male Mentoring Program.

**Strategic Plan Reference(s):**
Theme: Economic and Workforce Impact

Goal 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

- Objective 3.2: Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.
  - Strategy 3.2.4: Integrate critical employability skills into all programs of study to better prepare students for today’s work environment.

*Our program will participate in Career and Trades Day event at the college for students.

**Strategic Plan Reference(s):**
Theme: Student Interest and Access

Goal 1: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

- Objective 1.2. Increase student interest and success in industries experiencing skills gaps.
  - Strategy 1.2.1: Market the value of technical education and workforce training for job/careers.

**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?

In the 2017-2018 academic school year, faculty and staff have been learning new recruitment strategies successfully. Program enrollment has increased at FTCC, and returning students also continue their involvement. FTCC has discovered methods of announcing programs through its on-
going connection to the students. The college is identifying student concerns and offering learning about the program to promote community resources or intrapersonal and interpersonal growth for the student's overall educational retention and success. The college will strive to overcome communication barriers for non-residential students by offering online webinars students can attend virtually. The plan is to continue promoting connections enthusiastically of the on-campus and online learners to mentors, other students, community agencies, and resources.

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?

Here are two significant challenges to the program: 1.) Students class or work schedules sometimes conflict with events, and 2.) the program lacks monetary resources. The school chooses events that reach the majority of the student's schedules. However, there are times when a class or work schedule interferes with the time and date to an event. FTCC would like to reach all students according to the student's availability, but unfortunately, the external barriers of them being students, parents, soldiers, and workforce members do not allow them to participate. There are few limitations on funds for resources that encourage assemblies. For example, the program not being able to provide students with nutritious foods and dietary sustenance's impedes the program's growth and partnership between the students and college. According to research, meeting the basic physiological (i.e., food and water) needs of students can motivate them to gain academic achievement and self-actualization.

SUSTAINABILITY

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The 3MP budget encompasses payment for the staff support, contracted services, and other supplies needed throughout the 2017/2018 academic school year. The monies of the budget are currently and continuing to be distributed among one support staff employee. The remainder of the money is allocated in the above items listed. The anticipated balance in June has a surplus of $500. There are approximately five full-time faculty and staff members who do not receive funds from and one part-time staff member who receives an apportioned salary from the budget.

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

The overall purpose and mission of the Minority Male Mentoring Program are applicable throughout the community we are serving academically. FTCC has gained faculty and staff support throughout the 2017-2018 academic school year. When the members of FTCC and NCCCS align themselves with the purpose of the program, then successful completion of goals and objectives can be reached.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Forsyth Tech Community College

ADDRESS: 2100 Silas Creek Parkway, Winston Salem, NC 27103

PREPARED BY:

Greg Young / MMSI Program Coordinator       June 14, 2018
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Phone                                         Email Address

PROGRAM COORDINATOR:

Greg Young / MMSI Program Coordinator       June 14, 2018
Name/Title                                      Date
(336) 757-3385       gyoung@forsythtech.edu
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1. Please refer to your 2017-18 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:

The Minority Male Success Initiative’s Advisory Committee has been instrumental in driving and facilitating our goals and objectives. The committee members are campus stakeholders representing Students Services, Instructional Services, Institutional Effectiveness, Student Retention, and Business Services. The committee has contributed invaluable resources; and the utilization of these resources will extend our reach across the college to increase the progression of first-year minority male students. Professional Development support for committee members include: facilitating sessions for students, faculty, and attending national conferences. Interventions, programs, and activities that have been implemented to drive our goals and objectives include: targeted ACA Study Skills Class, online Study Skill module enrollment, BSP Class presentations, mandatory tutoring for students failing developmental coursework, registration workshops, financial aid workshops, Starfish early alerts, and college transfer advising.

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, Intramural Sports. External efforts consist of recruiting agencies to provide health services, housing, food, employment and counseling services. Students, campus and community stakeholders also participate in activities designed to engage students including: service learning projects, professional conferences, and team building undertakings.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan.

The program goals will remain the same through the 2016-2019 grant cycle. Forsyth Tech supports the NCCCS Strategic Plan and we are committed to empowering our campus stakeholders to move the strategic plan forward.
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 has learned to expand our advisory committee and partnering departments, as this effort will expand our ability to support minority males campus wide. Additionally, we have and will continue our efforts to train committee members through local and national professional development opportunities.

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 scope of the work required to support minority males in the credentialing process is tremendous and the funding resources provided by the state are inadequate. The initiative has survived solely on funding approved by the state legislature with no contingency plan. A successful sustainability plan would support future program participants; as well as ensure the continuation of program services. The system office can address this issue by aggressively pursuing partnerships and funding from multiple sources including: federal, corporate, and community colleges individual foundations. A matching requirement of $1000 (matching funding could be reverted to the state) from each MMSI grant recipient would yield $46,000 for workshops and or conferences.

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 how many staff work with your program and if they work on a full-time or part-time basis.

A budget document has been included to account for grant funds and that document includes the proposed and actual amounts. Significant variances were recorded in the categories of Equipment & Office Supplies and Travel. Additional funding was used in the Equipment & Office Supplies area as we continue our efforts to include departments that serve and impact first year minority male students. The budgeted amount in the travel category was reduced. We employee a full-time program coordinator and a full-time staff assistant.
### 2017-2018 MINORITY MALE SUCCESS INITIATIVE
#### BUDGET AND COST EFFECTIVENESS

**College Name/Prepared by/Date:** Forsyth Tech Community College

<table>
<thead>
<tr>
<th>Category</th>
<th>Funds Awarded</th>
<th>Budgeted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Support Salaries</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator - 1,500</td>
<td></td>
<td>$ 1,500</td>
<td>239</td>
</tr>
<tr>
<td><strong>PT Professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach/Tutor</td>
<td></td>
<td>$ 0</td>
<td>205</td>
</tr>
<tr>
<td><strong>Educational and Professional Materials &amp; Supplies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Projects - 500</td>
<td></td>
<td>$ 500</td>
<td>4365</td>
</tr>
<tr>
<td><strong>Equipment and Office Supplies</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>General Office Supplies - 1500</td>
<td></td>
<td>$ 3000</td>
<td>5485</td>
</tr>
<tr>
<td>Office Equipment / Software - 1500</td>
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</table>
### Contractual Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Speakers - 3500</td>
<td>$4000</td>
</tr>
</tbody>
</table>

### Travel

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Professional Development - 3000</td>
<td>$7000</td>
</tr>
<tr>
<td>Student Professional Development - 3000</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty and Staff Training

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development materials DVDs, Webinars, and Books</td>
<td>$1000</td>
</tr>
</tbody>
</table>

### TOTAL BUDGET: (Actual Award $17,234)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$17,000</td>
</tr>
</tbody>
</table>

### Note:

- How much funding do you expect to receive from other sources to support your campus Minority Male Success Initiative during FY2016-17? **Additional funding was requested and approved by the college. The breakdown of how that funding was spent is listed below.**
  - $5000 – FT Foundation Emergency Assistant (bus tickets, gas cards, meal cards)
  - 3500 – Individual Donations for High School Recruitment/Summer Bridge
  - 1500 – James Rousseau Endowment Fund

### TOTAL BUDGET: (Actual Award $17,234)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$17,000</td>
</tr>
</tbody>
</table>

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

   The 2018 Minority Male Success Initiative Conference was a huge undertaking and hats off to Mr. Evans, the System Office Staff, and the Advisory Committee Members for a job well done. In the future I would like to see a formal debriefing to share input concerning successful conference components and those components that presented a challenge.

   The quarterly face to face coordinate’s meets should resume to encourage collaborative efforts between individual institutions. Additionally, sharing best practices and networking takes on a new meaning in person.

   Forsyth Tech has successfully completed a capital campaign for 15 million dollars and those efforts have yield an emergency fund for students. We are pleased to support students in the areas of academic and personal needs with this new assistance.
Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
COLLEGE: Gaston College

ADDRESS: 201 Highway 321 South Dallas, NC 28034

PREPARED BY:
Renita Johnson Coordinator of Student Activities & Special Projects June 27, 2018
Name/Title Date

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

PROGRAM COORDINATOR:
Renita Johnson Coordinator of Student Activities & Special Projects June 27, 2018
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 29, 2018. 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 2017-18 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 2017-18 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 and spring semester. During the year, 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 as needed, (d) promote and facilitate the Men of Excellence (MOE) club, (e) provide connections and make referrals to existing campus support services, and (f) provide workshops to aid in student success. The MMSI participants were strongly encouraged to attend the community resource fair, student success expo, transfer fair, and various cultural events that were held on campus during the academic year. A couple of MOE graduates were invited to campus to speak to minority males students about their journey to success. Ten MOE students attend the NCCCS Minority Male Success Initiative Conference. We received a lot of positive feedback from the students regarding the success of the conference. We did not accomplish the following actions but implement during the 2018-2019 academic year; (a) provide early alert follow up, (b) provide professional development activities for faculty and staff, and (c) develop an academic success plan with the MMSI participants. In addition, we were only able to visit one college campus this year, but plan to visit at least three during the upcoming academic year. We will also implement a teambuilding activity amongst the MMSI participants during the fall semester to ensure they connect and build relationships early within the academic year.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

- Program goals for 2018-2019 will be:
  - To provide ongoing advising and educational planning for minority male students.

Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.
Strategy 2.3.2. Refine foundational and developmental education strategies to accelerate student readiness for college-level instruction.

- To increase the number of minority males progressing through curriculum programs through collaborative efforts by the campus community.

Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.
  - Strategy 2.3.2. Refine foundational and developmental education strategies to accelerate student readiness for college-level instruction.
  - Strategy 2.3.5. Promote guided educational pathways within broader career pathways.

- To plan and provide professional development for faculty and staff

Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.4. Reduce achievement gaps for underserved students
  - Strategy 2.4.1. Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.

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?

During the 2017-2018 academic year, we learned collaborating with other departments on campus aided accomplishing our goal of increasing the minority male utilization of campus resources. It helped students know what campus resources are available to them for free and establishing a relationship with staff and faculty.

In providing workshops and awareness of campus resources for the students, we also learned that every initiative is purposeful and to ensure that the intended learning outcome was achieved. It is
important for the minority males to know why they are attending college and what they hope to achieve. We are responsible assisting them in establishing a plan of action and providing a hands-on approach in guiding them to success.

During the upcoming academic year, we are planning to implement a personality and career assessment for the minority males. We made the mistake of grouping the students within one category without recognizing they are at different levels. To be effective, we must take time to learn where every student is and personalize a plan for them. Understanding that some needs will overlap where we can implement a generalized approach, but building relationships and getting to know the students is necessary.

Our weekly messaging campaigns are still effective. Although students responded more on social media and text rather than emails, we did notice that it was the same students responding each time. Relationship building will also assist with understanding the needs of all students and what method works best for them individually. We continued our 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 a high note.
  - Students received a weekly word to reflect on.
  - Students received tips on being successful.
  - Students are to ask for help and visit a campus resource center.

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

- Wow Wednesday
  - Students had to share a weekly high and something they achieved during the week.

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

Targeting first-year minority male students continue to be difficult. During the fall semester, we called and emailed each student. By not having a direct contact, many of the students did not engage and become involved with MMSI. We learned throughout the year that many of the students we established a relationship and saw regularly were successful.

To enhance the effectiveness of the initiative, we will have to establish partnerships on campus so that we can collectively get involved in ensuring the success of the first-year minority males. During the
upcoming year, we are participating in the NC Guided Pathways to Success (NC-GPS) Project. This will be a great effort in collaborating with campus partners.

Although, the NC-GPS will allow the college to empower all students through learning, mentoring, and collaboration, we will be able to provide holistic academic and non-academic support that will aid in the learning, success, and completion of the minority males. The NC-GPS will allow the campus community to commit to closing achievement gaps for underserved, low-income, and first generation students.

### 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 how many staff work with your program and if they work on a full-time or part-time basis.

   Approximately 70% of the budget was allocated for employing a Part-time Success Coach. We spent 62% on salary. The remaining funds were used for educational supplies and material and travel. There were no remaining funds. During the 2017-18 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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE:
____GTCC__________________________

ADDRESS: ___601 East Main St Jamestown NC

PREPARED BY:
_____Pamela Pinnix- Adkins Assistant Director of Student Life ___7/5/2018_____

Name/Title                      Date
_336-334-4822 X50214  plpinnix@gtcc.edu

Phone                           Email Address

PROGRAM COORDINATOR:

_Pamela Pinnix- Adkins Assistant Director of Student Life  7/5/2018

Name/Title                      Date
_336-334-4822 X50214  plpinnix@gtcc.edu

Phone                           Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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.

This past school year we focused on training faculty and staff on Diversity and Inclusion in and out of the classroom. So far, this method appears to be productive, because it is creating an environment that makes the faculty and staff evaluate the way they interact with students of color. We used the grant to pay for speakers/trainers, training materials, and conferences (for staff and student representatives).

2. What are your goals/objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

Our institution will continue to train faculty and staff on proper diversity, inclusion, and customer service. Additionally, we will create a school wide initiative plan to increase student retention among the minority male students.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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 biggest we’ve learned is, focus on the faculty and staff and the benefits will reach the students. We focus on properly training faculty and staff on diversity and inclusion practices, which are useful in the customer service and classroom settings. We quickly began recognizing a lack cultural understanding from many faculty and staff members, which can directly impact the retention of minority 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?

One major challenge, is lack of campus wide support. Our trainings are voluntary and in many cases, the people wo attend the sessions are not the faculty and staff who need the training. There is no support for this program, it is often ignored and neglected, which is why retention continues to decrease. Retention should be a school wide effort, not a department of 2 or 3 people.

5. Please account for the use of grant funds received and how these funds were spent per 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 how many staff work with your program and if they work on a full-time or part-time basis.

Grant Funds were used as outlined in the original proposal. We used majority of our funds without a problem, and we could have used additional funds for staffing. I completed majority of the grant work, however I am not paid through the grant. We had 2 part time staff members at the beginning of the year, but were unable to continue to pay them and continue paying for training sessions and speakers.

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Halifax Community College

ADDRESS: 100 College Drive, Weldon, NC 27890

PREPARED BY:

Sinclair Nicholson, Assessment & Evaluation Coordinator  June 5, 2018
Name/Title Date

(252)536-7281 snicholson701@halifaxcc.edu
Phone Email Address

PROGRAM COORDINATOR:

Daniel J. Lovett, Program Director  June 5, 2018
Name/Title Date

(252)536-7275 dlovett037@halifaxcc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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>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 P.R.I.D.E. program. <strong>P.R.I.D.E. exceeded the goal of 150 by supporting 176 Male students.</strong> This also exceeded the increase goal of 3%, the increase was 17% from the previous year. We supported 78% of all eligible males’ students. This was determined by calculating the number of males supported out of the pool of actual available enrolled males. We determined the number of available males by subtracting the prison male student population, online male students, and student in evening programs. All remaining enrolled males were 226, we supported 176 which equates to 78%.</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. <strong>176 Male students were paired with LWSC who provided individual case management. Achieved and Exceeded.</strong></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. <strong>Information was provided by each department, also to assist in early alert notification HCC purchased and deployed AVISO alert software. This provided up to date alert notification of academic and attendance related concerns to LWSC. Achieved.</strong></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. <strong>Achieved for those students who had not already taken the ACA course.</strong></td>
</tr>
<tr>
<td>Register students in 15-credit hours per semester</td>
<td>LWSCs 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. <strong>LWSC’s met with students prior to the end of the semester to cover their Graduation Plan and to ensure students were clear of courses they needed to take to stay on track. This assisted in the student’s level of readiness and comfort when seeing their advisors to register for the upcoming semester. This goal was achieved as all students were advised to register for 15 credits or greater if they were full time students.</strong></td>
</tr>
<tr>
<td>Provide structured academic planning with a written</td>
<td>LWSCs 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><strong>academic plan.</strong></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. P.R.I.D.E. sponsored Release Any Pressure (R.A.P) sessions, Minimizing Obstacles that Reduce Empowerment (M.O.R.E), bi-monthly, and connected all members with issues outside of our professional abilities to the onsite Director of Counseling Services. (Achieved)</td>
</tr>
<tr>
<td><strong>Offer Therapeutic Wellness Counseling and Workshops</strong></td>
<td>Assign at-risk and students identified on early alert submissions to the P.R.I.D.E. Cooperative Learning Center, staffed with professional tutors for assistance in math, English, and science courses. All students with “C” or lower were bridged with tutors, students were also met with to determine if they were comfortable with the current degree and or certificate programs they are enrolled (Achieved)</td>
</tr>
<tr>
<td><strong>Provided Reinforced and Personal Tutoring</strong></td>
<td>Provide campus employment opportunities to reduce financial distractions, outside employment needs, and enhance professionalism and work ethic. P.R.I.D.E. offered externship opportunities to more than 30 male members in the 2017-2018 academic year. Members averaged 12 hours a week, 60 hours monthly. P.R.I.D.E. member worked over 11,520 hours with a P.R.I.D.E. investment of more than $76,000. ( Achieved)</td>
</tr>
<tr>
<td><strong>Work Study &amp; Internships</strong></td>
<td>Establish ten (10) community service projects to increase community awareness, appreciation for giving back to others, and increase networking opportunities. This goal was achieved as P.R.I.D.E. members participated in more than 12 community outreach activities. This was accomplished through the “Take P.R.I.D.E. In Your Community Program” (Achieved)</td>
</tr>
<tr>
<td><strong>Community Outreach</strong></td>
<td>Provide an induction program to increase connectedness to P.R.I.D.E. and HCC. P.R.I.D.E. held its member induction in March 2018 at its annual Men 2 Men Summit with over 400 attendees. (Achieve)</td>
</tr>
<tr>
<td><strong>Induction Belongingness Program</strong></td>
<td>P.R.I.D.E. will offer a Summer Academy of Men program to High School males with the goal of allowing students who are on track to enroll in college to shorten the time to graduation. P.R.I.D.E. offered a Summer Academy of Men in 2016/2017. P.R.I.D.E. is also offering a STEM component with Robotics and Rocketry in the 2017/2018 Summer Academy of Men to foster interest in technology. (Achieved)</td>
</tr>
<tr>
<td><strong>Summer Program</strong></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. P.R.I.D.E. held its annual Men 2 Men Summit in March of 2018. 79 new members were inducted during this summit. (achieved)</td>
</tr>
<tr>
<td><strong>Community Uplift</strong></td>
<td>P.R.I.D.E. will actively reach out to students who have withdrawn from their program, recommending alternative certification solutions. P.R.I.D.E. will educate these students on the impact of returning and earning a credential and how it will impact their opportunity for employment. P.R.I.D.E. provided options for students who withdrew from traditional programs to earn certifications. Certification in Industrial Technology, Welding, Auto Mechanics, Forklift Operation, CPR, OSHA 10, etc. (Achieved.)</td>
</tr>
</tbody>
</table>
P.R.I.D.E. will review with each member their respective programs to help determine if there are any 3rd party credentials that may accompany those programs. P.R.I.D.E. is also offering to all members CPR, OSHA 10, Forklift, CRC and other credentials to stack the proficiency, employability, and readiness for jobs in the local marketplace. **Achieved**

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>160 MM Members</strong></td>
<td>While the P.R.I.D.E. grant goal is 150 male members, P.R.I.D.E. will strive to exceed the goal with a minimum of 150 male members. P.R.I.D.E. understands the significance that education can bring to our minority based. Our growth focus is in line with the “Student Interest and Access” focus of the NCCCS Strategic Plan. Halifax Community is one of the highest in the state associated with under-served populations. Our goals of increasing male members also markets to HS students the benefit of continuing their education.</td>
</tr>
<tr>
<td><strong>Learning, Wellness, and Success Coaches (LWSC)</strong></td>
<td>100% of all P.R.I.D.E. Members will receive one to one interaction throughout each semester from their assigned LWSC. The coaches will monitor and provide advice to students based on Graduation Plans, AVISO Early Alerts, and needs assessment guidance. Students who exhibit needs and or behaviors that require assistance and or coaching, the LWSC will provide introductions and soft handoffs to the appropriate support staff and or agencies. This is in line with the Clear &amp; Supported Pathways for Student Progress and Success.</td>
</tr>
<tr>
<td><strong>Work Study &amp; Internships</strong></td>
<td>Provide campus employment opportunities to reduce financial distractions, outside employment needs, and enhance professionalism and work ethic. P.R.I.D.E. will continue to forge relationships with local businesses and the recent relationship with the NC Works program. Growing our community support from businesses and promoting the Economic and Workforce Impact.</td>
</tr>
<tr>
<td><strong>Community Outreach</strong></td>
<td>Establish ten (5) community service projects to increase community awareness, appreciation for giving back to others, and increase networking opportunities. P.R.I.D.E. has established numerous community service projects in the past few years. In 2018-2019 we will examine those projects and in our efforts to put meaningful yet efficient options in place for our members will establish new criteria for acceptable projects.</td>
</tr>
</tbody>
</table>
### Improve our System Effectiveness

P.R.I.D.E. has taken strong strides in the analytical tools used to support the mission of support, monitoring, and documenting our member’s journey and outcomes. One of our 2018-2019 goals is to make the Live Data Tracker a more robust data collection software to increase the information we compile throughout the academic year. **We will review the system effectiveness** to ensure that our collection analysis and findings are in line with the growing quantifiable needs of the program.

### Provide a structured relationship between each participant and a member of the campus community.

The P.R.I.D.E. 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 50 students and nearly 30 mentors.

### Provide structured academic planning with a written academic plan

LWSCs met with each student to design 2-4 year graduation and student success plan. The plan was printed, discussed, and provided to the student. An additional copy is maintained in their P.R.I.D.E. permanent record.

### Technology Support

Expand the current laptop loan program for students in need of computers while offsite to complete assignments.

### Community Uplift

Provide a community-wide Men to Men Summit for minority men including area HS and middle schools with a continued focus on STEM areas.

### LEARNING

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

- Unlocking the mystery of student engagement is a critical component to the future success of the students and the program. We were successful in our enrollment goals, however, having more members-only highlighted the fact that greater students do not automatically equate to greater participation in activities. If we are developing more activities that center around the shortfalls of the students academically or professionally but we cannot increase the attendance then students will not reap the intended benefits.

- Strengthening our social media footprint will be key to meeting our members in their comfort zones. Facebook, Snap chart, meetings via FaceTime and Hangout have been used but we have not maximized them as marketing and interactive components to increase the appreciation of P.R.I.D.E. and our intended mission. Identifying more students to develop and or be a significant part of our marketing operation is a goal in the coming 2018-2019 period.
Jennifer Haygood  
Acting President

- All faculty will not buy-in to the effort of improving minority male outcomes. Thus, we will re-employ our Faculty Development funds making available for diversity training.
- 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 food, meals, refreshments, 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.
- Vocational training students often do not self-report and are resistant to requesting disability services hoping to rid them of a label.

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.

- Deploying the Live Data Tracking system causes the LWSC to be more engaged in the interaction with the students. This system has enhanced accountability on the part of LWSC. We have presented the format and success of the system to the MMSI Conference, we have shared the Data Tracker with several schools as a cost effective way to automate information.
- We increased support of faculty and staff by financially supporting their efforts to receive external trainings. Faculty then returned from these individual trainings to the campus and were required to teach knowledge obtained to other staff members. Many of the certifications they received were tools that are used to foster improved understanding, better customer service, and mitigating cultural bias.
- We are creating more leadership opportunities as well as a greater variety of activities, including intramurals, NC Works partnerships, and Tech Hire partnerships 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 are looking to make the process of data collection between LWSC to Director immediately can also use this format.
- 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 I.E. 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 P.R.I.D.E. 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 frequent 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.

7. 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?

8. 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 how many staff work with your program and if they work on a full-time or part-time basis.

- All funds were generally spent according to the original grant submission; however we were able to reduce staff salary and contributions and increase services.
- There were no variances.
- There are no remaining funds.
- HCC has received additional funding to support the 2018-19 program.
- The P.R.I.D.E. Staff consist of 1-Director (Full Time), 1-Department Admin (Full Time), 1-Evaluation & Assessment Coordinator (Full Time), 3- Success Coaches (Full Time), 2-Part-Time Tutors
### 2016-2017 MINORITY MALE SUCCESS INITIATIVE
#### BUDGET AND COST EFFECTIVENESS

<table>
<thead>
<tr>
<th></th>
<th>Funds Requested</th>
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<tr>
<td><strong>Halifax Community College, Daniel J. Lovett, 8-12-16</strong></td>
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<tr>
<td><strong>Personnel Support Salaries Supplements</strong></td>
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<tr>
<td>Minority Male Success Initiative Director</td>
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<tr>
<td><strong>Total:</strong></td>
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<tr>
<td><strong>Student Support Salaries</strong></td>
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<td>Salaries, Supportive, <strong>Full-time</strong></td>
<td>$6,600</td>
</tr>
<tr>
<td>• Learning, Wellness, Success Coach (1)</td>
<td>$1,2000</td>
</tr>
<tr>
<td>• Learning, Wellness, Success Coach (2)</td>
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<tr>
<td>• Learning, Wellness, Success Coach (3)</td>
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<tr>
<td>Salaries, Supportive, Part-time <strong>(N/A)</strong></td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Educational and Professional Materials &amp; Supplies</strong></td>
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<tr>
<td>• Brochures, internal reports, and publicize information and activities via newspaper and radio.</td>
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</tr>
<tr>
<td><strong>Equipment and Office Supplies</strong></td>
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<tr>
<td>• Purchase supplies such as paper, ink cartridges, pens, and other office needs.</td>
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<tr>
<td><strong>Contractual Services</strong></td>
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<td>• Expenses cover fees for speakers for the Summit.</td>
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<tr>
<td><strong>Travel</strong></td>
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</tr>
<tr>
<td>• Expenses for registration fees at state and/or other conferences and workshops.</td>
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<tr>
<td><strong>Faculty and Staff Training</strong></td>
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<tr>
<td>• Expenses cover fees for speakers for the Summit and faculty training.</td>
<td>$2,000</td>
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<tr>
<td><strong>TOTAL BUDGET:</strong></td>
<td>$17,000</td>
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</tbody>
</table>
9. Please provide any comments, suggestions, or feedback that you would like to add. The associated use of funds for things that might motivate students like food, branding materials and paraphernalia are paramount to student involvement. The absence of these items make it less likely we can increase participation in key events. What is being done to draft changes in the restrictive nature of these policies and guides? We have shared these barriers with MMSI on several occasions.
Isothermal Community College
Minority Male Success Initiative Grant Report

Grant Reporting Period
2017-2018

Prepared by
Sandra Lackner
Dean of Students

June 25, 2018
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Jennifer Haygood
Acting President

Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Isothermal Community College

ADDRESS: 286 ICC Loop Road, P O Box 804, Spindale, North Carolina 28160

PREPARED BY:

Sandra Lackner, Dean of Students 06/25/2018
Name/Title Date

(828) 395-1429 slackner@isothermal.edu
Phone Email Address

PROGRAM COORDINATOR:

Sandra Lackner, Dean of Students 06/25/2018
Name/Title Date

(828) 395-1429 slackner@isothermal.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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?

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 how many staff work with your program and if they work on a full-time or part-time basis.

6. Please provide any comments, suggestions, or feedback that you would like to add.
Isothermal Community College Minority Male Success Initiative Report

2017-18 Academic Year Goals

In support of Isothermal Community College’s (ICC) core mission to improve life through learning, the 2017-18 Minority Male Success Initiative (MMSI) goals sought to provide comprehensive support to the college’s first-year minority male curriculum students through QEP-focused efforts directly aligned with New Student Orientation, Academic Success and Study Skills course enrollment, and participation in dynamic advising and educational planning sessions, all of which should occur within the first year of enrollment. See Appendix A for additional information about Isothermal Community College’s Start Strong. Finish Stronger. Program Model and definitions.

Throughout 2017-18, ICC utilized MMSI grant funding to provide primary, secondary, and tertiary support to our first-year minority male students. This was carried out by creating community, focusing on intentional outreach to create clear paths to goal attainment, facilitating research, and integrating new technologies to better communicate with students.

Noting deviations from the original proposal, ICC’s faculty and staff not only focused on reaching the original goals, but also expanded supports and maximized resources available through the MMSI grant.

Through the variety of supports provided in seeking to reach the 2017-18 goals, it is important to note that the enrollment of first-time attending minority male credential seeking students is small in number. Of the 374 new first-time credential seeking students enrolled during Fall 2017, 32 were minority males. Of the 155 new first-time credential seeking students enrolled Spring 2018, 11 were minority males. Appendices B and C reveal that minority male students (1) attended orientation and (2) competed an ACA within their first year at a rate lower than the full cohort; however, they completed one or both of the expectations at or slightly above the rate of the full cohort. Overall, ICC will continue to direct efforts toward ensuring that all students, especially high-risk students, attend an orientation session and enroll in an ACA course within their first year.
2018-19 Academic Year Goals

In cooperation with overarching institutional strategic objectives, Isothermal Community College will continue to build upon the momentum of our MMSI 2016-17 and 2017-18 academic year goals by focusing on student interest, access, and support.

**Goal 1.** Isothermal Community College will hire a part-time MMSI Coordinator who will carry out a multilayered program designed to increase student progression and goal achievement by providing and maximizing integrated and targeted support and interventions.

**NCCCS strategic plan reference.** Theme: Clear and supported pathways for student progress and success. Objective: 2.2 Provide integrated, targeted support services that promote student success. Strategy: 2.2.2 Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students. Objective 2.4 Reduce achievement gaps for underserved students. Strategy 2.4.1 Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.

**Goal 2.** Isothermal Community College will use multiple outreach platforms and mediums such as individual phone calls, text message, digital monitors, bulletin boards, and targeted campaigns to maximize campus-wide and personalized communication to connect high-risk students with resources.

**NCCCS strategic plan reference.** Theme: Clear and supported pathways for student progress and success. Objective: 2.2 Provide integrated, targeted support services that promote student success. Strategy 2.2.1: Provide support for student academic concerns, including early alerts to increase retention.

**Goal 3.** Isothermal Community College will complete and interpret the AVISO Retention MMSI Analysis Project to inform professional development opportunities for faculty and staff.
NCCCS strategic plan reference. Theme: Clear and supported pathways for student progress and success. Objective: 2.4 Reduce achievement gaps for underserved students. Strategy 2.4.1: Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.

Learning

The flexibility in allowing local institutions the ability to identify the needs of minority male students in their local service area has created diverse and multiplied degrees of impact, which are both dynamic and highly appreciated. Through the support of the grant, Isothermal Community College has been able to resource research, outreach, enhanced communication efforts, professional development, and supports on campus and through community partnerships. Each of these support and/or is supported by ICC’s culture of providing wraparound services such as proactive and appreciative advising, success coaching, peer mentoring, rigorous academics, free tutoring resources, student activities, and career preparation services.

While expressing gratitude for the allocated grant, it is also worth noting that, with the limited compensation available, there are significant challenges in hiring qualified personnel from the local service area to coordinate the use of funding. Because of this, the management has been absorbed as an additional responsibility for one or more full-time employees at the College. Isothermal Community College is seeking to use a significant portion of the 2018-19 grant funding to create a stand-alone position.

Sustainability

Isothermal Community College utilized $15,700 of the 2017-18 grant funding. The funds provided far-reaching impacts at our college throughout the year including but not limited to:
• Reaching out to students who were unable to attend the scheduled mandatory New Student Orientation to provide additional opportunities

• Hiring a temporary, part-time MMSI Coordinator

• Coordinating dynamic appreciative advising and coaching sessions focused on goal attainment

• Working with new credential-seeking students to register in an Academic Success and Skills course (ACA) within their first year

• Providing a single-session Student Success Boot Camp that served as a reminder or initial introduction, especially for those who were unable to enroll in an ACA course their first semester (see Appendix D)

• Hosting professional development with motivational speaker Odell Bizzell (see Appendix E)

• Participating in MMSI conference, Spring 2018

• Facilitating qualitative student and faculty focus group sessions to obtain pertinent information that will inform the college of tailored supports and services

• Bolstering capabilities of AVISO Retention early alert system to better reach high risk students

• Incorporating technologies that better communicate information such as advising and registration schedules, financial aid information, college/community supports, student engagement opportunities, and tutoring resources on campus/online

Appendices B and C provide data specific to New Student Orientation and enrollment in an ACA course. While noting specific needs between minority male student groups and the full cohort, it is reported that the minority male student group and full cohort of students completed one or both of the New Student Orientation and ACA course enrollment expectations at essentially the same rate during the fall semester (78.2% for minority male students and 79.9% for the full cohort). The college’s minority male student group completed one or both of the expectations at a slightly higher rate than the full cohort during the spring semester (72.9% for the minority male student group and 70.9% for the full cohort).
In addition to his primary role as an academic dean, Dr. Johnny Smith oversaw the MMSI grant through December 2017 with the help of a temporary, part-time coordinator who was staffed for a short period of time. In February 2018, in addition to her primary role as dean of students, Sandra Lackner became responsible for overseeing the grant expenditures and service to students. The College seeks to hire a part-time coordinator by Fall 2018 to focus solely on carrying out the proposed goals through outreach, multiple layered programming, and support. A detailed job description can be found in Appendix F.
Isothermal Community College has defined Fall QEP Cohort as students who have enrolled in at least one course of the given semester; have not enrolled in the previous three semesters (including summer); are not classified as prison, employee, or Career and College Promise; and have not declared programs of T90990 (Special Credit), C55120 (Basic Law Enforcement Training), or C55320 (Occupational Education Associate, which do not require ACA or New Student Orientation.
Appendix B

Isothermal Community College Minority Male Success Initiative Data, Fall 2017 Data
First-Time Credential Seeking or Unenrolled in Higher Education in Previous Five Years

<table>
<thead>
<tr>
<th>Exceptions</th>
<th>Not Included in QEP Analysis</th>
<th>Enrolled in ACA in first semester and completed orientation prior to first semester</th>
<th>Enrolled in ACA in first semester and did not complete orientation prior to first semester</th>
<th>Did not enroll in ACA in first semester and completed orientation</th>
<th>Did not enroll in ACA in first semester and didn't not complete orientation prior to first semester</th>
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</thead>
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<tr>
<td>Full Treatment</td>
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<tr>
<td>Partial ACA</td>
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<tr>
<td>Partial ORIEN</td>
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<tr>
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<table>
<thead>
<tr>
<th>Minority Male 32</th>
<th>ACA Course Exception</th>
<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
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<td></td>
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<th>Minority Male</th>
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<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
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<td></td>
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<td>0.0%</td>
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<td>12.5%</td>
<td>3.1%</td>
<td>12.5%</td>
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<td></td>
<td></td>
<td>Total #</td>
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<td>Between 1st and 2nd Semester</td>
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<td>After 1st Semester</td>
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<td>Orientation</td>
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</tbody>
</table>

Summary:

Minority Male

There are 32 minority males in the 2017FA QEP cohort.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Treatment</td>
<td>10</td>
<td>31.3%</td>
</tr>
<tr>
<td>Only ACA</td>
<td>6</td>
<td>18.8%</td>
</tr>
<tr>
<td>Only Orientation</td>
<td>9</td>
<td>28.1%</td>
</tr>
<tr>
<td>No Treatment</td>
<td>7</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

Full Cohort

There are 317 students in the 2017FA QEP Cohort.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Treatment</td>
<td>127</td>
<td>40.1%</td>
</tr>
<tr>
<td>Only ACA</td>
<td>32</td>
<td>10.1%</td>
</tr>
<tr>
<td>Only Orientation</td>
<td>94</td>
<td>29.7%</td>
</tr>
<tr>
<td>No Treatment</td>
<td>64</td>
<td>20.2%</td>
</tr>
</tbody>
</table>
## Appendix C

Isothermal Community College Minority Male Success Initiative Data, Spring 2018 Data
First-Time Credential Seeking or Unenrolled in Higher Education in Previous Five Years

<table>
<thead>
<tr>
<th>Exceptions</th>
<th>Full Treatment</th>
<th>Partial ACA</th>
<th>Partial ORIEN</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Included in QEP Analysis</td>
<td>Enrolled in ACA in first semester and completed orientation prior to first semester</td>
<td>Enrolled in ACA in first semester and did not complete orientation prior to first semester</td>
<td>Did not enroll in ACA in first semester and completed orientation</td>
</tr>
<tr>
<td></td>
<td>Enrolled in ACA in first semester and completed orientation prior to first semester</td>
<td>Did not enroll in ACA in first semester and didn't not complete orientation prior to first semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minority Male</th>
<th># Students</th>
<th>ACA Exception</th>
<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Prior to 1st Semester</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Between 1st and 2nd Semester</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>After 1st Semester</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minority Male</th>
<th>ACA Exception</th>
<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Prior to 1st Semester</td>
<td>9.1%</td>
<td>18.2%</td>
<td>0.0%</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>Between 1st and 2nd Semester</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>After 1st Semester</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>9.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total</td>
<td>18.2%</td>
<td>18.2%</td>
<td>0.0%</td>
<td>81.8%</td>
<td></td>
</tr>
</tbody>
</table>
### Full Cohort

<table>
<thead>
<tr>
<th>Orientation</th>
<th>ACA</th>
<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1st Semester</td>
<td>Exception</td>
<td>9</td>
<td>36</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Between 1st and 2nd Semester</td>
<td>ACA</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>After 1st Semester</td>
<td>ACA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>ACA</td>
<td>11</td>
<td>1</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
<td>38</td>
<td>9</td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
<th>ACA</th>
<th>Exception</th>
<th>PassACA</th>
<th>NotPassACA</th>
<th>No ACA</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1st Semester</td>
<td>ACA</td>
<td>6.7%</td>
<td>26.9%</td>
<td>1.5%</td>
<td>35.8%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Between 1st and 2nd Semester</td>
<td>ACA</td>
<td>0.7%</td>
<td>0.7%</td>
<td>2.2%</td>
<td>11.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>After 1st Semester</td>
<td>ACA</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>None</td>
<td>ACA</td>
<td>8.2%</td>
<td>0.7%</td>
<td>3.0%</td>
<td>17.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15.7%</td>
<td>28.4%</td>
<td>6.7%</td>
<td>64.9%</td>
<td></td>
</tr>
</tbody>
</table>

### Summary

**Minority Male**

There are 13 minority males in the 2018SP QEP cohort.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Cohort</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Only ACA</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Only ORIEN</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>No Treatment</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

**Full Cohort**

There are 155 students in the 2018SP QEP Cohort.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Cohort</td>
<td>38</td>
<td>134</td>
</tr>
<tr>
<td>Only ACA</td>
<td>9</td>
<td>134</td>
</tr>
<tr>
<td>Only ORIEN</td>
<td>48</td>
<td>134</td>
</tr>
<tr>
<td>No Treatment</td>
<td>39</td>
<td>134</td>
</tr>
</tbody>
</table>

While noting specific needs between groups, the Minority Male completed at least one of the Orientation/ACA expectations at a slightly higher rate than the Full Cohort.

72.9% for Minority Males

70.9% for Full Cohort
Appendix D

Student Success Boot Camp Flyer

**ISOTHERMAL INVITES YOU!**

**SPRATT’S STUDENT SUCCESS BOOT CAMP**

TUESDAY, MAY 22, 2018
11:00 AM - 12:00 PM
ADMIN BLDG, ROOM 204
FACILITATOR: KAREN SPRATT

**SPONSORED BY: UNCOMMON LEADERS CLUB**

**TOPICS INCLUDE:**
- Homework Made Easy
- Setting and Reaching Realistic Goals
- Overcoming the Art of Procrastination

**IMPROVING SUCCESS BY BUILDING A STRONG FOUNDATION**

**CONTACT INFORMATION:**
KSPRATT@ISOTHERMAL.EDU
828-395-1469
OFFICE ADMN 135
Appendix E

Professional Development/Inspiration Speaker Odell Bizzell’s Flyer

IMPACT: 6 Ways to Win with Leadership

Discover Your Purpose
Display it to the World!

Odell Bizzell

Wednesday, March 14, 2018
12:30pm-1:30pm
ICC Library Auditorium

Co-sponsored by ICC’s Uncommon Leaders Club & SGA

Free and open to the public!

Sandra Lackner
Dean of Students
828.395.1429
slackner@isothermal.edu

Maria Maddox
Student Activities Coordinator
828.395.4196
mmaddox@isothermal.edu
Appendix F

MMSI Job Description

<table>
<thead>
<tr>
<th>Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title</strong></td>
</tr>
<tr>
<td><strong>Classification</strong></td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
</tr>
<tr>
<td><strong>Division</strong></td>
</tr>
<tr>
<td><strong>Revised Date</strong></td>
</tr>
<tr>
<td><strong>Department</strong></td>
</tr>
</tbody>
</table>

**Statement of Primary Purpose**

In support of the overall Learning College’s model of rich intellectual engagement, it is the responsibility of the Minority Male Success Initiative (MMSI) Coordinator to carry out a multilayered program designed to increase minority male student progression and goal achievement by providing and maximizing integrated and targeted support and interventions.

**Essential Responsibilities**

1. Increase Student Success, Retention, and Goal Achievement
   a. Establish and advance institutional MMSI grant objectives and activities
   b. Support and endorse academic achievement and support networks by strengthening access to college and community resources
   c. Encourage participation and collaboration among students and institutional departments
   d. Refer students to appropriate college staff for additional program advising, financial aid assistance, counseling, and related services
   e. Establish and maintain system to evaluate student progress and interventions

2. Maximize Student and Campus Participation
   a. Encourage involvement of minority male distance learning students through online and innovative engagement strategies
   b. Provide programming or encourage engagement in student activities that enhances and promotes academic excellence, identity development, and overall quality of life

3. Serve as Advisor to the Uncommon Leaders Student Club
   a. Within federal, state, and local regulations, policies and designated procedures, advise and supervise all Uncommon Leaders activities, expand organizational development, and facilitate leadership and team-building trainings
   b. Organize and conduct regularly scheduled Uncommon Leaders Club and MMSI meetings
   c. Coordinate travel arrangements and attend off-campus workshops and conferences with Uncommon Leaders members
   d. Manage marketing for all Uncommon Leaders Club-sponsored events, including creation of printed materials, electronic announcements, social media, and college calendar notifications
   e. In consultation with the dean of students, develop, prepare, and submit an annual
budget/spending allocations for MMSI, including Uncommon Leaders Club
f. Coordinate MMSI expenditures according to College rules and regulations

4. Additional Responsibilities
   a. Conduct, compile, and utilize research for ongoing program area assessment and application of data to serve students and the college community
   b. Maintain appropriate professional boundaries while being welcoming and enthusiastic
   c. Work evenings and weekends, as required
   d. Perform other duties, as assigned

Skills and Abilities
1. Develop an understanding and appreciation of the mission, history, current programs, services and goals of Isothermal Community College
2. Possess excellent skills for planning, organizing, and carrying out new initiatives and student engagement opportunities with the MMSI and Uncommon Leaders Club
3. Ability to foster mutually trusting collaborative team-based work environment with a willingness to see tasks through to completion
4. Sustain focus and execution of coordinating engagement, supports, and budget management
5. Strong leadership skills that place student access and success at the center of decision-making, interactions, and communication efforts
6. Maintain dependability while independently perform complex tasks and prioritize multiple projects
7. Ability to establish, cultivate, and nourish positive relationships with colleagues, students, and the general public
8. Professionalism in handling confidential files/information (FERPA)
9. Ability to facilitate and model a high-quality quality customer service orientation
10. Ability to operate computers, mobile devices, internet, and related software including Microsoft Office and relevant applications
11. Effective communication skills (written and oral) in a variety of settings with people from diverse backgrounds, educational levels, abilities, and age groups

Qualifications
1. Bachelor’s degree from an accredited institution, required
2. Relevant experience, preferred

Physical Demands
Typical office environment, frequently lifting and carrying items up to 25 lbs.; frequently twisting or bending at the waist or reaching overhead; frequently traveling between buildings on campuses, to other centers or off campus to attend meetings and conference; frequently listening to and talking with faculty, staff, and students in person, by telephone, or e-mail; frequently sitting at a desk or workstation using a computer display, keyboard, and mouse.

Environmental Conditions
Inside and outside.

This position description covers the most essential functions and duties associated with this position. The President or appropriate supervisory personnel may assign additional duties. The College reserves the right to alter duties, responsibilities, conditions, working hours, and job title with or without notice.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
MINORITY MALE SUCCESS INITIATIVE
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Lenoir Community College

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

PREPARED BY:
Jamal McMillion Student Success Advisor/MMSI Coordinator June 28, 2018

Name/Title
252-527-6223 ext 343
Email Address
jlmcmillion66@lenoircc.edu

Phone

PROGRAM COORDINATOR:
Jamal McMillion Student Success Advisor June 15, 2018

Name/Title
252-527-6223 ext 343
Email Address
jlmcmillion66@lenoircc.edu

Phone

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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 programs/activities that were conducted and their relevance to the proposed goals and objectives

**Academic Enhancement**

- ACA-111-MMSI course was established with a focus on the targeted cohort. Its primary objective is to support success during the first academic year by introducing students to campus resources and various skills such as time management skills, study skills, and soft skills. This course also serves a “trigger course” designed to monitor the cohort’s holistic experience as a first year student.

- MMSI information Moodle shell was created to serve as a portal of student information
- Fall/Spring semester each college course taken by the targeted cohort was identified
- Fall/Spring semester pass percentage rates were accessed in each course of targeted cohort
- Fall/Spring semester mid-term grades were accessed. Each participant in cohort was emailed a copy of the report along with instructors and advisors carbon-copied
- Cohort patronage of college resources was accessed: college library, tutorial services, writing & math labs etc.
- Underperforming cohort participants were assigned academic action plans with the help of course instructors

**Character/Leadership Development**

- Mayoral candidate Don Hardy Presentation: *Thursday, September 21, 2017, 10am*
- Dr. Peter R. Watson, M.D. of Kinston Medical Specialists Presentation: *Thursday, September 28, 2017, 10am*
- Mayor B.J. Murphy Presentation: *Friday, September 29, 2017, 11am*
- Former Kinston, N.C. Director of Public Safety, Chief Bill Johnson, Monday, October 2, 2017 at 11am
• Bully Prevention Awareness: Wednesday, October 18, 2017, 11am
• Domestic Violence Awareness: Tuesday, October 20, 2017, 11am
• Black History Month Lecture Series (six local speakers) various dates
• Black History Month Presentation: February 28, 2018, 11am

Career Development
• United States Marines Presentation: October 11, 2017, 11am
• United States Navy Presentation: Monday, December 4, 2017, 10am
• United States Army Presentation: Wednesday, October 13, 2017, 10am
• Lenoir Community College NCWorks Career Center Presentation: Fri 9/29/2017, 9am

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

The goal of The Minority Male Success Initiative, 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, and to 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.

The goal of The Minority Male Success Initiative, at Lenoir Community College, during the 2018-2019 academic year is to create a learning environment that is conducive to meeting the aforementioned state program goal. In support of this stated goal, the faculty and staff collaborate to provide support and systemic interventions at keys points during an academic semester.

Review last year’s data

• MMSI Coordinator requests identification of cohort from Institutional Effectiveness
• MMSI Coordinator emails program overview to cohort

Identify general education courses to be monitored as Pilot Courses: ACA-111, Art-111/112, ENG-111/112, MUS-111/112, and PSY-150.

• Course Instructor Collaboration with MMSI Coordinator
• Course Syllabus Review by MMSI Coordinator
• Cohort encouraged to enroll in monitored courses
• Attendance monitored MMSI Coordinator
• Cohort is sent assignment reminders via in accordance with assignment dates
Email Campaign
- Cohort is emailed program overview at the 10% date of the semester
- Cohort is emailed at Mid-term of semester Mid-term grade report instructors are carbon copied to email- action plan established
- Cohort emailed two weeks after Mid-term- action plan monitored

Personal Development Seminars
- Financial Literacy (August 18)
- Suicide Prevention (September 18)
- Domestic Violence Awareness (October 18)
- Diabetes Awareness (November 18)
- Black History Month (February 18)
- Alcohol Awareness (April 18)
- Black History Presentation (February 18)
- Others pending

Occupational Workshops
- United States Marines Presentation
- United States Army Presentation
- United States Navy Presentation
- Lenoir Community College NC Works Presentation

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 so far that will help to achieve intended goals
- Program goals must be clearly communicated to campus faculty, staff, and cohort
- Establishing Pilot Courses are a more practical means of monitoring cohort progress
- Establishing Pilot Courses fosters buy-in from faculty and administration
- Support from upper administration creates optimal program growth

Changes MMSI Coordinator made or plans to make in light of what has been learned
- Pilot Courses have been established (selected general education courses)
- Pilot Course library established wherein the program cohort may have access to course textbooks
- Cohort midterm report emailed to cohort with instructors and advisors carbon copied
• Academic action plans must be established for under-performing cohort participants after mid-term report
• MMSI coordinator will meet with Pilot Course instructors at the beginning of the semester to obtain course syllabi and to review instructor addendums.

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 you have encountered
• Students do not check emails as they should
• Student adherence to action plans are at best mediocre
• Transportation continues to remain an issue

Additional resources needed to enhance the effectiveness
• Effective retention technology

How the system office help address these challenges
• More training opportunities
• Presentations from North Carolina community colleges with effective 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 how many staff work with your program and if they work on a full-time or part-time basis.

The role of Minority Male Success Initiative (MMSI) coordinator at Lenoir Community College has developed into a primary position within the student services division. The College has integrated the MMSI role into First Year Experience support, retention services, specialized academic advising, and counseling services. As a result, a portion of full-time staff costs constitute the largest percentage of funds expended over the past year. Additionally, influential speakers, didactic materials, and professional development costs account for remaining expenditures during 2017-2018 program year. Please see the table below with a summary of program year expenditures.
<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>$10,960.17</td>
</tr>
<tr>
<td>Social Security</td>
<td>$825.86</td>
</tr>
<tr>
<td>Retirement</td>
<td>$1,877.62</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>$1,355.09</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>$129.36</td>
</tr>
<tr>
<td>Lodging</td>
<td>$288.30</td>
</tr>
<tr>
<td>In-State Meals</td>
<td>$48.80</td>
</tr>
<tr>
<td>Other Current Expenses</td>
<td>$1,748.80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$17,234.00</strong></td>
</tr>
</tbody>
</table>

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

The process for 2017-2018 worked very well. We received outstanding support from the system office; Mr. Evans provided timely responses to questions. The communication among the partner institutions was very helpful. As colleges learn more and begin to identify trends and common factors that may help faculty and staff better serve minority male students, it will be important to share best practices in a systematic manner.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: __Martin Community College_____________________________

ADDRESS: _1161 Kehukee Park Rd., Williamston NC 27892________________

PREPARED BY:
___Ashlie Lilley/TRiO Outreach Specialist_________________06/25/18
Name/Title Date
252-789-0268 brett.lilley@martincc.edu
Phone Email Address

PROGRAM COORDINATOR:
___Ashlie Lilley/TRiO Outreach Specialist_________________06/25/18
Name/Title Date
252-789-0268 brett.lilley@martincc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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.

-Martin Community College has created a MMSI taskforce comprised of staff members and a student representative. This task force meets monthly to assure the MMSI is providing our students with the best experience possible.
-The MMSI program at Martin Community College has provided students with the opportunity to attend a campus tour of Elizabeth City State University. Our MMSI taskforce attended the MMSI Conference in Durham, NC.
-The MMSI group on campus was provided with mentoring supports including but not limited to, one on one mentoring, engaging in the students on campus and providing supports to the students through our established mentors.
-The MMSI group has also purchased laptops for our MMSI students to use in order to try and provide a long term benefit to our students through available technology.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Martin Community College MMSI will provide to our students support, challenges, authentic care, and high expectations. Implementing the following measures will succeed in addressing the four areas of the NCCS Strategic Plan, student interest and access, clear and supported pathways for student progress and success, economic and workforce impact, as well as system effectiveness.

-Martin Community College will implement early alert systems to allow our Counselors and Volunteers to be aware of students that are not making effective progress and to help link the students to resources and provide support for any challenges they may be facing. Some resources will include financial aid assistance, tutoring services, and career services.
-MCC also believes that professional development including how to effectively teach men of color, and other underrepresented groups is of upmost importance. MCC will bring in professional speakers such as the Dream Builders Group to speak with our faculty and staff. MCC’s goal is to help our educators become more engaged with their students of color.
-MCC will be identifying key recommended practices and using those practices to foster success in our MMSI student body.
-MCC will be monitoring the success rate of the students provided with laptops to complete their online coursework through the MMSI program.
-University tours will be provided through MMSI to encourage students to continue their higher education and offer students the opportunity to choose their next steps in higher education.
-Bi-weekly business meetings for the MMSI group informing students of availability of career services, tutoring opportunities, financial aid help and other services provided on campus at MCC.

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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?

   After visiting with other community college MMSIs and attending the MMSI conference we have learned that for this program to be a success we must provide an environment in which the students feel that they belong, they are important and offer the students the tools they need for success. In this line of thought we are providing our students with laptops to use during the school year to increase their success in classes with online assignments and projects. We are implementing a task force to serve MMSI, including student representatives to include the student body voice. We feel that the MMSI task force is one of our best practices. This task force could be expanded to include more students, faculty and staff as the MMSI grows on 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?

   - Our primary challenge has been the unexpected resignation of our previous Coordinator of MMSI. This challenge, while difficult, was mitigated by the creation of the MMSI task force, allowing for more involvement by staff and creating a system to avoid challenges such as this in the future.

   - A secondary challenge for MCC is how to best implement the practices for MMSI. The system office can help by clearly conveying the best practices around the state.

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 how many staff work with your program and if they work on a full-time or part-time basis.
One individual part-time and partially funded through the grant funds, as well as 4 members of a task force, monthly task force meeting, student travel and conferences. MCC college recognized the best long-term impact of the funds would be through staff training, and through the purchase of laptops for our MMSI students to provide our 2018 students with tools for success. We hope that by providing technology to our students, that they may not otherwise have, will also provide them with a route to a successful college degree.

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

We have been pleased with our program so far and are excited to continue growing this program on campus in the 2018-2019 academic year.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Mitchell Community College

ADDRESS: 500 West Broad Street, Statesville, NC 28677

PREPARED BY:

Dr. Porter Brannon, Vice President for Student Services June 29, 2018

Name/Title Date

(704) 878 – 3281 pbrannon@mitchellcc.edu

Phone Email Address

PROGRAM COORDINATOR:

Dr. Porter Brannon, Vice President for Student Services June 29, 2018

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 29, 2018. 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 2017-18 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.

### Engage the support system (parents, children, and friends) of minority males’ in their students’ academic persistence.

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
<th>Action Steps</th>
<th>Who will be responsible?</th>
<th>Necessary resources?</th>
<th>Target Date Completion</th>
<th>What evidence will indicate success?</th>
<th>2018 Year-End Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage the support system (parents, children, and friends) of minority males’ in</td>
<td>1. Invite parents, family, and friends to MMSI new student orientation.</td>
<td>Dr. Brannon, VP Student Services, Kelly Pardue, Career Services, Libby Patrick, Student Activities, De’Angelia Huggins, Career Coach</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. An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year. Four new student family orientations were held and one end-of-year recognition dinner was held. Parents and families members were excited that their student had “a person” on campus. Disappointing was the data from our 2018 Performance Funding report which indicated that Mitchells first year progression rates were down. Progression for all Mitchell subgroups were above the 70% average with the exception of African-American males and females (n=51).</td>
<td>Four new student family orientations were held and one end-of-year recognition dinner was held. Parents and families members were excited that their student had “a person” on campus. Disappointing was the data from our 2018 Performance Funding report which indicated that Mitchells first year progression rates were down. Progression for all Mitchell subgroups were above the 70% average with the exception of African-American males and females (n=51).</td>
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<tr>
<td>their students’ academic persistence.</td>
<td>2. Host MMSI Game Night where family and children may attend.</td>
<td></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 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.</td>
<td>Four new student family orientations were held and one end-of-year recognition dinner was held. Parents and families members were excited that their student had “a person” on campus. Disappointing was the data from our 2018 Performance Funding report which indicated that Mitchells first year progression rates were down. Progression for all Mitchell subgroups were above the 70% average with the exception of African-American males and females (n=51).</td>
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<tr>
<td>3. Host end-of-year recognition dinner where family and children may attend.</td>
<td></td>
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<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. 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>
<td>Four new student family orientations were held and one end-of-year recognition dinner was held. Parents and families members were excited that their student had “a person” on campus. Disappointing was the data from our 2018 Performance Funding report which indicated that Mitchells first year progression rates were down. Progression for all Mitchell subgroups were above the 70% average with the exception of African-American males and females (n=51).</td>
</tr>
</tbody>
</table>

### Encourage positive mental health by addressing common emotional issues minority males face.

<table>
<thead>
<tr>
<th>Objectives / Targets</th>
<th>Action Steps</th>
<th>Who will be responsible?</th>
<th>Necessary resources?</th>
<th>Target Date Completion</th>
<th>What evidence will indicate success?</th>
<th>2018 Year-End Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host the following</td>
<td>1. Managing Micro-aggressions</td>
<td>Dr. Brannon, VP Student Services, MMSI Mentors, Faculty &amp; Staff, Community Members</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. 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>
<td>Monthly workshops were conducted with lunch provided by the SGA. Participants enjoyed the fellowship and felt comfortable venting and expressing anger and angst in the safe space these workshops created. As stated above, the first year student progression data was disappointing. Tackling this reduction in minority male first-year progression will be discussed further in the Learning section.</td>
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<td>interactive mental</td>
<td>2. Minority Males and Masculinity</td>
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<td>health workshops:</td>
<td>3. Imposter Syndrome</td>
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<td>4. Economics of Love: Healthy Relationships</td>
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</table>

### Increase participants’ social capital by providing socio-cultural enrichment.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase participants’ social capital by providing socio-cultural enrichment</td>
<td>1. Take students to a Broadway-style play/production.</td>
<td>Dr. Brannon, VP Student Services, MMSI Mentors</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. 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>
<td>In lieu of a Broadway-style show, participants opted to see Black Panther instead. The movie viewing was followed by dinner and a discussion. Participants visited our #1</td>
</tr>
<tr>
<td>2. Host a tour of senior colleges</td>
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</table>

As stated above, the first year student progression data was disappointing. Tackling this reduction in minority male first-year progression will be discussed further in the Learning section.
experiences for minority males.

3. Take students to a museum.
4. Teach dining etiquette during a formal dinner.

The Culinary Arts staff and Faculty & Staff

- An increase in the number of first year minority male students who successfully complete 12 (PT) to 24 (FT) hours in the first year.
- Transfer institution, UNCC, visited the Harvey Gantt Cultural Center in Charlotte, and attending a dining etiquette dinner hosted by the Culinary Arts faculty and students (see pictures on last page).

As stated above, our first year student progression data was disappointing, and will be discussed further in the Learning section.

<table>
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<th>Objectives / Targets</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Dr. Brannon, VP Student Services  Kelly Pardue, Coordinator of Career Services  Libby Patrick, Coordinator of Student Activities  De’Angelia Huggins, Career Coach</td>
<td>Digital video camera, tripod, and white backdrop</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. 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>
<td>Our Career Coach created and facilitated career Exploration workshop using 16Personalities, conducted goal setting and time management workshops; held mock interviews; helped students build resumes, and create polished LinkedIn profiles. Participants also participated in Dress for Success activities and had opportunities for on-campus job shadowing with senior staff. As stated above, our first year student progression data was disappointing, and will be discussed further in the Learning section.</td>
</tr>
</tbody>
</table>
What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. This year MMSI objectives will focus on NCCCS Strategic Plan item 2.1: Integrate career exploration and employer outreach for all audiences from the moment they engage.

<table>
<thead>
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<th>Objectives / Targets</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Provide career exploration opportunities for participants.</td>
<td>1. Provide career coaching for minority males. 2. Provide minority males an opportunity to conduct mock interviews, have their resume reviewed, headshot taken, and their social media profiles examined. 3. Host a variety of career exploration and job readiness workshops that enhance participant’s employability.</td>
<td>Dr. Brannon, VP Student Services De’Angelia Huggins, Career Coach</td>
<td></td>
<td>April 30, 2019</td>
<td>1) 35% of minority males on campus will participate in Career Coaching activities.</td>
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<tr>
<td>2. Provide participants with employment soft-skills training.</td>
<td>Provide <em>Working Smart</em>, a soft-skills program designed to provide job-seekers the work and life skills that enhance employee productivity.</td>
<td>Dr. Brannon, VP Student Services</td>
<td>$1,000 salary for the instructor</td>
<td>January – April 2019</td>
<td>• 10% of first-year minority males will participate in Career Coaching activities.</td>
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<tr>
<td>3. Identify minority males within the community that can mentor and provide workshops for Mitchell students.</td>
<td>Identify minority males in the community who can serve as mentors, facilitate workshops, and attend networking events throughout the academic year.</td>
<td>Dr. Brannon, VP Student Services</td>
<td>Recommendations from faculty and staff</td>
<td>October 1, 2018</td>
<td>• A minimum of five external mentors will be secured to provide coaching and workshop facilitation for minority students.</td>
<td></td>
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</table>
What lessons have you learned so far that will help you in your continued efforts to achieve your intended goals?
One of the most interesting experiences I had this year was managing the emotions of the participants. Many of the men had incredibly amounts of pent-up anger and anxiety. I never imagined that so many young men were dealing with anger and anxiety on a daily basis around issues related to race. The men traded contact information and began meeting and communicating outside of our bi-weekly meetings. They became each other’s support system.

I one point in the year, I recommended that we convert one of our meetings into an open forum. More than half of the participants were concerned or fearful about discussing minority male issues in public. That helped me understand how important a private and safe place was to minority males.

Our students continue to thank me and our President for our presence at activities and dedication to the Minority Male Success Initiative.

Describe any changes you have made or plan to make in light of what you have learned?
Our first-year student progression data was disappointing. Especially since two of the three populations that stood out for having the lowest progress were minorities and students who identified their nationality as “Other”. We’ve asked our institutional research department to provide us with a list of these first-year students who to determine whether their attrition was social or academic. We plan to survey the students to obtain qualitative information related to their attrition. We also plan to examine transcripts to understand what, if any, academic supports may be needed for this population.

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?
Partnering with Student Activities and the Student Government Association was a great way expand participants support network. These partnerships also allowed us to fund enrichment activities such as the dining etiquette workshop.

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 students who participated the most this year reported that the socio-cultural enrichment activities were one of the most enjoyable. However, MMSI funding cannot be used for food and activities considered “entertainment”. Additionally, while the SGA and Student Ambassadors are able to purchase garments that recognize their organization, MMSI funds cannot be used. Thus, we relied on funding from the SGA and gifts from the President to support enrichment activities, meals, and garments. It would be helpful if a small portion of the funding could be dedicated to supporting cultural enrichment.

### 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 how many staff work with your program and if they work on a full-time or part-time basis.

**MMSI Funding 2017-2018**

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Unexpended</th>
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<tbody>
<tr>
<td>Total Provided Mitchell Community College</td>
<td>$17,234.00</td>
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<tr>
<td>PT Professional</td>
<td>$12,710.00</td>
<td>$12,708.62</td>
<td>$1.38</td>
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<td>PT Technical/Para</td>
<td>$2,562.00</td>
<td>$2,561.58</td>
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<td>Contracted Services</td>
<td>$257.00</td>
<td>$150.00</td>
<td>$107.00</td>
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<td>Office Supplies</td>
<td>$1,705.00</td>
<td>$1,496.72</td>
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<td>Total Funds Expended</td>
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<td>$16,916.92</td>
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<tr>
<td>Funds Remaining as of June 29th, 2018</td>
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<td>$317.08</td>
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</table>
There is one PT Professional (Career Coach) who is supported through the grant. She organizes and facilitates most of the career workshops, assists students with career exploration, resume building, and helps students with building their LinkedIn profile. She assists with the planning and coordination of student outreach and some of the enrichment activities. Contracted services include professional photographers who take the online profile pictures for participants, as well as certain workshop facilitators. We planned to use part of the Office Supply budget line to purchase a camera and tripod, however those items were not purchased. Instead, the College’s marketing team provides the photography for most of our events.

Please provide any comments, suggestions, or feedback that you would like to add.
As previously mentioned, I believe cultural enrichment activities are a critical element in building the social capital that most underserved minorities don’t have access to. I suggest allowing a portion of the grant funds be used for cultural enrichment (not entertainment).

Below are some photos of our students that I would like to share:

Javis Gantt (Center), voted 2018-2019 Class President for the highly competitive Nursing Program
Donald Sutherland (Front), Dean’s List Nursing Student
Gentleman attending the Dining Etiquette Workshop in collaboration with Mitchell Ambassadors

Participants, on campus, promoting MMSI
Workshop: Managing Micro-aggressions

Gentlemen attending scholarship luncheon to thank donors for their investment.

MMSI participants selected at Student Ambassadors.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative  
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Nash Community College

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

PREPARED BY:

Jamal Pitt/Director of M.A.L.E. Success Initiative  5-08-18
Name/Title  Date

252-428-7334  jkpitt533@nashcc.edu
Phone  Email Address

PROGRAM COORDINATOR:

Jamal Pitt/ Director of M.A.L.E. Success Initiative  05-08-18
Name/Title  Date

252-428-7334  jkpitt533@nashcc.edu
Phone  Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018.** 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 2017-18 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 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 skype sessions (which replaced the bi-monthly leadership seminars typically held during the academic year); a cohort of 432 students was established for 2017-2018 baseline. The project was successful in achieving the proposed outcomes. For example, of the 432 students who enrolled for Fall 2017, 287 returned for the Spring 2018/19 (a 66 percent retention rate). A deviation from the programs/activities that were cited in the proposal is a UNC Wilmington Campus Tour/Visit with 3 students in a partnership with Wayne Technical Community College.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Goal 2:
A deviation from the programs/activities that were cited in the proposal is a UNC Wilmington Campus Tour/Visit with 3 students in a partnership with Wayne Technical Community College. Assisted with supplemental advising as well as application assistance for scholarships and enrollment for the upcoming semester. Promoted job opportunities locally as well as state wide during the Career Fair on campus.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

Goals/Objectives for the 2018-2019 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. Service Project for MLK Day of Service with North Carolina Wesleyan College where helped clean up local city lake. Attended Deciphering the Facts Event with members hosted by ABC11 news station.

- Objective 2.4: Reduce achievement gaps for underserved students.

An example we provided target support in the form of Gas Cards for students who are referred to the student wellness center by their teachers. These students must have a certain level of attendance to qualify. Students could also be referred for Bus Passes to gain access to transportation to attend classes. Students are also screened for Single Stop assistance to see if they qualified for resources off campus, such as housing options and assistance as well as access to food. Increased face to face meetings with members to a monthly meeting on campus.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
- Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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?

Lessons learned from the MMSI implemented in 2017-2018 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 was bringing it back on campus. I believe that this approach has strengthened the presence of MALE on campus. 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.

**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 how many staff work with your program and if they work on a full-time or part-time basis.

The funds allocated for the MMSI were exhausted and spent according to line items/guidelines (please refer to 2017/2018 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.

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.
MALE Academic Summary To Date

In addition to the monthly reports below, the Director of MALE also engages students at Registration, SGA and Club events, as well as all SWELL events. He provides academic supports and advising for our MALE students and networks system wide with other MALE programs. Further, Jamal has worked with ECHS students and served as a chaperone for the recent NRMS high schools field trip to Elizabeth City State where he promoted Nash CC to participants.

September 2017
3 students served individually; Outreach to 388 MALE members; MMSI Regional Training Completed

October 2017
77 students served individually; 5 Outreach to 440 MALE members
13 class presentations; 50 eligible students served with direct information access
10/14 “Deciphering the Facts: Getting the Story Right” Professional Development
10/25 MALE Lunch and Learn; 20 students; NCCCS MMSI webinar

November 2017
30 students served individually; 8 Outreach services to 444 MALE members
11/16 MALE Lunch and Learn “Relieving Test Taking Anxiety;” 9 students
11/18/17 Cosmetology Market Day, 5 students
11/29 NCCCS MMSI webinar

December 2017
5 students served individually; 3 Outreach services to 444 MALE members
Activities: Winter Participation Raffle, Cosmetology Winter Fashion Show, SGA Christmas Stocking Freewill Baptist Children’s Home
12/12/17 Chief SDA & Student Services Update webinar
12/15/17 NCCCS MMSI webinar

January 2018
3 Outreach emails to 1514 MALE members; 18 class presentations, 103 students
Activities: 1/15/18 MLK Service project, 3 students; 1/24/18 Welcome Back Meeting, 10 students; 1/29/18 Skills USA Meeting, 3 students

February 2018
11 Outreach emails to 1298 MALE members; 1 One-on-One Educational Assistance, 1 student
Activities: 2/21/18 Sexual Health and Wellness with Edgecombe County Health Department, 13 students

March 2018
3 Outreach emails; 1548 MALE members
Activities: 3/14/18 Beau the Therapy Dog, 25 students; 3/25/18 UNC-W Tour Visit with Transfer Admission Coordinator; 3 students; 3/25/18-3/27/18 MMSI Conference (Minority Male Success Initiative)
Nash Community College MMSI Goals and Objectives 2018-2019

What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Goal 2:
Deviations from the programs/activities that were cited in the proposal is a UNC Wilmington Campus Tour/Visit with 3 students in a partnership with Wayne Technical Community College. Assisted with supplemental advising as well as application assistance for scholarships and enrollment for the upcoming semester. Promoted job opportunities locally as well as state wide during the Career Fair on campus.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

Objective 2.2: Plans for the 2018-2019 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. Service Project for MLK Day of Service with North Carolina Wesleyan College where we helped clean up a local city lake. Attended Deciphering the Facts Event with members hosted by ABC11 news station.

Strategy 2.2.1: Assisted with supplemental advising as well as application assistance for scholarships and enrollment for the upcoming semester. Promoted job opportunities locally as well as state wide during the Career Fair on campus. An example: we provided target support in the form of Gas Cards and campus Meal Cards for students who were referred to the Student Wellness Center by faculty. These students must have a certain level of attendance to qualify. Students could also be referred for Bus Passes to gain access to transportation to attend classes. Students are also screened for Single Stop assistance to see if they qualified for resources off campus, such as housing options and assistance as well as access to food. Increased face to face meetings with members to a monthly meeting on campus. Provided free tax preparation through on-campus VITA site.

Objective 2.4: Reduce achievement gaps for underserved students.
The following will be done to reduce achievement gaps for underserved students: Moved Director position to centrally located office to provide on-going, person-centered support to MALE members as needed. Facilitation of tutoring services and increased access to academic resources such as the Math Tank and the English Studio.

Application assistance for transfer to universities and scholarships. Insured basic needs were met through campus and community resources. Provided access to trauma-informed clinical services through the Student Wellness Center to increase coping skills and strengthen overall wellbeing.

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

- Objective 2.4: Reduce achievement gaps for underserved students.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Pamlico Community College

ADDRESS: PO Box 185 Grantsboro, NC 28529

PREPARED BY:
Jamie D. Gibbs, Vice President of Student Services
Name/Title
252-249-1851 ext. 3021
Phone
6/29/2018
Date
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Email Address

PROGRAM COORDINATOR:
Jamie D. Gibbs/Program Coordinator
Name/Title
252-249-1851 ext. 3021
Phone
6/29/2018
Date
jgibbs@pamlicocc.edu
Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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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PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2017-18 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 2017-2018 academic year, Pamlico Community College continue to focus on students’ success by increasing the availability of the tutors. Some of our instructors began serving the role as tutors to provide more continuity between faculty and students. This assisted with increasing the collaboration, with on campus stakeholders, to provide participants more opportunities for success.

Pamlico Community College’s efforts to continue lunch and learns didn’t go so well due to conflicts with students’ schedules and outside responsibilities. Therefore, we were able to engage the students, within the ACA courses, and provided them with lessons that cover the following topics as: “Study Skills, Leadership Development, Fiscal Responsibility, Career Planning, Entrepreneurship and Financial Aid.” Participants continue to volunteer in service learning projects with Pamlico County Partnership for Children, local Food Bank and participated in the local parades.

For the first time, participants were able to attend the System’s Minority Male Conference. The young men received information and gained friendship that they would not have been exposed to without this opportunity. They came back to campus energized and ready to share their wealth of knowledge, gained from this opportunity, with their peers.

The college was successful with increasing the progression of first-year minority male students. Among all of the participants, the average GPA was 2.56. One of the participants will be transferring to a four-year college in the Fall. He was successful of improving his GPA so that he can realize his dream of playing college football. The program has assisted him with laying the foundation for continued success. Most of the participants who completed the semester, pre-registered for fall courses and are planning on returning.
2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

A major goal is to increase credential completion:

- College personnel will reach out to the students and provide information concerning Financial Aid, Tutoring, and pre-registration dates more proactively than they have in the past. These efforts will assist with the improvement of advising practices and direct students on a path of obtaining their credential.

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

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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 continue to serve in an advisory role for the Minority Male Success Initiative. This continues to be beneficial because a wide scope of professionals were involved in the success of the program. This concept ensures that the services, this program offers, can be reach by any student who are interested.

Secondly incorporating the software known as “Regroup (texting software)” will assist with improving the communication and providing students with important announcement otherwise maybe missed because of students not checking their email. This will be a major difference on our campus. It is the hope that this change will improve communication and assist with our retention efforts. This new procedure will allow us to give students important information on topics such as registration, financial aid, ect…
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 continue to be the lack of communication among some of the stakeholders. Although this is a barrier, Pamlico Community College continues to work on this flaw by reporting to our Executive Committee and engaging them to assist us with the issue. By doing so, it has decreased the number of withdraws that we have experienced in the past. Providing the young men with a success coach has assisted them very well. Students are receiving praise for their efforts and it has made them excited. They realize that positive communication can take place. They do not have to be recognized for only the bad things. They appreciate the recognition for their hard work too.

The assistance, needed from the System Office, is to continue to advocate for this program. This is an important program that displays positive results.

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 how many staff work with your program and if they work on a full-time or part-time basis.

Pamlico Community College was originally awarded the amount of $17,234 for the Minority Male Mentoring program. Pamlico Community College was able to spend its total allocation. Pamlico Community College provided professional development opportunities for the Vice President of Student Services/Program Coordinator and participants totally $2,317.28. Pamlico Community College utilized $11,514.06 for Contractual Services. We utilized $289.27 for supplies. We also used $3,111.39 for technology purposes. All totals, provided above, give a zero balance for the 17-18 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.

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.

The Minority Male Conference and the monthly conference calls was valuable events that I hope will continue in the future.
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Jennifer Haygood
Acting President
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Piedmont Community College

ADDRESS: 1715 College Dr Roxboro, NC 27573

PREPARED BY:

Patricia A Hatchett
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June 26, 2018
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PROGRAM COORDINATOR:

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June 26, 2018
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Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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.
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   The programs goals 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 interactions between students and the campus community. This grant cycle the 3M program and the office of Student Development collaborated to sponsor a campus-wide common read. We chose the book entitled, “The Boy Who Harnessed the Wind,” by William Kamkwamba and Bryan Mealer. The book was discussed in on campus forums and in the ACA classes. We chose the ACA classes so we could reach our first-year students.

   In addition to the common read forums, we collaborated with the art club and Art instructor to offer programs to teach students about Malawian art. We held an art class for students who wanted to participate.

   We offered a workshop in the fall that focused on Disruptive Leadership. It stressed how men can add more to their lives if they look deeper than surface level.

   For the spring, we collaborated with the high school to offer a 3-part workshop series that focused on goal setting, self-esteem, and brotherhood/community.

   We conferred with the Academic Success Center and Student Support Services to see if the males were utilizing the services on a regular. We reminded students through face to face visits, phone calls, and via email that help was available if and when needed.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

   1) To continue the conversation concerning diversity on the institution’s campuses and surrounding communities (some student did not like being associated with the program because of the term “minority”)

   2) To provide first-year minority male students with a mentor

   Strategic Plan Reference(s):
   Theme: Clear and Supported Pathways for Student Progress and Success

   Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

   • Objective 2.2: Provide integrated, targeted support services that promote student success.
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 program is most successful when you reach out and make a connection with students early on in the semester. We did not hire a coordinator until a month and half into the semester so we missed the small window of time to engage new students. For the upcoming year, the coordinator has already begun preparing returning students to assist with reaching out to new students coming to campus for the first time. The 3M coordinator and returning students will participate in new student orientations, open houses, and any event where incoming students will be present. We are also working with the Student Government Association to engage the student body in the conversation about diversity. We have plans to have diversity program that focuses on a different group each month.

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 barrier we experienced was not having a full-time coordinator to oversee the program. The current coordinator was unable to have an equal presence on both campuses. It would be beneficial to the program to have co-advisors so both campuses will get equal attention.

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 how many staff work with your program and if they work on a full-time or part-time basis.

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<td>Staff Travel</td>
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</tbody>
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2 staff members currently work directly with the program but countless others supply time and energy throughout the year to make things work.

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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.

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### PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. Please refer to your 2017-18 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 2017-2018 school year at Pitt Community College we used two main programs to reach out to the students:
• Next Level – this program provides minority male students with resources readily available to assist in their attempts to achieve their educational goals. This program also offers this population a chance to come together and discuss some of the obstacles that they face in the new environment that they now find themselves (higher education). Based upon the information that is discussed during group settings, various programming such as financial awareness, budgeting, etiquette training and / or domestic violence.

• Upper Echelon – this program focuses on 100 minority male students from each of the six local high schools. This program has a dual purpose: (1) serve as a “funnel” for new students to attend Pitt Community College. Once they determine that they will attend Pitt Community College, we keep in contact with them over the summer as they complete their new student orientation, placement testing etc. These efforts are to fulfill Completion by Design’s Connection and Entry phase, while also “preventing summer melt”; and (2) to prepare the students in the program for the “Next Level” in their lives. This includes courageous dialogue, and creating a plan of action for those who do not desire to continue their education. We give them the needed tools not just to be successful in their own lives, but we encourage them to share the information that they have learned with their peer groups.

The programs used during the Fall 2017 and Spring-2018 terms were a great success; however, we would like to reach even more students in the upcoming academic year.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Goal #1: Increase the progression of first-year minority male students who obtain the status of Satisfactory Academic Progress (2.0 or greater GPA and completion of 67% of courses attempted) by 5%.

Measure: In 2017-2018, 46.1% of minority males obtained the status of Satisfactory Academic Progress; in 2018-2019, 50% of minority males will obtain the status of Satisfactory Academic Progress.

Goal #2: Increase minority male utilization of campus resources and services by 100%.

Measure: In 2017-2018, two leadership positions (Minority Male Success Initiative Specialist and Assistant Vice President of Student Development & Community Standards) were provided to coordinate our campus initiative (100%). In 2018-2019, four leadership positions (Minority Male Success Initiative Specialist, Assistant Vice President of Student Development & Community Standards, Student Activities & Coburn Center Coordinator, and Graduate Intern) will be provided to coordinate our campus initiative (200%).

Goal #3: Increase the frequency of deliberate, intentional interactions (professional development workshops) between students and the campus community that facilitates student success and fosters campus engagement by 50%. 
Measure: In 2017-2018, 26 intentional interactions (professional development workshops) were provided fostering student success. In 2018-2019, 39 intentional interactions (professional development workshops) will be provided fostering student success.

Goal #4: Increase the percentage of minority male students participating in student success initiatives by 50%.


Strategies
- Increase the number of one on one and group academic counseling sessions with program participants to once a month.
  * This academic focus will also include discussions concerning each student’s academic performance, their educational goals, Student Educational Plan, etc. This will be a collaborative effort with the Success Navigators and Admissions Counselors.

- Increase in the number of psychosocial engaging experiences for program participants.
  * This engagement will include collaborative campus programming, campus visits at 4-year institutions, and attendance at local and state conferences.

- Seek the involvement of PCC minority male employees to assist in the mentoring of program participants.

- Creation of a specialized referral process for minority males to be mentored by minority male employees. This process would be a subcomponent of the Minority Male Success Initiative Scholarship Committee.

- Cross campus communication with via (1) strategic partnerships with Success Navigators and Admissions Counselors, (2) the usage of technology via email and social media, (3) internal professional development workshops with faculty and staff, (4) marketing of educational materials during New Student Orientation sessions, (5) intentional interactions (professional development workshops), and (6) student club/organization onboarding events.

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 the ability to be fluid, and keep an open mind as processes, state and institutional, change. With technology changing so quickly, it is important that we stay up to date. We must find new and interesting ways to engage students and meet them where they are, which means utilizing different forms of social media. Within the Next Level family, one of our participants is responsible for keeping social media followers up to date. This includes keeping the campus
informed about meetings, college tours, new programs and guest speakers. This same method can be used in building partnerships with other community colleges within the region, keeping each other abreast on campus “happenings”. One key component to effectively reach as many students as possible is having access to the Datatel system. This allows access to student information in order to effectively assist the 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?

Below are some of the challenges and barriers that we have encountered:

- The funds awarded to Pitt Community College is used to fund the MMSI Specialist position. However, this position is part time, and the duties expected from this role requires full time attention. This full time employee would help enhance the services provided to the target population, addressing the needs of the students that we serve.
- If the grant funds could be used for food during campus events. This will be one less barrier regarding student engagement.

**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 how many staff work with your program and if they work on a full-time or part-time basis.

The funds that have been allocated to Pitt Community College are utilized to fund a part time employee. This employee works five days a week, to assisting with student needs as outlined in the grant. There was a modification during the Spring 2018 semester, which allowed students to participate in an educational and cultural enrichment trip. These funds will be exhausted at the close of the fiscal year.

6. Please provide any comments, suggestions, or feedback that you would like to add. This year has been a good year overall, while also realizing there is still a lot of work that needs to be done to assist the students that we serve.
Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative  
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE:  Randolph Community College

ADDRESS:  629 Industrial Park Ave, Asheboro, NC 27205

PREPARED BY:

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Date</th>
<th>Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chad Williams, VP for Student Services</td>
<td>5/23/18</td>
<td>(336) 633-0049</td>
<td><a href="mailto:gcwilliams@randolph.edu">gcwilliams@randolph.edu</a></td>
</tr>
</tbody>
</table>

PROGRAM COORDINATOR:

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Date</th>
<th>Phone</th>
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</tbody>
</table>

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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.

Our strategy changed in 2017-18. Rather than continuing the approach we had been using the past several years, we decided to take a step back and analyze our data. Through a partnership with our retention software partner, Aviso, we were able to obtain an analysis of our student data to identify risk factors associated with our minority male students. This identification will hopefully lead to a successful predictive model that will enable us to be more proactive with at risk minority male students.

Once our study with Aviso was complete, we agreed to release approximately $9000 back to the NCCCS to reallocate to other colleges in hopes that Aviso could conduct a similar study that confirms the results found at Randolph CC. If these results are replicated, we should have a strong statewide predictive model.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

Our goal for 2018-19 will be to look at how we can utilize a predictive model to reach at risk minority male students who may benefit from the assignment of a staff member who will use strategies learned from our success coaches. The objective being to include guidance related to advising, identify wrap-around services, etc. to promote student success.

*Our institution will assign a success coach for at risk students that fall below a 2.0 GPA.

**Strategic Plan Reference(s):**
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved 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?

As a college, we have learned that success coaches are extremely effective to student success. Additionally, a strong predictive risk model can help identify and focus on the students who need assistance the most, rather than trying to assume all students may need the same interventions. Therefore, we would like to identify a way to have a success coach to focus on connecting our at risk minority male students with the appropriate wrap-around resources to ensure their success.

As previously mentioned, once our study with Aviso was complete, we agreed to release approximately $9000 back to the NCCCS to reallocate to other colleges in hopes that Aviso could conduct a similar study that confirms the results found at Randolph CC. If these results are replicated, we should have a strong statewide predictive model.

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 most challenging aspect of this program is identifying the most effective and efficient way to lead this program with limited funds. As I listened to presenters at the MMSI Conference this year, I learned that some of the most successful MMSI programs were those who also receive PBI funds. I hope to work with our Retention Specialist here at the college to see if there is any way her position could help lead this effort because it is difficult to keep employees who are working part-time and without benefits.
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 how many staff work with your program and if they work on a full-time or part-time basis.

Budget Allocation: $17,234

Budget Expenses:
- Other Contracted Services: $7,250
- In State Ground Transportation: $92.48
- In State Lodging: $174.79
- In State Meals: $18.90
- Registration Fees: $450.00
  $7,986.17

Unexpended Balance: $9,247.83

Transferred back to NCCCS: $9,000.00

Remaining Balance: $247.83

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
MINORITY MALE SUCCESS INITIATIVE
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Richmond Community College

ADDRESS: 1042 West Hamlet Ave  PO Box 1189  Hamlet, NC 28345

PREPARED BY:
Christopher Gardner/Director of Counseling  June 28th, 2018

Name/Title  Date
910-410-1731  csgardner@richmondcc.edu

Phone  Email Address

PROGRAM COORDINATOR:
Christopher Gardner  June 28th, 2018

Name/Title  Date
910-410-1731  csgardner@richmondcc.edu

Phone  Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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 objectives and goals for the 2017-2018 academic year are stated in the following section.

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.

During the 2017-2018 academic year Richmond Community College employed two Student Success Coaches and used a counseling intern to work with all minority male students on the Richmond Community College campus. The Student Success Coaches and the Intern encouraged the students to meet with them and the counselors to set up two year academic
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Jennifer Haygood
Acting President

plans and to assist with campus resources such as tutoring, library resources, crisis intervention, career and college transfer services, etc.

The Counselors, Student Success Coaches and the Intern also called students during registration periods to encourage them to sign up for classes the following semester. If a student was not planning on returning, the staff attempted to find out if there was an issue that prevented their return and then worked with the Director of Student Retention to help resolve those situations.

The Student Success Coaches assisted new and returning students with completing the online application and the Residency Determination System. The Student Services staff at Richmond Community College found that new students were having difficulty with the Residency Determination System, especially students with extenuating circumstances. The Student Success Coaches helped students with reconsiderations and appeals as well as initially completing RDS.

The Counseling Intern, the Evening Counselor and the Director of Counseling worked with student leaders to establish a Minority Male Success Initiative club that was referred to as the Leadership and Mentoring Program (LAMP). LAMP held weekly meetings in which students were allowed to discuss academic and life situations that were important to them. Guest speakers were invited to talk with LAMP members about study skills, life skills, job opportunities, etc. LAMP members organized a end of the year talent show for all students. The Leadership and Mentoring Program also visited 4 four year colleges (UNC-Pembroke, Fayetteville State, UNC-Wilmington and NC A&T) during the 2017-2018 academic year.

The Director of Counseling shared data from the North Carolina Community Colleges Minority Male Success Initiative’s “2017 Progress and Persistence Report” with the Vice President of Student Services, the Director of Institutional Effectiveness and other campus leaders. Data from the report suggests that minority male students are more at risk that other demographic groups of not completing programs and having lower persistence rates.

The only two deviations from the outlined action plan. The first was that the Director of Counseling was not able to conduct a formal focus group of minority males during the 2017-2018 academic year due to time constraints and staffing issues. Several informal discussions were conducted during Leadership and Mentoring Program weekly meetings. Minority males in the LAMP program reported lack of motivation, unwillingness to ask for help and a lack of knowledge regarding campus resources as reasons why they had difficulties in classes. Transportation issues and conflict with employment were other issues that interfere with the success of students at Richmond Community College.

The second deviation was not conducting a workshop with faculty and staff regarding increasing success rates for minority male students at Richmond Community College.
Information was shared with department chairs, deans and campus leaders regarding this issue. The majority of the goals were completed for the 2017-2018 academic year. The only goal that was not fulfilled was the ambitious goal of increasing the retention rate of minority male students who attended Richmond Community College in 2016 from 39 percent in June of 2017 to 70 percent by the start of the fall 2017 semester. That group did increase to a 48 percent retention rate which was 4 percent higher than the retention rate from 2015 to 2016 according to the “2017 Progress and Persistence Report”.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan?

Goals/Objectives

*Our institution will assign Minority Male Success Initiative personnel to work with campus leadership and the Marketing department to increase the enrollment of underserved populations.

Strategic Plan Reference(s):
Theme: Student Interest and Access

Goal 1: Increase the percentage of North Carolinians, particularly within underserved population, pursuing and easily access education or training through North Carolina community colleges.

- Objective 1.1: Improve the understanding and perceived value of educational opportunities, including lifelong learning offered by community colleges.

- Objective 1.2: Increase student interest and success in industries experiencing skills gaps.
  o Strategy 1.2.1: Market the value of technical and workforce training for jobs and careers.

- Objective 1.4.: Improve the student experience and increase enrollment by simplifying enrollment policies, processes and communications.
  o Strategy 1.4.1: Re-envision the application and enrollment process for community colleges.
  o Strategy 1.4.2: Improve initial advising to include career exploration and improve navigation of the enrollment process.

The Minority Male Success Initiative will work with Campus Leadership and Marketing & Recruiting to increase the enrollment of new and returning minority male students, with a focus on increase the number of new or returning African American students.

The reason for this goal is that there was a significant reduction of new African American male students at Richmond community College during the 2017-2018 academic year. While retention of
students from the 2016-17 to the 2017-2018 year remained fairly consistent, there was a 24 percent decrease in student enrollment for African American males during the 2017-2018 academic year.

The next closest groups in regards to decreased enrollment were Native American males at 12 percent and white males at an 11 percent decrease. Enrollment increase slightly for Hispanic male students (36 to 39 students) and Asian male students (9 to 14 students) from the 2016-2017 to the 2017-2018 academic year. Female students at Richmond Community College has only a 3 percent decline in enrollment form 2016-2017 to 2017-2018.

1. The Director of Student Services, the Advisor for the LAMP program the Counseling Intern and Student Success Coaches will work with campus leadership and the Marketing & Recruiting department to create strategies to increase enrollment of underserved populations.

2. Student Success Coaches and Counseling Intern will assist new/prospective students with completing the application process and the Residency Determination System process.

3. The Counselors and Career and Transfer services will improve initial advising regarding career exploration and career choices.

*Our institution will assign a Student Success Coach/Counseling Intern for at risk students that are on Academic Probation or are on decile 1-4 on our Predictive Analytics report.

*Richmond Community College will continue to expand the Leadership and Mentoring Program and create extracurricular activities to increase student engagement.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.

- Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.

- Objective 2.4: Reduce achievement gaps for underserved students.

The Director of Counseling will coordinate various activities to help identify at risk students, with a focus on minority males to increase student success rates and students college experience. The Director of Counseling will work with the Student Success Coaches, the Counseling Inter, the Counseling department, Financial Aid, the Director of Student Retention and the Career and College
Transfer Services department to improve the success rates of students at Richmond Community College. The following are planned activities.

1. Assign at risk students a Student Success Coach/Intern/Counselor
2. Increase Membership in the LAMP program
3. Lamp program will conduct at least two 4 year college visits per semester
4. MMSI staff will assist students with college transfer and job placement
5. Professional development sessions for students in LAMP program
6. Work with financial aid regarding financial aid probation and suspension to assist students to be able to continue their education

LEARNING

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

The lessons that were learned this past academic year are that at risk students need to be contacted early in the semester and that students are difficult to contact. Last year, Richmond Community College used a system called Predictive Analytics to identify students who were at risk based on their past academic achievements, courses they enrolled for and when they registered along with several other variables that indicated student success. The only problem with this approach is that it takes about 3-4 weeks after classes have started before the report from Predictive Analytics is available. We learned that students are most engaged during the first two weeks of school. Attendance drops significantly after four weeks.

When the Student Success coaches and Counselors attempted to contact at risk students once they were identified, they encountered an issue regarding the ability to get in touch with students. A lot of students do not answer their phone if they do not know who is calling and a lot of students do not have voice mail set up. Additionally many students do not frequently check their emails and we had a low response rate to mail sent to their physical addresses.

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

The student success coaches met with the Director of Counseling and determined that we need to contact at risk students during the first week of classes, while they are still excited about the new semester and are very interested in being successful. We cannot wait until after their first poor grade or missed assignment before getting in touch with them. It is crucial to reach out within the first two weeks regarding campus resources and who to go to for assistance. The informal focus groups conducted during 2017-2018 informed us that a lot of at risk students are hesitant to voluntarily ask for help.

Richmond Community College has recently invested in a new communications system, which will allow us to text students by groups. The Director of Counseling will be able to set
up groups in which emails and text messages can be sent out. The new communications system will allow students to respond to these text and emails with their phones. Hopefully this new system will increase the efficiency of communications with students.

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 best practice that I will share is collaborate with multiple departments at your institution to find solutions to barriers that impede Minority male student success rates. We work with our Institutional Research department to gather data regarding groups and subgroups of students. We work with Marketing to improve how we communicate with our students. We also work with faculty and campus leaders to create viable solutions to student issues.

4. Please describe any major challenges or barriers you have encountered.

The major barrier that the MMSI staff at Richmond Community College has encountered is lack of student participation. Students rarely participate in student professional develop opportunities. Recruitment for the Leadership and Mentoring Program has become increasingly more difficult. There are less students on campus because of students trending towards more hybrid and online classes as well has an improved economy in which more students have jobs and therefore less time to participate in student activities such as college tours or guest speakers. A lack of student participation in campus activity can possibly lead to lower engagement in academic activities.

What additional resources are needed to enhance the effectiveness of your efforts?

Richmond Community College has agreed to purchase a new communication system, which will hopefully improve communications with students.

How can the system office help address these challenges?

The system office has been a tremendous help with this program. The workshops and training provided to us have been exceptional. More funding would always help in regards to providing support to more 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 how many staff work with your program and if they work on a full-time or part-time basis.

### 2016-2017 Minority Male Success Initiative Budget

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<tr>
<th>Category</th>
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<th>Actual Amount 2017-2018</th>
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<tr>
<td>Faculty Staff Training</td>
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<td>Total</td>
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Amount Returned 2017-2017: $0

The only variances in spending was that the amount spent on Personnel Support Salaries exceeded to projected amount. Spending for contractual services, student support software and faculty training were below projected amounts. There was also the unexpected cost of the Minority Male Success Initiative Conference in spring 2018. All funds were used to increase student success rates at Richmond Community College with a focus on Minority Male Students and no money was returned.

There were two part time Student Success Coaches for the 2017-2018 academic year. We utilized only one Student Success Coach from July through December. We brought in a second Student Success Coach in February to a health issue with our first Student Success Coach.

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

No comments.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

ROBESON COMMUNITY COLLEGE

ADDRESS: ___P. O. Box 2140, Lumberton, North Carolina 28358________

PREPARED BY:

Roy S. Raby 5/21/2018
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Phone Email Address

PROGRAM COORDINATOR:

Roy S. Raby 5/21/2018
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E-mail application to: JEvans@nccommunitycolleges.edu.
PROGRESS ON MAJOR GRANT OBJECTIVES, ACTIVITIES, AND TIMELINE

1. One approach to expand, identify and increase 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 throughout the year. We have made a concerted effort to contact each academic department to increase awareness and interact more for the minority male population.

   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 for 2016 of 162 new minority males was obtained. This list was used to track and coordinate with these young men. Many were directly contacted during the school orientations. A large group of these students were Early College High School or Career and College Promise young men who are already receiving extensive assistance and counseling. We are working with our Admissions recruiter to visit the high schools this year to inform them of the assistance the program has to offer. The new 2017 cohort is made up of 79 Native Americans, 35 African Americans, 16 Hispanic Americans, 2 Asian and 10 listed as mixed race (142 total). The 2016 Cohort group was made up of 101 Native Americans, 30 African Americans, 21 Hispanics, 2 Asians and 8 listed as other/mixed race (162 total). This can be compared to the 2015 numbers of 61 Native American, 35 African American, 9 Hispanic, 9 of mixed race and 1 Asian (115 total).

   This is the second year we specifically tracked the cohorts, as groups and the results seem to be similar to past year numbers for progression. For the 2017 Cohort our Native Americans had 57% meet the parameters (2016 = 44%). Our African American males had 37% met the first year progression parameters (33% in 2016). For Hispanic 56% met the parameters (2016 = 62%). For Asian/mixed/other Males 42% met the parameters (2016 = 60%). The totals were 51% for 2017, 44% for 2016 and 49% for 2015, which shows fluctuation and some improvement. Since our largest minority population is Native American, there are signs of strong progress. These numbers as still much lower than the state averages, so more work is going to be needed in the future. Of these two cohorts, we have had 13 minority males complete certificates or diplomas. Also, of the active members of the local group, 16 graduated and/or transferred successfully this spring.

   We “also increased our knowledge and attention to the funding of student education at RCC and when they transfer.” This is an ongoing goal/plan and really helps keep the students motivated to succeed and move on to four year schools. Most 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.
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 goal 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. The school started a Diversity Committee and presented activities for Native American History Month and African American History Month. The MMAP members played an active role and helped fund some of the guest speakers or presenters.

We were able to visit all of the ACA 122 and some of the ACA 111 classes. We hope to continue and increase this interaction to new students early in 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 was on many of the same areas that showed signs of success. We conducted nine college trips to four-year institutions for transfer students. We will continue to track and work with the 2016 cohort, the 2017 cohort and the new 2018 cohort. This year we will see our first figures on degree completion. We are still working on how best to identify struggling students and intervene with them early on. We plan to bring guest speakers to campus and support the Diversity Committee activities to help motivate our minority male students. Additionally, we are considering the establishment of information sessions for financial support, academic success, mentoring/tutoring and community leadership which will be organized and presented during the school year for this focus group. This type of information and focused attention is needed, but we did not get it done this year.

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 aid and scholarships are researched and identified with the details provided to these students to the greatest extent possible.

Dissemination of information to students is challenging. We have a population of students that does not like to get involved and does not check e-mail and many have poor phone contacts. The goal will continue to be to improve the first year retention rates for the 2018 cohort. Strong efforts will be implemented to retain as many as possible of the 2016 (35%) and 2017 (51%) cohort, with the goal of graduating as many as possible in their respective programs of study in 2018. Three men of the 2016 cohort and ten men in the 2017 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. We are working with as many of the academic departments as possible to identify areas of interaction that will support our minority male students. Working on coordinating trips to industry or schools of interest, will be the focus of this interaction. 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. We support the program here with faculty mainly, as they are the most in tune with the student needs. Instead of trying to hire a part time administrative person, we use most of our funds for student wages and use faculty connections to coordinate the Minority Male Success Initiative here on campus.

   The best practice we have been able to implement 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. The school has created a Diversity Committee and working interagency coordination committee to make the best use of assets and funds to support student success. We will work with these two new groups to enhance our efforts towards student needs.

2. One item that is hard to get a handle on is early warning about a struggling student, in support of Part 2.2.1 of the NCCCS Strategic Plan. We have too many young men who just stop coming to class, or to school altogether. 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 early warning 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 programed for, with just a little bit of shifting of funds between categories. We were successful in offering more trips this past fall to school open houses and a few 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 on campus related to minorities. The school was able to utilize 99% of the allocated funding for this fiscal year in helping minority students succeed and move on to jobs or further education. These funds are used to fully support the NCCCS Strategic Plan, Part 1.3.1, with all the focus on the student needs. We are able to properly utilize the funds allocated. The only additional funding that would be helpful would be to fund an early alert system for the school.
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 in focus, towards all minority male in the 2016 and 2017 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 the College’s Diversity committee, 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 Book’emNC writers conference in September 2018. 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. We will have to work on getting more faculty and staff directly involved in retention and success roles as outlined in Part 2.3.4 of the NCCCS Strategic Plan.
2017 – 2018 Minority Male Success Initiative
Grant Evaluation and Year-End Report

June 29, 2018
Minority Male Success Initiative

Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Rockingham Community College

ADDRESS: 215 Wrenn Memorial Rd - Post Office Box 38 Wentworth, NC 27375

PREPARED BY:

Sally Newman/Director of Customized Training Program August 1, 2018

Name/Title Date

336.342.4261 extension 2151 newmans@rockinghamcc.edu

Phone Email Address

PROGRAM COORDINATOR:

Sally Newman/Director of Customized Training Program August 1, 2018

Name/Title Date

336.342.4261 extension 2151 newmans@rockinghamcc.edu

Phone Email Address
1. Please refer to your 2017-18 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 the 2017-18 academic year, we addressed opportunities for MMSI students to participate in scholastic engagement with other campus and community organizations. The following activities were provided to MMSI students to foster these opportunities.

<table>
<thead>
<tr>
<th>Scholastic Engagement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Meetings</td>
</tr>
<tr>
<td>Weekly group meetings provided opportunities for team-building, personal and professional development, and mentoring.</td>
</tr>
<tr>
<td>Program recruitment</td>
</tr>
<tr>
<td>Mentees and mentors hosted information tables on-campus weekly during the months of September and October 2017 to promote awareness of the program. Participants were given the opportunity to meet with MMSI mentees/mentors to learn about the initiative and receive information on available programs. The tables were strategically placed on campus in a high traffic location.</td>
</tr>
<tr>
<td>Campus Outreach</td>
</tr>
<tr>
<td>Members’ activities included: assisted with the National Manufacturing Day event on campus in October 5, 2017; participated in the annual campus-wide Adopt-A-Highway trash pick-up on November 17, 2017; assisting with set-up, manning stations, and, clean-up for the annual Spring Fling event April 12, 2018; and, assisted with the annual Career Expo April 26, 2018.</td>
</tr>
<tr>
<td>Community Outreach</td>
</tr>
<tr>
<td>As previously mentioned, mentees helped with both the National Manufacturing Day event on campus which involved local manufacturers and the RCC Adopt-A-Highway trash pick-up to beautify the area which physically surrounds the campus.</td>
</tr>
<tr>
<td>Guest Presentations</td>
</tr>
<tr>
<td>Throughout the spring semester, program members participated in personal and professional development workshops presented by small business owners.</td>
</tr>
<tr>
<td>• Wanda Swain, Founder and President of Piedmont HR, engaged the group in a series of six workshops focused on behavior and teambuilding throughout February and March 2018. Ms. Swain administered the DiSC Personality Assessment and led the group in three teambuilding exercises.</td>
</tr>
<tr>
<td>• Guilford County District Attorney Avery Crump provided a session on professionalism and leadership on March 22, 2018.</td>
</tr>
<tr>
<td>• Teddy Burriss, of Burriss Consulting, facilitated two customized training workshops entitled Dreaming into your Career which focused on developing a career plan and networking in March 2018.</td>
</tr>
</tbody>
</table>
### Travel Experiences

- The North Carolina Central University BRITE Center hosted MMSI members for a presentation and tour of the opportunities within their pharmaceutical sciences program on December 1, 2017.
- MMSI mentee/mentor were able to participate in a tour sponsored by the college’s TRIO program, February 2, 2018. They were given the opportunity to visit the Environmental Protection Agency and The National Institutes of Health located in Research Triangle Park, North Carolina. The tour provided opportunities for the mentee/mentor to learn about the purpose of the EPA and NIH, career opportunities and what type of and to whom services and resources are provided.
- Visited Rockingham County Economic Development Office and learned about the recruitment of businesses to the area and services offered to support local businesses on February 15, 2018.
- Participated in North Carolina A&T State University’s Transfer Open House program for prospective students on February 17, 2018.
- Participated in the annual Ripple interfaith student leadership conference at Elon University which included taking part in a conference-wide service project February 23-25, 2018.

### Meet and Greet Reception

Mentees and their family members fellowshipped with mentors and campus administrators in a program reception in the spring semester on March 22, 2018. This provided an opportunity for mentees and guests to interact with program leaders and college professionals.

Program members engaged in the following opportunities on their own.

- Two members served as RCC peer tutors for the 2017-18 academic year.
- One MMSI member attended the Triangle Women in STEM Leadership conference for SAS Institute Interns. Though the mentee is not a SAS intern, she was a participant in the one day event at the SAS Institute, Research Triangle Park, July 2017. Additionally, the same student, who is planning to major in mathematics, attended The Annual UNC-Greensboro Regional Mathematics and Statistics Conference, November 2017 which was held on the campus of UNC – Greensboro, Greensboro, NC
- One member shadowed and assisted with Judge Avery Crump’s campaign for Guilford County District Attorney in April and May 2018.
- Three members are participating in youth outreach community service within a local elementary school in June-July 2018.

The process to implement peer mentors as a resource was initiated but not fully implemented as it was too much to take on this year. Selena Dillard, a MMSI mentee, became an impromptu peer
mentor for some of the program mentees. She actively engaged with members of the group to share information about her experiences attending conferences, reached out to inform them of upcoming events, and shared information about the college transfer process as she experienced transferring to NC A&T State University.

Peer mentor training must occur to fully implement the peer mentoring component. We will utilize nationally recognized mentoring resources (e.g. National Mentoring Partnership) to facilitate establishing mentor/mentee roles and expectations. Additionally, we plan to institute a student program ambassador to serve as a spokesperson for the program and relay the benefits of the program, student to student. We have selected Pedro Lopez, a rising sophomore at RCC, to serve in this role for the 2018-19 year. Pedro Lopez has taken advantage of the many opportunities available to students via MMSI, including attending the NCCCS MMSI conference, and is a “model” student for this program. He is a champion for overall campus involvement as well.

As referenced in the 2016-17 Year-End report, MMSI experienced a change in leadership. In June 2017, our new project leader, Sally Newman was appointed. As a result of the leadership transition, plans to address early intervention and intrusive advising were deferred. However, we have identified resources in preparation to institute these two initiatives in the 2018-19 academic year. MMSI will utilize early alert data gathered by TRIO/Student Support Services and student data from the institution progress reporting process to identify students for whom intervention is needed. Additionally, TRIO/Student Support Services academic monitoring data gathered at the 9th week of the semester will be used to further identify necessary interventions.

We consider the program to have been successful in addressing two of the four proposed goals and several of the associated outcomes envisioned for the second year (2017-2018) of the program. With the scholastic engagement opportunities provided in year two (2017-18) and initiating the peer mentor process, we made progress in achieving these goals.

Positive accomplishments with increased program visibility, further development of partnerships with community stakeholders, implementation of activities and resources based on student’s 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 were achieved as well.

As previously mentioned, Selena Dillard, one of the MMSI mentees graduated and transferred to North Carolina A&T State University to major in Mathematics. Though she has completed a program of study at RCC May 2017, she continues to be a part of the MMSI project to mentor other MMSI students.
2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan.

Program Goal 1: We will review early alert data for MMSI students using TRIO/SSS Early Alert Form information and institutional Intelliboard progress reporting data, from Moodle, gathered by the Distance Learning Program to identify intervention needs. We will reach out to 100% of MMSI students.

NCCCS Strategic Plan Reference:
Theme: Clear & Supported Pathways for Student Progress and Success
Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.
Objective 2.2: Provide integrated, targeted support services that promote student success.
Strategy 2.2.1: Provide support for student academic concerns, including early alerts to increase retention.

Program Goal 1 Performance Measure: 1) MMSI will acquire academic progress data on MMSI students from TRIO/SSS and Distance Learning.

Program Goal 2: We will utilize TRIO/SSS 9th week academic monitoring data and institutional Intelliboard progress reporting data from Moodle, for intrusive advising to engage with students to make referrals, identify issues, and address academic and career goals.

NCCCS Strategic Plan Reference:
Theme: Clear & Supported Pathways for Student Progress and Success
Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.
Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.
Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.

Program Goal 2 Performance Measure: 1) Establish an academic improvement protocol for MMSI students.
2) Establish a coaching (short-term, task based) protocol for MMSI students.
**Program Goal 3:** *MMSI will introduce and work to connect students with service learning opportunities related to their selected program or an area of interest, where available.*

**NCCCS Strategic Plan Reference:**
- **Theme:** Economic and Workforce Impact
- **Goal 3:** Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.
- **Objective 3.3:** Increase student access to work experience.
- **Strategy 3.3.1:** Leverage partnerships to connect students with expanded work-based learning opportunities.

**Program Goal 3 Performance Measure:**
1. MMSI will develop a protocol for the service learning initiative.
2. MMSI will receive information from program of study areas pertaining to service learning opportunities available.

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**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 will continue with the progress achieved in year two to address improvement in promoting the program to prospective target students and others throughout the college. Engaging MMSI mentees as well as mentors in campus outreach activities was effective in increasing awareness of the program, providing a good recruiting effort, and promoting visibility of the program. Further, we learned programmatic activities help in addressing the achievement of inclusive excellence at the institution and helps address the diverse cultural and socio-economic needs representative of the demographics of our campus.

In year two, our programming transitioned from primarily workshops to student engagement activities (e.g. aforementioned field trips, workshops, leadership presentations from small business owners). Several activities provided (e.g. DISC Personality Assessment, teambuilding activity, Dream Your Career session) by the MMSI project were valuable for mentees and mentors and illuminated the need for the availability of the same engagement campus-wide. Many of these opportunities could be incorporated in the institution’s professional development opportunities.

We found the off campus trips both within the county and outside the county were a valuable part of the experience for students this year and is a piece we plan to continue. In year two, MMSI increased
the number of students participating in the NCCCS MMSI Leadership Conference. Texting students regarding meeting reminders proved beneficial as well.

In an April 2018 program meeting, program participants were asked to complete a Mentee Expectations Worksheet. The most common responses received from program participants were as follows:

- Receive encouragement and support;
- Increase my confidence when dealing with professionals;
- Gain a realistic perspective of the workplace; and,
- Gain knowledge of “dos and don’ts” (e.g. interviewing, resumes).

We will use this information as a focus for our workshops and travel experiences. Further, we will distribute student evaluation surveys following meetings and activities and use the data for planning in 2018-19.

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 major barrier we face on our campus is the misperception that the MMSI and TRIO/SSS programs duplicate services and are only open to students of color. We have intentionally branded the program by using the Paying It Forward title as opposed to MMSI in an effort to overcome this barrier. Additional campus exposure and faculty/staff involvement can help with dispelling this misunderstanding.

Coordinating student and faculty schedules for optimal participation in the MMSI program has been a challenge. While the core leadership team is led by our coordinator, we will focus on making sure faculty and staff mentors are not required to participate in all meetings but will be expected to make a minimum commitment developed by the MMSI leadership.

Improved communication from NC Community College System Office is needed so MMSI leaders are aware of updates and changes. Requests have been made to add staff to the MMSI email list serve but this has not yet occurred. The following need to be added to the list serve so email communications are received directly: Sally Newman (newmans@rockinghamcc.edu) and Correy Bouldin (bouldinc@rockinghamcc.edu).
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 how many staff work with your program and if they work on a full-time or part-time basis.

Thanks to the grant funds provided by the North Carolina Community College System, the (PIF) Paying It Forward, Rockingham Community College Minority Male Success Initiative experienced a successful year with fulfilling the grant deliverables while also supporting the program participants. It is noted that the provision of supplies and contractual services resulted in expenses that were higher than anticipated, but yet necessary to fulfill the goals of the project. Thus, that funds were diverted from travel to address the costs associated with the educational supplies, materials and contractual services. Going forward (FY 2018-2019) if funded the initiative, has addressed this variance with the 2018-2019 budget request.

### Rockingham CC – MMSI Budget Expenditures (FY 2017-2018)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Expenditure</th>
<th>Budget amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Salaries, Instructional</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>B.</td>
<td>Salaries, Non-Instructional</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>C.</td>
<td>Employer's Retirement</td>
<td>$856.45</td>
<td>$258.93</td>
</tr>
<tr>
<td>D.</td>
<td>Employer's Social Security</td>
<td>$362.86</td>
<td>$383.04</td>
</tr>
<tr>
<td>E.</td>
<td>Employer's hospitalization</td>
<td>$601.02</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Educational Supplies and Materials</td>
<td>$2,156.80</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>G.</td>
<td>Equipment (must be pre-approved)</td>
<td>$</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>H.</td>
<td>Contractual Services</td>
<td>$2,780.00</td>
<td>$1,600.00</td>
</tr>
<tr>
<td>I.</td>
<td>Staff Travel</td>
<td>$3,876.39</td>
<td>$7,792.03</td>
</tr>
<tr>
<td>J.</td>
<td>Staff Training</td>
<td>$1,145.30</td>
<td>$1,200.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$16,778.82</strong></td>
<td><strong>$17,234.00</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Unexpended Funds</strong></td>
<td><strong>$455.18</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grant Staff:**
During the grant year 2017-2018, the project management was provided by two staff members whose time and effort was on a part-time basis.

**Personnel Support Salaries:**
The funds for personnel support salaries were expended as per the approved budget, to include expenditures for fringe benefits (Retirement, Social Security and Hospitalization)

**Student Support Salaries:**
The funds for personnel support salaries were expended as per the approved budget, to include expenditures for fringe benefits (Retirement, Social Security and Hospitalization)
**Educational and Professional Materials & Supplies:**
The expenditures for educational and professional materials and supplies were higher than anticipated, reflect purchases of resources for mentee training, recruitment, and workshops.

**Equipment and Office Supplies**
No expenditures were incurred for equipment and office supplies, as those cost were institutionalized expenses.

**Contractual Services:**
The expenditure for contractual services were higher than anticipated and due to a focus on providing workshops for mentees, and involved a cost for the professional services.

**Travel:**
The expenditures for travel were lower than expected due to student schedules limiting travel. A portion of the funds were diverted to support workshops that were provided for the mentees in place of travel.

**Faculty and Staff Training:**
No expenditures were incurred for faculty and staff training as those costs were institutionalized expenses.

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

The MMSI program continues to experience participation on behalf of faculty, staff, and students. In year two, we had a total of 18 active mentors comprised of faculty and staff, including the President of our college and Vice President for Student Development, and community members from local industry and county government.

The MMSI staff and mentors also developed workshops and presentations for the mentees and found it helpful with providing an opportunity to get to know the members of the Year Two cohort. Examples of interventions provided by the MMSI staff and mentors, include topics such as MMSI Mentee Orientation, Cultivating Success, and Goal Setting.

We had a total of 16 mentees, 9 minority males and 7 females. The program found it beneficial to collaborate with other program areas on campus, specifically TRIO/SSS field trips and utilized resources such from Distance Learning to develop communication and data collection tools. The project also found it helpful to maintain a digital site for the initiative within Moodle, the campus wide learning management system. Having a presence in Moodle provided the mentors as well as the mentees an additional means for communicating program information and a common portal for curating MMSI resources.

Rockingham Community College is appreciative of the opportunity to receive support for the 2017-2018 grant year and grateful appreciates consideration for a continuation of funding for grant year 2018-2019. It is expected that continuation of funding will support the initiative with building upon the successes experienced during grant year 2017-2018 and those anticipated for year 2018-2019.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
Peter Hans  
President  

Minority Male Success Initiative  
Grant Evaluation for 2017 – 2018 Academic Year  

COLLEGE: Rowan-Cabarrus Community College  

ADDRESS: 1333 Jake Alexander Blvd. South, Salisbury, NC 28145  

PREPARED BY:  
Dennis Rivers – Student Activities Coordinator  
Name/Title  
Date  
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Phone  
dennis.rivers@rccc.edu  
Email Address  

PROGRAM COORDINATOR:  
Dennis Rivers – Student Activities Coordinator  
Name/Title  
Date  
704-216-7153  
Phone  
dennis.rivers@rccc.edu  
Email Address  

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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 aid students. As documented in our college students’ online engagement tool “NAVsync” and through college documentation, the information was well-received by those that participated. The proposed outcome was to engage 150 male students. This was achieved through the following action plans:
  - Career & Academic Advising
  - Money Management & Financial Aide Literacy (SALT)
  - Soft Skills
  - Resume Writing
  - Interview Techniques
  - Volunteering with Rowan Helping Ministries & Habitat for Humanities
  - Advocacy for youth w/ Assault on Literacy by reading to local elementary school students
  - Leadership Forum
    - Attended the MMSI Conference in Raleigh, NC (NCCCS)
    - College Board Association “A Dream Deferred Conference”
  - Stay Woke Campaign
  - Club & Organization Leadership
  - Student Empowerment Summit at Rowan-Cabarrus Community College
    - Partnered with Rowan County Early College Program
  - Criminal Justice Program Workshop – Knowing your Rights & the NC Law
  - Global Distinction Passport Event: Cultural Diversity
  - Black History Month: Open Mic Trivia Contest
  - Organized MISTER (Men Inspiring Success Through Education Role-Modeling) Clubs at Local High Schools

- **Outcome Not-Achieved:** Rowan-Cabarrus MSLA Program will be hosting its second year of the Summer Bridge Program for high school graduates entering Rowan-Cabarrus in the Fall. This program was implemented during the summer of 2017 as a tool to engage students early. This year’s program will run June 18 through June 21, 2018. The positive feedback from local high schools, and the students that participated in the inaugural Summer Bridge in 2017, it was determined this program truly benefits our incoming minority males. This year’s Summer Bridge Program is expecting 12 students to participate.
The Summer Bridge Program will focus on the following:
- Academic & Career Advising
- Campus Connections (Resources on Campus)
- Skill Building
- Cultural Enrichment

- **Data Collection – Student Engagement:** Using NAVsync we were successfully able to connect and track our students’ engagement and involvement to produce co-curricular transcripts. Sixty-nine students completed over 196 hours in the MSLA/MISTER club portal. NAVsync has provided 17 clubs with individual portals to advertise and promote programming and activities to support the mission of the MSLA program.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

- **Goal 1:** Engage 150 Minority Students with intentional campus programming by focusing on persistence and completion.
  
  **Objective:** Increase minority males’ utilization of campus resources, tools and services by continuing to host workshops each semester, weekly meetings and one-on-one connection with students.

- **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:** Utilizing the case management and intrusive model in collaboration with our advising center we will increase the progress of first year minority male students from semester to semester that is outlined by the Student Success and Service Excellence Division at RCCC.

- **Action Plan:** We will continue using the Completion by Design Model that has built success and sustainability of the RCCC-MSLA by working through each component of the design. Connection, Entry, Progress and Completion to assure that we are able to engage with our students and provide them with the appropriate tools and resources while they on their academic journey.

- Our institution will use early alerts to assist at risk students that fall below a 2.0 GPA.
**Strategic Plan Reference(s):**
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.4: Reduce achievement gaps for underserved students.

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**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 RCCC-MSLA has always focused by staying true to the original RFP submitted in 2016. We have been fortunate to provide our students with a holistic experience. As documented in our report, the MSLA Program has provided relevant workshops, leadership exploration, tutoring, peer mentoring and opportunities for service and volunteerism for our students to engage.

- **Best Practices:**
  - 7-year Program Coordinator – allowed our program to have consistent programming and retention knowledge and relationship development with our students, faculty- staff and the community to better serve our students.
  - Strong partnership and coordination resources with the Student Life Department.
  - Online Engagement: Data Collection, tracking and student interactions
  - Developing the Summer Bridge Program for new high school seniors.
  - Strong support from the College from Cabinet members, Vice Presidents, Senior Administration and multiple departments.

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:**
o Be able to expand the reach beyond local initiatives to engage other Community College MMSI programs and local high schools by utilizing funding on a system-wide level.

o Books & classroom supplies: Being able to offer financial assistance for students that are struggling being able to purchase materials for courses.

o Application fees for MSLA Transfer Students: Many of our MSLA student struggle financially with application fees to four-your colleges/universities. It is critical that many of them have to forfeit or prolong their attendance to be able attend.

• Recommendations:
  o Many of our students struggle financially: If the UNC System offered waivers or reduced the fees for students coming from the Community College System this would provide an enormous aid for many students throughout the state.
  o The MMSI Programs use an old model from when it was called 3MP where the programs where broken up into 3 regions and each region held conference calls to support each other’s programs by providing helpful tips and ideas.

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 how many staff work with your program and if they work on a full-time or part-time basis.

Rowan-Cabarrus Community College was awarded $17,234 through MMSI Grant. These funds have been instrumental in providing many opportunities for our students. Listed below is a general ledger account for the 2017-2018 academic year.

  • Grant Funds Received
    o $17,234 (Awarded August 2017)

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

  • Sustainability:
    o Over the years, Rowan-Cabarrus Community College has fully supported this student success initiative for over nine years by devoting personnel resources (state), programmatic funding (institutional) funds – student activity fees and foundation). The
MMSI Grant has been a great asset and resource to help provide for our students and allowed an uninterrupted service and continuity programs structure.

- The MMSI Program has become a beacon for many minority males at the college knowing the NCCCS believes in their future and supports them.
ROWAN-CABARRUS COMMUNITY COLLEGE

MINORITY STUDENT LEADERSHIP ACADEMY / MISTER CLUB
Rowan-Cabarrus has been fortunate to be 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 and guide them on their road to success. Information listed has been posted to the Rowan-Cabarrus Community College Online Community Engagement (NavSync).
CIAA EDUCATION DAY
FEBRUARY 22, 2017 CHARLOTTE, NC

The Minority Student Leadership Academy travelled to the CIAA Basketball Tournament and Education Day. Met with college recruiters from Maryland, North Carolina, Pennsylvania and Virginia face-to-face to learn tips to prepare for college as well as get the inside track on the collegiate experience. While there, some students applied to some of the Colleges.
Students in the Program handmade thank you cards and delivered them to faculty & staff, thanking them for their support and service to students at Rowan-Cabarrus Community College.
MARTIN LUTHER KING CELEBRATION JANUARY 15, 2018

MEMBERS OF THE MINORITY STUDENT LEADERSHIP ACADEMY - MISTER CLUB

VOLUNTEERING FOR THE DR. MARTIN LUTHER KING, JR. PARADE & CELEBRATION IN

SALISBURY NC
During the Fall 2017 and the Spring 2018 Semesters, the MSLA & M.I.S.T.E.R. Club volunteered their time to make sure a positive male presence was at Isenberg Elementary School in Salisbury, NC. Through the volunteering efforts, the students were able to effectively reach the students through the following efforts:

- Mentoring
- Assault on Literacy
- Lunch Buddy

You will be amazed how much of a difference it can make to have a Male presence in the classroom. This motivates and encourages students.
The Minority Student Leadership Academy - MISTER Club, offers several books for students in the program to read. We provide our students with a diverse selection to read from touching on the following:

* Motivational  * Leadership  * Guidance
MINORITY STUDENT LEADERSHIP ACADEMY

Rowan-Cabarrus Student Life Department (Minority Student Leadership Academy (MSLA) is so excited that our first summer bridge program in June 2017 was a success. The Rowan-Cabarrus Community College - 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 on their journey. With assistance from the North Carolina Community College Systems office through the Minority Males Success initiative Grant, we are able to assist students with Academic - Career Advising, College Tours, Cultural Enrichment, Student Leadership.
ROWAN-CABARRUS COMMUNITY COLLEGE
MINORITY STUDENT LEADERSHIP ACADEMY
SUMMER BRIDGE PROGRAM
JUNE 18-21, 2018
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Sampson Community College

ADDRESS: P.O. Box 318 Clinton, NC 28329

PREPARED BY:
Tonita B. Smith/Counselor                     June 20, 2018
Name/Title                                             Date
(910) 900-4112                                      tsmith@sampsoncc.edu
Phone                                                      Email Address

PROGRAM COORDINATOR:

Tonita B. Smith                             June 20, 2018
Name/Title                                             Date
(910) 900-4112                                      tsmith@sampsoncc.edu
Phone                                                      Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 30, 2018. 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>Who will be Responsible?</th>
<th>Project Successful or Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the progression of first-year minority male students.</td>
<td></td>
<td></td>
<td>Advisors, Counselors, Dean of Students, and Students</td>
<td>Project was Successful. <strong>X</strong> Project was Unsuccessful. ____</td>
</tr>
<tr>
<td></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></td>
<td>Students randomly responded to the activities and programs that were made available to the students during this 2017-2018 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>1. Advisors 2. Counselors 3. Students 4. Director of Admissions 5. SGA Advisor.</td>
<td>Project was Successful. <strong>X</strong> Project was Unsuccessful. ____</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. Students were informed of the campus SGA to 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 2018-19 academic year in alignment with the NCCCS Strategic Plan?

<table>
<thead>
<tr>
<th>Goals &amp; Objectives for 2018-19</th>
<th>How our goals &amp; objectives align with the NCCCS Strategic Plan</th>
<th>Programs &amp; Activities Conducted</th>
<th>Who will be Responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1</td>
<td>Objective 1.3. Identify and reduce access barriers for all prospective students, particularly among underserved populations.</td>
<td>The Programs, Services and Activities that are already in place on campus will be intentionally utilized in creating a campus environment conducive for learning.</td>
<td>Advisors, Counselors, Dean of Students, and Students</td>
</tr>
<tr>
<td></td>
<td>Strategy 1.3.1: Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal #2</td>
<td>Objective 1.2. Increase student interest and success in industries experiencing skills gaps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy 1.2.1: Market the value of technical education and workforce training for jobs/careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal #3</td>
<td>Objective 2.2. Provide integrated, targeted support services that promote student success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy 2.2.2: Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Programs, Services and Activities that are already in place on campus will be intentionally utilized in creating a campus environment conducive for learning.
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 so far that will help in continued efforts to achieve the intended goals is that the grasp of the changes that were made to the program were so sudden, until, nothing was in place to move forward with part-time personnel to aid in meeting the needs of this population of students. Good intentions remain to be just that, without prior planning; thus, the intent is not the goal, but - Student Success. Under the umbrella of the groups/clubs on our campus, we are considering offering a Minority Male Student Success Group.

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 barriers or challenges encountered includes the inconsistency of meeting times, which would trigger associated challenges such as maintaining a calendar of events and bringing the group of students together as one. Success with any initiative requires dedication and consistency from its member. Additional resources that are needed to enhance the effectiveness of these efforts would be a committed, part-time employee to reach the goals of this success initiative. The system office can help address these challenges by considering such.

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 how many staff work with your program and if they work on a full-time or part-time basis.

The grant funds were only spent this year for the MMSI Conference expenses, contracted services, and marketing purposes, actually spending a total of $5,623.62 with a remaining balance of $11,610.38 from $17,234.00 (total budget). Although only a month of peer ambassador funds were used, a large portion that was budgeted for in the grant for support staff was not used this year. Two full-time staff work with this program, in addition to their regular duties.

6. Please provide any comments, suggestions, or feedback that you would like to add. N/A
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
MINORITY MALE SUCCESS INITIATIVE
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: Sandhills Community College

ADDRESS: 3395 Airport Rd. Pinehurst, NC 28374

PREPARED BY:

Davis Smith, Director of Student Success  May 1, 2018
Name/Title Date

910.695.3732 smithd@sandhills.edu
Phone Email Address

PROGRAM COORDINATOR:

Same as above

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, FRIDAY, JUNE 29, 2018. 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 2017-18 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.

   Our objectives for the MMSI project at Sandhills this year were to increase membership in our student group, and to provide intrusive advising services to all minority male students enrolled at the college.

   Our student group had a successful year of meetings and projects, and had an average of 10 students in attendance at weekly meetings. We feel that our student group was revitalized this year, and our students had increased opportunities to work with mentors on campus who kept them involved.

   In order to provide intrusive advising, the mentoring team provided regular communications (text, email, personal phone calls) to all enrolled minority males, in an effort to increase awareness about academic deadlines, success opportunities, and to increase retention of this population.

   We feel that at the end of the academic year, we will find that these two efforts will result in an increase in minority male student retention on campus.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

   **Goal** – Enhance communication to students so that we can inform them of both academic and non-academic opportunities, resources, and life and career planning prospects.

   **Action plan** –
   1) As part of our retention plan for the entire minority male student population, we provide early alerts through personal phone calls, texts, and emails to students to make them aware of critical points in the semester so that they can make the best decisions towards success.
   2) Our communication to minority male student populations includes information about campus offices that connect students to non-academic resources to help them to succeed.

   **Aligned initiatives** –
   2.2.1. Provide support for student academic concerns, including early alerts to increase retention.
   2.2.2. Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address nonacademic barriers faced by students.

   **Goal** – Provide a student group that caters to the needs of minority male students on campus.

   **Action plan** –
   1) We want to provide information sessions and facilitate conversations with our MMSI students about cost of college, and long-term financial success and financial freedom. Additionally, we
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Jennifer Haygood
Acting President

want to provide information regarding financial aid opportunities so that college costs will be
minimalized for these students.

2) As a part of our student group, we provide students with opportunities to work with our campus
career counselors. We feel that providing this early in their academic career allows for early
program selection.

3) In addition to an assigned faculty advisor, we communicate to students the availability of our
Student Success advisors who can provide minority male students with additional support.

Aligned initiatives -
1.1. Improve the understanding and perceived value of educational opportunities,
including lifelong learning, offered by community colleges.
1.3.1. Improve and augment existing financial assistance programs and services to
better assist students with educational costs, particularly costs beyond tuition
and fees (e.g., books, transportation, child care, etc.).
1.4. Improve the student experience and increase enrollment by simplifying
enrollment policies, processes, and communications.
1.4.2. Improve initial advising to include career exploration and improve navigation of
the enrollment process.
2.1. Provide timely and accurate career exploration and academic planning
opportunities.
2.1.1. Integrate career exploration and employer outreach for all audiences from the
moment they engage.
2.2. Provide integrated, targeted support services that promote student success.
2.3. Increase completion of credentials for successful transition to careers and/or
further education.
2.3.4. Support effective advising and coaching to help students determine, pursue,
and achieve their educational and career goals.

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 believe that having frequent communication with students via multiple modes of communication has
been very helpful with getting students to the resources that they need, and with informing them of campus
activities.

We have also learned that having our student group meetings on a regular basis in a location that is open
for all students, has been helpful for increasing our participation in the student group. For the ensuing
year, we will make sure that we continue to have as many pre-planned activities as possible, and offer
frequent student meetings in open spaces on 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?
We feel like there are no major challenges to our success, however, it was very helpful to have data regarding the success (or lack thereof) of minority male students on our campuses. This data helps to drive decisions at our institutions.

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 how many staff work with your program and if they work on a full-time or part-time basis. All grant money was used for personnel and travel to the State MMSI conference. We gave four employees stipends to serve as mentors/coaches for the MMSI group. There was no remaining money in our budget. Below are the budget items:

Budget: $17534.00
Personnel - $15500.00
Travel - $1734.00

Actual Expenditures:
Personnel - $17138.53
Travel - $1695.27
Total – ($1599.80)

The college will be using institutional money to cover the $1599.80 budget deficit.

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

None.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

South Piedmont Community College

P.O. Box 5041, Monroe, NC 28111; Physical: 4209 Old Charlotte Hwy, Monroe, NC 28110

PREPARED BY:

Erica Andrews/Counselor 6/25/18

Name/Title

Date

704-290-5844 eandrews@spcc.edu

Phone Email Address

PROGRAM COORDINATOR:

Erica Andrews/Counselor 6/25/18

Name/Title

Date

704-290-5844 eandrews@spcc.edu

Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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.

   - 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.
   - Provided in-person workshops on the following topics:
     - Money Management
     - Finding Scholarships to 4-Year Colleges
     - A Man with a Plan: Goal Setting and Academic Success
     - To Thine Own Self: Self-Esteem and Success
     - My Brother’s Keeper: Brotherhood, Community, and Success
     - A Stand Up Guy: Accountability, Help-Seeking, and Academic Success
   - Staff attended online webinars and engaged with professional development resources.

During FY 2017-18, there was a substantial increase in enrollment of minority male students from 461 to 544 students. 67.5% of the minority male students enrolled in the Fall 2017 semester enrolled during the Spring 2018 semester. This semester-to-semester persistence rate is relatively comparable to the institutional rate of 70.4%, indicating a positive influence of MMSI program-related services. Forty-three minority male students attended appointments for career and academic counseling, tutoring, ePortfolio assistance, general advising, and completing graduation plans. Our goal is to increase this number significantly during FY 2018-19.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

   **Goal:** Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.
Objectives:
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. Faculty and staff will be trained to help them learn how to support minority male students.

Strategic Plan Reference:
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide support for student academic concerns, including early alerts to increase retention.
- Objective 2.4: Reduce achievement gaps for underserved students.
  - Strategy 2.4.1: Help college employees understand and employ effective teaching/coaching strategies for all students, including those who are dealing with the impacts of poverty, trauma, addiction, mental illness, disabilities, and other challenges.
- Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.
  - Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.

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

Objectives:
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 and honor programs.

Strategic Plan Reference:
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.
- Objective 2.2: Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide access to advising, transportation, and other wrap-around services, including both college and community resources.
- Objective 2.3: Increase completion of credentials for successful transition to careers and/or further education.
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?

- Students read emails selectively. Consider recording videos, creating e-newsletters, or using social media to reach students.
  - In addition to sending emails, we send a weekly e-newsletter through an email marketing platform. We also use the Remind app to assist with outreach and remind students of upcoming events. We are planning to send pre-recorded video clips and are investigating ways to use social media to align with students’ preferred methods of receiving information.
- Drop-in meetings
  - Instead of having a structured meeting with a set start and end time, we have found that advertising gatherings as drop-in meetings have increased the likelihood of students attending. Our institution does not have an activity hour, and there is not an ideal time for all students to meet. Previously, some students would not attend the meetings because they did not want to walk in late. This open format gives flexibility, and students feel more comfortable walking in at any time during the drop-in hours.
- Skype meetings
  - We are exploring hosting meetings via Skype for students who are unable to attend our meetings on campus due to transportation challenges, work schedules, family demands, etc. Our goal is to host the Skype meetings around the lunch hour.

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.
- Maintaining consistent personnel in the role of Minority Male Success Initiative Coach is a challenge due to the position’s temporary part-time status. Qualified staff often leave seeking full-time jobs with benefits after a year. The result is frequent turnover and continuous re-training which can have an impact on building program momentum.
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 how many staff work with your program and if they work on a full-time or part-time basis.

   Personnel Support Salaries $9,457  
   Educational and Professional Materials and Supplies $1,248  
   Equipment and Office Supplies $632  
   Contractual Services $4706  
   Faculty and Staff Training $1191

Expenditures included in-person and online college success workshops, hiring a Success Coach, an email marketing platform subscription, professional development, and supplies. Two staff members work with the program. The program coordinator works full-time as a Counselor. There is also a part-time Success Coach.

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

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE:  Vance Granville Community College

ADDRESS:  200 Community College Rd, Henderson, NC 2753

PREPARED BY:

Eladio Espinosa, MMSI Coordinator  06/15/18
Name/Title                                Date
(919)-702-4237                           espinosae@vgcc.edu
Phone                                      Email Address

PROGRAM COORDINATOR:

Eladio Espinosa, MMSI Coordinator  06/15/18
Name/Title                                Date
(919)-702-4237                           espinosae@vgcc.edu
Phone                                      Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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 Minority Male Success Initiative (MMSI) had a successful and productive year in reaching our goals and objectives for the Fall 2017 and Spring 2018 semesters. This year VGCC has accomplished the redesigning of the Minority Male Success Initiative from the 2016-2017 academic year submission letter. As a result, two employees were selected to oversee the changes of MMSI to increase the first-year minority male progression rate. The coordinators inspired the mentees with a trip to East Carolina University and individual meetings. As the MMSI entered into the spring semester, the program sponsored the Martin Luther King Jr. Celebration and visited the Civil Rights Museum in Greensboro, NC.

The college then transitioned from two coordinators to one part-time coordinator and a part-time tutor in the spring of 2018. The new structure was implemented to enhance and accomplish the goal of the MMSI which was to increase first year progression rates of minority male students. They immediately begin working to improve the model and serve the needs of the mentees. In an effort, to reach local youths to inspire success at an early age, the MMSI program incorporated a service learning component by connecting with the Vance County School system. Mentees visited two elementary schools to serve as role models for the students. The MMSI coordinator and tutor built a new culture of the program by enhancing the experience of the mentees through educating them about the support services offered by VGCC. The MMSI achieved the proposed outcomes for the 2017-2018 academic year as evident by 1.) Increased VGCC campus community communication and involvement 2.) Thorough and frequent documentation through Starfish 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.

During this past academic year, the MMSI conducted meetings to enrich and develop the mentees. The meetings discussed utilizing support services, setting goals and making adjustments to accomplish those goals. MMSI travel to attend the MMSI Conference in Durham, NC. While attending the conference, mentees were allowed the opportunity to build a connection with other mentees and staff, expand their knowledge of success, and develop the skill to enhance one's future. After the departure of the mentees, the coordinator was trained to understand VGCC resources/goals and developed a model that to track data to implement over the other four campuses of VGCC. In addition, the MMSI program piloted a project to visit local high school minority male seniors who were intersted in enrolling in VGCC for fall 2018. The MMSI program is excited for the 2018-19 academic school year, as we continuously improve our efforts here at Vance-Granville Community College.

MMSI Activities/Events for 2017/2018 Academic Year

November 2017
- MMSI mentees tour and gain valuable insight at East Carolina University

January 2018
- MMSI mentees venture to the Civil Right Museum to enhance their historical knowledge.
- MMSI sponsored the Martin Luther King, Jr. celebration
February 2018
- MMSI mentees established a new name for MMSI (SHIFT)
- Mentees were delegated positions in the group.

March 2018
- MMSI had first official (SHIFT) meeting with cohorts
- MMSI mentees attended MMSI Conference

April 2018
- MMSI aided with Gang Free, Inc. to inspire the youth in Vance County
- MMSI had lunch with local elementary school (Carver Elementary) in Vance County
- MMSI Coordinator visited with minority mail seniors in Franklin County

May 2018
- MMSI Coordinator visited with minority mail seniors of J.F Webb High School
- MMSI had lunch with local elementary school (Aycock Elementary School)
- MMSI Coordinator attended VGCC Training

2. What are your goals/objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

The goal/objectives and action plan for the 2018-19 academic year will be to assign a part-time MMSI coordinator/success coach with the grant. Their role will be to support and tracking of our cohort of the 1st year minority male students. The coordinator will be able to assist the needs of the cohorts, through academic coaching and intervention. This ties in with the NCCCS goals:

1.3 Identify and reduce the access barriers for all prospective students, particularly among underserved populations.
2.2 Provide support for student academic concerns, including early alerts to increase retention.
2.3.4 Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
2.4 Reduce achievement gaps for underserved students
4.2 Improve decision-making through increased access to comprehensive, timely, and quality data.

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 an additional impact on your institution and other colleges within the NC Community College System?

The program has learned a great deal of information for this academic year that will help in the efforts to achieve our goals moving forward in the fall of 2018. In observing our results from this past semester, the coordinator has gathered insight from other colleges concerning strategies to engage minority males and enhance student success. Moving forward, the program will implement a proactive model to support minority male students. After obtaining the cohorts, the coordinator will build an assessment for the mentees
that will give more tangible data needed to support the progression of the student. In obtaining this data, we will know how and what is needed to properly support, achieve, inspire, or excel at their time at VGCC.

4. Please describe any significant 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?

After attending the MMSI Conference in March of 2018 the program has developed strategies that align more with the overall goals and objectives of the grant. This understanding was vital in perfecting our plan for the collection/supporting all first-year minority male students. The MMSI Conference was a great way to get a face-to-face understanding for the first-year employee to understand the grant since the program has changed to a first-year minority-male model. In recognition that every college receives the same funding with the grant, all colleges are not the same in campus size it is proposed that we receive an increase in funding that will allow the program to serve the students in our four-county service area.
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 how many staff work with your program and if they work on a full-time or part-time basis.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Amount of Grant Funds Awarded for 2017-2018 Academic Year</td>
<td>$17,234.00</td>
</tr>
<tr>
<td>Grant Fund Expenditures for 2017-2018 Academic</td>
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<tr>
<td>Variances in proposed versus actual budget</td>
<td>$2,314.22</td>
</tr>
<tr>
<td>*Personnel Support Salaries – 2 Part Time Co-coordinators</td>
<td>$13,212.50</td>
</tr>
<tr>
<td>*Personnel Social Security</td>
<td>$996.35</td>
</tr>
<tr>
<td>*Personnel Retirement</td>
<td>+$685.22</td>
</tr>
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<td>*Total Personnel</td>
<td>$14,894.07</td>
</tr>
<tr>
<td>*Contractual Services (Guest Speakers)</td>
<td>$250.00</td>
</tr>
<tr>
<td>*In-State Ground (College Tours, Conferences, Vehicles Rentals, etc.)</td>
<td>$334.54</td>
</tr>
<tr>
<td>*In-State Lodging (Hotel Expense for mentees)</td>
<td>$432.45</td>
</tr>
<tr>
<td>*In-State Meals (College Tour meals for Co-coordinators)</td>
<td>$65.60</td>
</tr>
<tr>
<td>*Printing &amp; Binding : Minority Male Mentoring Grant</td>
<td>$113.05</td>
</tr>
<tr>
<td>*Other Current Expense : Minority Male Mentoring Grant</td>
<td>$226.00</td>
</tr>
<tr>
<td>*Conference Registration Fee for mentees</td>
<td>$900.00</td>
</tr>
<tr>
<td>*Total Program Expenditures</td>
<td>$2,321.64</td>
</tr>
<tr>
<td>Totals Balance</td>
<td>$18.29</td>
</tr>
</tbody>
</table>

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

The MMSI Conference will be a great tool to increase everyone’s understanding and direction on MMSI. It provides an opportunity for mentees to see and talk to a successful professional in the fields, and provide a way to build connections with the new and old coordinator to increase the success of minority male.
Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation
Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

Wake Technical Community College
9101 Fayetteville Road
Raleigh NC 27603

PREPARED BY:

William C. Kincy, Coordinator of Minority Male Mentoring/Counselor
Email: wckincy@waketech.edu
Phone: 919-866-5507
1. Please refer to your 2017-18 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.

**2017-18 Wake Tech Objectives:**
I. Increase the progression of first-year minority male students  
II. Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community

This academic year, we coordinated, implemented, participated in and made available the following strategies/initiatives with cohort students. These opportunities were available to students on both Northern and Southern Wake Campuses. They were designed to increase academic progression and/or encourage engagement with our targeted cohort and the campus. Please see the chart below.

<table>
<thead>
<tr>
<th>Strategy/Activity/Initiative</th>
<th>Related Objective(s)</th>
<th>Success or No?</th>
<th>Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Male Orientation</td>
<td>I and II; introduces students to more intrusive academic and social campus resources</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Re-instatement of the Male Mentoring Advisory Team</td>
<td>I and II; collaborative efforts to plan and support initiatives within and outside of classrooms</td>
<td>Partial; established a baseline of how to communicate regarding planned initiatives</td>
<td>Meetings not consistent; specific duties not given to each member</td>
</tr>
<tr>
<td>Start of the Faculty Allies Network</td>
<td>I and II; offers students more human resources to assist with academic barriers</td>
<td>Yes; increased faculty interest and buy-in to support the targeted cohort</td>
<td></td>
</tr>
<tr>
<td>Assigned Peer Mentoring and Modular Incentive Program</td>
<td>I; groups first year students with successful continuing students; builds peer community networks while offering incentives</td>
<td>Partial; about 20% of students who attended the orientation completed and earned incentives</td>
<td>Low student follow-up, communication, completion and reporting of finished modules</td>
</tr>
<tr>
<td>Lunch and Learn Sessions</td>
<td>II; periodic check-in with students to assure their utilization of resources; an early-alert strategy</td>
<td>No</td>
<td>Low student attendance</td>
</tr>
<tr>
<td>Biweekly Motivational Monday Tables</td>
<td>I; table activity and take-away to keep students encouraged</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Monthly Newsletter</td>
<td>I and II; keeps students informed of</td>
<td>Partial</td>
<td>Low student utilization of email</td>
</tr>
</tbody>
</table>
### 2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan.

*Our institution will plan and implement early alert minority male peer mentoring connections with developmental education, in efforts to push academic progression rates among part-time, first time in college minority male students.

*Our institution will continue to incorporate campus support services into our initiatives, in efforts to push minority male student retention and progression rates.

**Strategic Plan Alignment:**

**Theme: Clear and Supported Pathways for Student Progress and Success**

**Goal 2:** Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- **Objective 2.2:** Provide integrated, targeted support services that promote student success.
  - Strategy 2.2.1: Provide support for student academic concerns, including early alerts to increase retention.
  - Strategy 2.2.2 Connect Students to transportation, health and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by 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?

Lessons Learned (because of increased targeted cohort numbers and multiple campuses):
• Increase the integration of initiatives within the classroom
• Focus efforts on where the institutional data suggests
• Offer students more options, as relates to days of the week/peak times to hold events; stay away from Fridays
• Offer few larger events and more smaller check-points
• In addition to email, look into frequent usage of texting software and/or group me

Changes Made (to increase effectiveness):
• Assign specific duties to Advisory Team members, and have them more actively assist in the planning and implementation of initiatives
• Implement peer mentoring within Developmental Education
• Host Minority Male Orientation on a Saturday, inviting curriculum and early college minority male students
• Early, ongoing marketing of large program initiatives

Best Practice:
• The establishment of our faculty allies network, although established only since January of 2018, still shows promise, as the faculty members are a diverse group of genuine colleagues interested in working with our targeted population. I can already see how effective it will be once roles and classroom initiatives are consistently established. Over time, this could definitely impact any institution, and therefore the system’s overall minority male success and retention rates, especially at larger participating institutions with one MMSI staff member.

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/Barriers:
• Consistency in seeing students and implementing initiatives with targeted cohort, across two campuses.

Additional Resources/How the System Office Can Help Address Challenges:
• Consider funding fewer schools, and putting more funding into schools that have consistently spent monies; these additional monies could be used to hire a fulltime coordinator for smaller colleges and a potential part time second person at larger institutions dedicated to the goals and objectives of the MMSI. This way, all participating schools would at least have one full time person.

OR
(next page)
• Hiring a second person at the system office level, to serve solely as a resource person for all participating MMSI colleges. This person would assure that schools are following the guidelines of the MMSI when implementing programming and would assist in the oversight of the statewide MMSI (to include Coordinator meetings, Conferences, symposiums, etc.). The person’s job focus would solely be for the Statewide MMSI.

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 how many staff work with your program and if they work on a full-time or part-time basis.

Variances within the proposed and actual budget occurred as a result of additional, private grant funding received through our college’s Foundation office, mid fall 2017, from PNC bank. As a result, slated travel expenditures initially intended to originate from the state grant were covered by the PNC grant. Also, an additional portion of budgeted expenditure not spent was used as supplemental salary for the MMSI Coordinator’s position.

-To see how funds were spent, please see the second email attachment of the final 2017-18 budget report
-No funds remain
-The MMSI at my institution has one full time coordinator (myself). Other persons working solely for our MMSI include three student peer mentors (as of the end of spring 2018). Moving forward for fall 2018, five peer mentors will serve.

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

Please consider bringing back the regular bi-monthly or quarterly coordinators’ meetings. Since the program model and cohort has shifted, keeping this platform helps retain seasoned coordinators and would greatly improve the onboarding process for new coordinators. It would also give us a platform to share best practices/ways to spend dollars and implement programming, plan events more collectively and drive the overall success of the initiative system-wide. Lastly, these meetings would assist us in preserving the consistency of the MMSI mission and goals.
<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>
<th>Percent Budget/Expend</th>
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<td>2634.84</td>
<td>2634.84-</td>
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<td>298.05-</td>
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State Current Unrestricted TOTALS: 17234.00  3617.36  17234.00  0.00  718.58  718.58-  100.00

UNIT TOTALS: 17234.00  3617.36  17234.00  0.00  718.58  718.58-  100.00
Wayne Community College

*WCC N.O.W. (No One Without) Food Pantry Data*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>*</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>*</td>
<td>595</td>
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<td>October</td>
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<td>November</td>
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<td>December</td>
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<td>January</td>
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</tr>
<tr>
<td>July</td>
<td>50</td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Pantry was established 10/2016.*
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.

2017-18 Grant Evaluation Deadline: Friday, June 29, 2018
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: ____Wayne Community College__________________________________

ADDRESS: ___PO Box 8002, Goldsboro, NC 27533________________________

PREPARED BY:

_ Dorothy Moore / Director of Grants ______________ May 22, 2018 ____________
Name/Title Future date

_ 919.739.7010 _____________________________ dpmoore@waynecc.edu ____________
Phone Email Address

PROGRAM COORDINATOR:

_ Chad Evans / Minority Student Success Coach & Recruiter ____May 22, 2018_______
Name/Title Future date

_ 919.739.7085 _____________________________ coevans@waynecc.edu ____________
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, Friday, June 29, 2018. 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 2017-18 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.

One of the goals for 2017-18 was to increase student participation. Student participation for 2016-17 was 72 members, while participation from 2017-18 was 179 students. A breakdown of participants is as follows:

- Fall 2016 – 21 members
- Spring 2017 – 51 members
- Fall 2017 – 69 members
- Spring 2018 – 110 members

Not only did program participation increase, but so did the number of college transfers and completions. In 2015-16, 20 participants transferred to a four-year institution and 13 students transferred to another 2-year institution. In 2016-17, 50 students transferred to a 4-year institution and 18 students transferred to another 2-year institution.

Below is a table identifying the breakdown of student participant completions to include certificates, diplomas, and associate’s degrees.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015-16 (to include Fall 2015, Spring 2016, and Summer 2016)</td>
<td>59</td>
</tr>
<tr>
<td>Fall 2016-17 (to include Fall 2016, Spring 2017, and Summer 2017)</td>
<td>89</td>
</tr>
<tr>
<td>Fall 2017-18 (only includes Fall 2017 and Spring 2018)</td>
<td>70</td>
</tr>
</tbody>
</table>

Additionally, students participated in campus and community projects. In the fall 2017 semester, Mr. Chad Evans coordinated six college campus tours (Fayetteville St., ECU – twice, Central, UNC-Wilmington, and North Carolina A&T). Ninety-six students attended the campus tours. A total of 50 students attended three college campus tours in Spring 2018 (UNC-W; ECU; and A&T). Eight students and two advisors attended the Men of Color National Summit in Clemson, South Carolina where they were among the 2,000 in attendance. During the Minority Male End-of-Year Banquet, each of the attendees spoke to guests, including parents, family members, and college administrators, about what the trip meant to them individually and collectively. A combined 40 students volunteered twice at the local soup kitchen; 15 students...
participated/volunteered with the Optimist Club Kid’s Day; three students volunteered in the Goldsboro Christmas Tree Event; and two students volunteered with the Wayne Community College Wellness Fair. Several students continually volunteer at the local Boys & Girls Club. Participants also initiated two different fundraisers in 2018. Students raised $375.00 by selling “Candy Glams” for Valentine’s Day and also raised $500 from a college-wide yard sale. Finally, two etiquette dinners were held during the project period, with 12 students attending each dinner.

During the 2016-2017 project period WCC created a Job Success Clothing Pantry that was used approximately 120 times during the spring 2017 semester. In October of 2016, WCC also created a food pantry that was utilized 1,227 times. During Fall 2017 and Spring 2018, the food pantry was utilized 3,305 times. A food pantry usage spreadsheet is attached.

2. What are your goals / objectives and action plan for the 2018-19 academic year? Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

**WCC Goal:** Wayne Community College aims to reduce/eliminate barriers for all students

**Strategic Plan Reference:**
Theme: Student Interest and Access

Goal 1: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

- Objective 1.3. – Identify and reduce access barriers for all prospective students, particularly among underserved populations.

**WCC Goal:** Wayne Community College will provide support for student success.

**Strategic Plan Reference:**
Theme: Clear & Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.2. – Provide integrated, targeted support services that promote student success.
- Objective 2.2.1. – Provide support for student academic concerns, including early alerts to increase retention.
- Objective 2.3. – Increase completion of credentials for successful transition to careers and/or further education.
- Objective 2.3.1. – Simplify and streamline processes from entry through completion/transfer, effectively incorporating multiple on and off ramps.
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?

In Fall 2016 the College hired Mr. Chad Evans as a part-time Minority Student Success Coach / Recruiter. Mr. Evans was made a full-time employee in Fall 2017, in the same capacity. This has proven to be an effective method for minority male student engagement and retention. Mr. Evans has worked to make campus and community connections in order to provide volunteer and leadership opportunities for students across campus, and specifically for the young men in the Minority Male Success Program. There is a great need for Success Coaches at each community college.

One change that WCC is making is a change from GradesFirst advising software to Aviso. Aviso uses data systems to consolidate and standardize data to help predict student success and identify risks to prioritize student outreach and engagement. Aviso will be implemented campus-wide by Fall 2018. This will allow Mr. Evans, as well as all student advisors, the ability to identify at-risk students early on so that student support systems can be implemented quickly, thereby increasing student retention.

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 challenge continues to be insufficient funding. The College is currently researching ways to pay for student travel funding, specifically per diem funding for college campus tours.

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 how many staff work with your program and if they work on a full-time or part-time basis.

The original budget requested: $10,133 for non-instructional salaries; $866 for benefits; $1,000 for contractual services; $2,000 for staff travel; and $3,235 for staff training.

Funds were actually spent accordingly: $8,638.03 for non-instructional salary; $2,684.70 for benefits (to include a portion of medical insurance, NC retirement, and social security); $845.14 for office supplies and printing; and $5,038 for staff travel and training. In total, the College spent $17,205.87 of the $17,234 budget, leaving $28.13 in the 2017-18 budget.
Mr. Chad Evans works as a full-time Minority Success Coach & Recruiter. His position, to include salary and benefits, is partially funded through this grant and partially funded by other college / State funds.

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

We believe that the Minority Male Success Initiative is extremely important and relative to the at-risk population that we are trying to reach. However, minority females face many of the same obstacles as minority males and we would like to be able to engage the female student population in a similar manner. Additionally, the following was written by Mr. Evans in regards to not just the program, but an overview of minority male education:

The mission of community colleges is to provide openly accessible learning opportunities for anyone interested in obtaining post-secondary education. While community college enrollment is increasing among most demographics, enrollment is actually decreasing among African-American and Hispanic males. African-Americans place at the bottom of every measure of academic achievement (Thompson, 2017). Seventy-five percent of White and Asian students graduate from high school, while only 54 percent of African-American students graduate (Thompson, 2017). Minority males are more likely to drop out of high school and college. Consequently, African-American and Hispanic males have the lowest college persistence rates of any other demographic group (Dulabaum, 2016). Minority males often lack study skills, basic computer skills, are unfamiliar with current technology, and have insufficient skills in writing and math. This leads to a lack of placement test preparation for college entry, thereby assuring the students’ placement in developmental education courses. Once enrolled, minority males are less likely to be successful in developmental education courses (Dulabaum, 2016).

Minority Student Success Coaches, staff, and faculty must have the ability to adapt, and must also teach their colleagues to do the same. In order to accomplish this challenge, every educator who wishes to see this initiative advance must be willing to adapt their teaching abilities/methods to students, individually, and not the class of students as a whole. This willingness is not just something that we need to envision; we must make these necessary changes now. The instructional methodology cannot be a duplicated blueprint because the makeup of the student body changes each semester. As much as we would like to assume that “like” students are actually the same, they are not. Students may have similar characteristics, but they are all individually unique.

Most students want to learn, but this desire depends upon how they are being taught. The outcome of this teaching will determine if they will push themselves to become successful or pull away from the educational environment because of the same treatment that they are receiving in society – that of judgement. First-time semester minority male students need to know that they are in a judgement-free zone because judgement has been placed upon them since their very first step as a child. Many minority males become disinterested in education by the end of middle school. Because they do not see a lot of people who look like them earning college degrees and becoming successful, they do not think that attending college is important. Therefore, they do not bother to set future educational and career goals (Marcus, 2017). They are not thinking about their future long-term and do not actually think they will find a job, or better job, with a college degree (Dulabaum, 2016). Research says that many minority males receive little to no encouragement from family, friends, teachers, or counselors to go to college. Minority males cited that they believe their teachers and counselors have low or no expectations of them academically (The Educational Experience of Young Men of Color, 2011).
Educating minority males should not be considered a job, but a privilege. Most teachers teach because they want to change lives, but if they are not willing to adapt to certain learning abilities in order to give a certain type of student the chance to succeed without judgement, then these teachers are not changing lives, but perpetuating a system for students whom instructors want to teach. From an educational stance, we must dedicate more than the basic and necessary resources. Furthermore, if we want this program, the students, and the cohort this initiative is centered, to arrive successfully at the outcomes we desire, we must show these students that we can and will teach them in the ways they are able to learn. This is how we can help them succeed.
Minority Male Success Initiative

Supported by the NCCCS Minority Male Mentoring Grant.
Minority Male Success Initiative
Grant Evaluation for 2017 – 2018 Academic Year

COLLEGE: __Wilson Community College_____

ADDRESS: _902 Herring Avenue Wilson, NC 27893

PREPARED BY:

Melody Parker Eatmon/ Student Dev. Career Counselor 5/10/2018
Name/Title Date

(252) 246-1435 mp0084@wilsoncc.edu
Phone Email Address

PROGRAM COORDINATOR:

Melody Parker-Eatmon/ Student Dev. Career Counselor 5/10/2018
Name/Title Date

(252) 246-1435 mp0084@wilsoncc.edu
Phone Email Address

Evaluations must be submitted to the North Carolina Community College System, Academic and Student Services Division, **Friday, June 29, 2018**. 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 2017-18 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 2017-2018 school year, Wilson Community Colleges Minority Male Success Initiative, known as I.M.A.G.E. (Influential Men Achieving Greatness through Education) aimed to achieve two goals that were set at the conclusion of the 2016-2017 school year: 1. to increase progression of first-year minority male students; and 2. to increase minority male utilization of campus resources/services. This year, I.M.A.G.E. Coordinator Melody Parker-Eatmon and Co-Coordinator Dr. David Moody implemented several projects in an attempt to reach our goals for this year.

**Goals**

**Goal 1: To increase progression of first-year minority male students.**

Two Student Success Coaches were hired to represent I.M.A.G.E. (Influential Men Achieving Greatness through Education). The responsibilities of these students were to maintain contact with students that were a part of I.M.A.G.E. to ensure that they were attending class regularly, and offering any resources that they could provide. Success Coaches contacted students that were on our EARS (Early Alert Referral System) and provided study tips and techniques to help increase their GPA. Coaches also encouraged students to take part in our Student Support Services program here on campus, where they could access various enrichment activities and tutors to assist with courses in which they were facing difficulties. Students were encouraged to attend rap sessions with Co-Advisor Dr. Moody with an attempt to provide a safe space for I.M.A.G.E. students to share issues and encourage one another to press forward. Throughout the year, we sponsored and co-sponsored guest motivational speakers and life coaches to come to campus to encourage students. Such speakers included Dr. Adrianne Pinkney of B. Well; Live Consciously, who completed a workshop on Self Esteem and Success; and Mr. Odell Bizzell, public and motivational speaker. I.M.A.G.E. also collaborated with SGA and TRiO to put on our Black History month program that included the showing of a documentary and a panel of the Wilson County Sheriff’s Department afterwards.
Goal 2: To increase minority male utilization of campus resources/services. I.M.A.G.E. students were required to participate in a Passport program this semester. Through the I.M.A.G.E. passport program, students were asked to complete three campus events, attend at least three educational/career based workshops, and participate in at least one community service event. Initially, students were to be assigned a faculty mentor, however it was decided that students would be assigned to a community partner/mentor that fits best with that students pathway for the upcoming school year. Students were also highly encouraged to participate in TRiO, where they could receive additional tutoring and access to college tours and cultural experiences.

Outcomes

Please see data reports below for details about each outcome.
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:

<table>
<thead>
<tr>
<th>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</th>
<th>&gt;=Cum GPA of 2.0</th>
<th>&gt;=67% C or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Term</td>
<td>Total Cohort</td>
<td>N</td>
</tr>
<tr>
<td>2014FA</td>
<td>80</td>
<td>38</td>
</tr>
<tr>
<td>2015FA</td>
<td>54</td>
<td>32</td>
</tr>
<tr>
<td>2016FA</td>
<td>71</td>
<td>33</td>
</tr>
<tr>
<td>2017FA</td>
<td>83</td>
<td>42</td>
</tr>
<tr>
<td>I.M.A.G.E. Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018SP</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

While the outcomes were not met for the 2017-2018 school year for the entire cohort due to the shift in program leadership and official program implementation in the spring semester, students that were active participants in the I.M.A.G.E. program saw a significant change in academic performance. As the program grows, more data will be provided and the outcomes will continue to improve.
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>%</th>
<th>PT&gt;=12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014FA</td>
<td>FT = 35, PT = 45</td>
<td>10</td>
<td>29%</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>2015FA</td>
<td>FT = 22, PT = 32</td>
<td>10</td>
<td>45%</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>2016FA</td>
<td>FT = 21, PT = 50</td>
<td>9</td>
<td>43%</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>*2017FA</td>
<td>FT=35, PT=48</td>
<td>8</td>
<td>23%</td>
<td>7</td>
<td>15%</td>
</tr>
</tbody>
</table>

I.M.A.G.E. Program

<table>
<thead>
<tr>
<th></th>
<th>DNA</th>
<th>DNA</th>
<th>DNA</th>
<th>DNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018SP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the present time, the necessary data for Spring 2018 semester is incomplete and will be available at the beginning of the fall semester.

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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>2016FA</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017FA</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 year 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.

2017-2018 Narration

Several professional development opportunities were provided for students this year. Dr. Adrianne Pinkney completed a workshop on Self Esteem and Success, Mr. Odell Bizzell provided a motivational speech on leadership to students and staff, and I.M.A.G.E collaborated with SGA and Student Support Services to execute a Black History Month program that included the showing of a documentary and a panel of guests from the local sheriff’s department.
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>
<th>Total Cohort</th>
<th>ACA Count</th>
<th>ACA %</th>
<th>SSS Count</th>
<th>SSS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014FA</td>
<td>80</td>
<td>57</td>
<td>71%</td>
<td>1</td>
<td>1%</td>
</tr>
<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>
<tr>
<td>2017FA</td>
<td>83*</td>
<td>32*</td>
<td>39%*</td>
<td>5</td>
<td>13%</td>
</tr>
</tbody>
</table>

2017-2018 Narration

One of the program goals was to increase 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.

**After further research in the data provided, we discovered that these numbers included populations that are not required to take ACA courses such as BLET (4/83), students with ACA transfer credit (5/83), and certificate students (1/83). This changes the ACA percentage to 90% compared to 39% that is stated in the data report above. In the fall, there will be changes to the students that are measured so that the data reports will reflect a more accurate representation of the students that apply to this outcome.

2. What are your goals / objectives and action plan for the 2018-19 academic year?

Please make sure you state how your goals and objectives align with the NCCCS Strategic Plan. An example is provided below:

**Goal 1: Increase progression of first-year and continuing minority male students.**

**Strategic Plan Reference:**
Theme: Clear and Supported Pathways for Student Progress and Success

**Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.**

- Objective: 2.2.1 Provide support for student academic concerns, including early alerts to increase retention.
- Objective: 2.2.2. Connect students to transportation, health, and other comprehensive services, drawing on both college and community resources to address non-academic barriers faced by students.

**Goal 2: Increase minority male utilization of campus resources/ services.**

**Strategic Plan Reference:**
Theme: Clear and Supported Pathways for Student Progress and Success

**Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.**
Objective: 2.2 Provide integrated, targeted support services that promote student success.

Goal 3: Provide continued support for students when the early alert referral system has been exhausted and the student is no longer enrolled at the institution.

Strategic Plan Reference:
Theme: Clear and Supported Pathways for Student Progress and Success

Goal 2: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective: 2.2.1. Provide support for student academic concerns, including early alerts to increase retention.

Theme: Student Interest and Access

Goal 1: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through NC Community colleges.

- Objective 1.1.2. Reconnect former community college students to education and training opportunities that foster continued educational and career growth.

Goal 4: Develop a plan of action for students in I.M.A.G.E. to reach their career goals via inventory assessments, training and shadowing experiences.

Strategic Plan Reference:
Theme: Clear and supported pathways for student Progress and success.

Goal 2: Provide a continuum of education, training, advising and support to help learners make informed decisions that lead to credentials and careers.

- Objective: 2.1.1. Integrate career exploration and employer outreach for all audiences from the moment they engage.

- Objective 2.3.4. Support effective advising and coaching to help students determine.

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:
One of the biggest lessons that we have learned while coordinating the I.M.A.G.E. Program is that setting appropriate goals and effectively approaching issues faced by minority males is not an easy task. In order to implement a successful program, all hands have to be on deck and there must be a strong support group amongst faculty
and staff on campus. Another major challenge that we have faced is the diversity of the students that we serve in the Community College setting. It sometimes seemed impossible to reach all of the students and have an effective impact because some were full time, others were part time, and many were completely online status. This posed a major barrier when it came to planning events and coordinating meetings.

Changes:
Monthly meetings were put in place between the I.M.A.G.E. coordinator, Director of Student Support Services and the Student Government Association Advisor with an attempt to make a broader impact on students. One of our Student Success Coaches also worked with our Continuing education department to speak to classes and bridge the gap between students receiving their GED and enrolling in curriculum degree program.

Best Practices:
At this time, we do not currently have any best practices to share. It is our goal that by next year, we will be able to truly brand I.M.A.G.E. and hopefully provide fresh ideas and insight to other community colleges. One of the ideas that we do have is to visit the high schools more frequently, specifically targeting students that are undecided or community college bound, to put on programs. We also want to create a plan to collaborate with the Gentlemen’s Agreement here in Wilson County so that we can possibly filter those students into our school and our program post graduation. The Gentlemen’s Agreement is a program targeted at minority male youth grades 6-12 of which services, activities, and support are provided through the Wilson County Schools 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?

Meeting times- Of the barriers that we have encountered this year, finding the best times for our students to meet and collaborate has been the hardest. Due to the variety of schedules we were balancing, it was hard to come up with a time that was best for the majority. This resulted in the meeting numbers being low. Years ago, early college programs did not exist and scheduling meetings or programs were not an issue. Depending on the model used by local community colleges, it is difficult to accommodate the needs of all campus organizations and conflicts are bound to occur. One possible solution that we will be piloting in the fall is to have a designated time each week for student activity events to take place and not conflict with curriculum course work. We also have students interested in signing a petition to bring our student activities hour back. This will allow for ALL students on the campus to have a designated time where no classes are being held. They will have an opportunity to meet with their respective clubs, or utilize this time to meet with instructors during office hours.

Mentors- Staff and faculty members are the ideal people to recruit as mentors to
help the young men. With new responsibilities and a push towards recruiting in all areas, there are not enough hours in the work day to accomplish all the necessary goals. With this in mind, faculty have been requested to work with the students in their particular curriculum to offer additional help if time permits. We are also speaking with community members about becoming mentors to students in the program.

### 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 how many staff work with your program and if they work on a full-time or part-time basis.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Expended 2017-2018</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, Non-Instructional</td>
<td>$5,828.00*</td>
<td>$1736.00</td>
<td>Employed 2 part-time student success coaches. Our co-coordinator opted out of salary.</td>
</tr>
<tr>
<td>Employer’s Social Security</td>
<td>$651</td>
<td>$46.21</td>
<td></td>
</tr>
<tr>
<td>Educational Supplies and Materials</td>
<td>$1,500</td>
<td>$146.60</td>
<td>These funds were used to purchase books for students to read, along with a tablecloth for professional event purposes.</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$3,083</td>
<td>$1550.00</td>
<td>Funding for guest speakers Dr. Pinkney ($950.00) and Mr. Odell Bizzell. ($600)</td>
</tr>
<tr>
<td>Student/Staff Travel</td>
<td>$1,500</td>
<td>$1438.03</td>
<td>MMSI Conference Travel: Food ($75.60), Lodging ($715.91), gas)</td>
</tr>
<tr>
<td>Student/Staff Training</td>
<td>$2,000</td>
<td>$900.00</td>
<td>MMSI Conference Registration fee for all 6 participants ($900)</td>
</tr>
<tr>
<td>Equipment</td>
<td>$2672.00*</td>
<td>$2671.74</td>
<td>Purchase of 5 devices for students to check out as needed ($2,671.74).</td>
</tr>
<tr>
<td>Total</td>
<td>$17,234</td>
<td>$8488.48</td>
<td></td>
</tr>
</tbody>
</table>
*In order to purchase the equipment (5 devices) funds needed to be transferred from the Part Time Professional staff budget into a new equipment budget code. The original part time professional staff budget of $8,500 changed to $5,828.

6. Please provide any comments, suggestions, or feedback that you would like to add. This year, a majority of the fall 2017 semester was occupied with recruitment for the program and advocating to faculty and staff about the importance of MMSI. Our program for the 2017-2018 school year did not get its official start until Spring 2018, therefore, there were several activities our program would have loved to achieve but could not due to time. Next school year, we plan to do a lot more collaborating with the community, building partnerships, and not only focusing on a student’s academic development, but also placing emphasis on 21st century skills and career exploration.