The North Carolina Student Success Center
Annual Evaluation Report Year 1

Submitted to:
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1. Introduction

Brief Background and Overview of the Student Success Center Initiative

Despite many individual community college initiatives focused on the student experience, as of the time of the grant proposal, community colleges in NC were experiencing less than satisfactory completion results. In order to enhance the collective impact the North Carolina Community College System (NCCCS) has on student success, the NCCCS applied for, and was later awarded, a Student Success Center grant funded by the Kresge and Bill and Melinda Gates Foundations. In addition, the NCCCS submitted a second proposal to local funder, the John M. Belk Endowment, and was awarded a third year of financial support for the Center. Jobs for the Future is tasked with coordinating the fourteen-state Student Success Center Network. The purpose of the “Student Success Center framework” is to organize state community colleges around common efforts that improve persistence and completion. For more information regarding the Student Success Centers (See Appendix A).

The NC Student Success Center partners with and is housed at the NCCCS system office in Raleigh. The Center is governed and guided by an advisory board that includes both internal (NCCCS) and external stakeholders (See Figure 1). The NC Student Success Center’s broad goals to enhance student persistence and completion are supported by four focus areas: (a) enhancing professional development, (b) supporting organizational development, (c) disseminating best practices, and (d) brokering technical assistance. In addition, the Center will analyze data management processes, metrics, and initiatives to stimulate a culture of inquiry that impacts statewide change and drives continuous improvement.

Alignment to Guided Pathways Framework

Similar to other state centers across the country, the NC Student Success Center is grounded in the Guided Pathways Model¹ (Guided Pathways to Success - NC GPS hereafter), an integrated, institution-wide approach to creating highly structured student experiences and support that guide them on the pathway to completion. The NC GPS, conforms to the principles established by the American Association of Community Colleges and the Community College Research Center (2016), “Guided pathways reforms entail major changes in college practices and culture. Rather than scale up discrete programmatic interventions, guided pathways reforms

¹ http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx
require that colleges redesign academic programs and student supports at scale—that is, for all degree-seeking students.”

The four essential practices of the NC GPS are to:

1. Clarify the paths by mapping all programs of study;
2. Help students choose a path through career exploration and new student engagement;
3. Help students stay on their path with academic and non-academic supports; and
4. Ensure students are learning with specific program outcomes and faculty-led improvements.

In Year 2 of the program, the Center will be assisting community colleges with assessing, planning, and implementing guided pathways through use of the Guided Pathways Scale of Adoption Assessment. The NC-GPS will help colleges align their policies, practices, and mission to ensure access, equity, enhanced learning, and completion of credentials across the NCCCS. To date, the Executive Director has shared the instrument with leadership teams on college visits and has made it available on the Center’s webpage. The Center’s 2018-2020 Strategic Plan includes a more formal process. Colleges will be invited to participate in a formal self-assessment process using a new 2017 version of the instrument that will be tailored for the NC GPS framework. Each participating college will receive feedback on the assessment results with links to existing resources and best practices. In addition, the Center will also use the findings to provide professional development, organizational development, and technical assistance for practitioners and colleges.

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2. Evaluation Approach

Purpose
In order to gauge the impact of the NC Student Success Center, Industry Expansion Solutions at NC State University was engaged as the project’s third-party evaluator. The role of the evaluator is to 1) report on fidelity to the proposed program activities and the context in which the program was implemented; 2) evaluate program

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4 http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/PathwaysGraphic462017.pdf
implementation and the processes by which program results were produced; and 3) evaluate the effectiveness of the program in achieving its goal of building capacity for student achievement/completion at the community college level state-wide.

**Methodology**

The NCSU Industry Expansion Solutions Evaluation Team developed a plan that includes both formative and summative evaluation components, each with a unique focus. The formative evaluation focuses on process/action issues primarily related to the five project activities shown in Table 2. The formative focus on project implementation and related processes will inform continuous improvement efforts as well as assess fidelity of program activities to the activities funded in the proposal. In working toward the summative evaluation at the end of the evaluation project, the Evaluation Team will assess the progress towards, and achievement of, the project’s intended outcomes (Table 4) in this Annual Evaluation Report for Year 1 of the project.

The evaluation reports will be developed from two angles that the Evaluation Team uses for all evaluation projects: work plan activities and evaluation questions. The work plan activities are part of the project-focused roadmap for maintaining fidelity to the original proposal, while the evaluation questions have been designed around each of the work plan activities to provide deeper insight on how the work plan activities were implemented. The initial project design (in the proposal) included a rough outline of what the work plan activities would be, but to add further definition to the strategy of the NC Student Success Center, the Executive Director developed and refined strategic priority areas and project activities that align with evolving national and state perspectives and implementation guidelines.

Data sources for the evaluation include, but may not be limited to: meeting notes and observations, review of processes, document and artifact reviews, survey results, and other qualitative or quantitative sources deemed necessary for the evaluation. The Evaluation Team participates in regular check-in meetings with the Executive Director and attends Advisory Board Meetings upon request to present information produced by the evaluation. In addition, all documentation distributed by the Executive Director is regularly reviewed and cataloged, and includes: outreach/informational materials, college tour announcements and agendas, conference workshop materials and other communications introducing NC Student Success Center. Several of these documents are
3. Performing the Evaluation

This section of the evaluation report includes background activity early in the implementation of the NC Student Success Center project, to include: Advisory Board Formation, Strategic Planning, Survey Deployment, Priority Setting Progress Updates, and Building Awareness.

Advisory Board Formation
Developing an advisory board to guide strategic planning and implementation of the initiative was a critical first step for the new NC Student Success Center. The Executive Director contacted the leaders of twelve NCCCS constituent organizations (e.g. The NC Association of Community College Presidents and The NC Community College Faculty Association) and seven external state-level education and workforce partners (e.g. The University of North Carolina System and The NC Association of Workforce Development Boards) to identify representatives willing to serve as advisory board members and liaisons to their organizations. Following recommendations, prospective members were sent formal invitations by email (See Appendix B for sample email invitations, Appendix C for a complete Advisory Board Member Listing, and Figure 2: Advisory Board Membership Graphic).

*Graphic created by NC Student Success Center Executive Director*
Appendix D for Advisory Board Charter). Figure 2 provides an illustration of the various stakeholder perspectives represented on the advisory board. The Advisory Board meets quarterly both in virtual and face-to-face settings. The advisory board has helped develop the Center’s board charter, guiding principles, evaluation plan and NC Student Success Center Priorities. See the Strategic Planning subsection below for more information.

**Survey Development and Deployment**

Four surveys were developed in Year 1 and deployed to over 400 stakeholders that included community college presidents, practitioners (faculty and staff), students, and external partners. The purpose of the surveys was to provide insights on current student success initiatives, retention/success challenges faced, professional development needs and interest areas, and other input from students on their challenges and overall experiences. Several key themes emerged and were presented in a survey analysis and findings report (See Appendix E). Table 1 below provides a high-level overview of the survey findings by each respondent group.

*Table 1: High-level Overview of Survey Findings*

<table>
<thead>
<tr>
<th>Stakeholder Survey</th>
<th>Presidents</th>
<th>Practitioners</th>
<th>Students</th>
<th>External Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>15 respondents</td>
<td>296 respondents</td>
<td>67 respondents (70% Full-time)</td>
<td>3 Respondents</td>
</tr>
<tr>
<td>Current Institutional Priorities</td>
<td>Career Planning; Orientation; Data Programs</td>
<td>Support Services; Student Engagement; First Year Academy; Facility Redesigns; Data Management</td>
<td>Not surveyed on this topic.</td>
<td>Supporting LEAs; Teaching Strategies; Graduation Rates; Support Services; Educator Pay Rates; Workforce Alignment</td>
</tr>
<tr>
<td>Strengths of Community Colleges</td>
<td>Not surveyed on this topic.</td>
<td>Not surveyed on this topic.</td>
<td>Faculty Interactions; Tutoring; Advising</td>
<td>Not surveyed on this topic.</td>
</tr>
<tr>
<td>Student Challenges</td>
<td>Work Life Balance; College Readiness; External Support; Internal Support; Faculty Development</td>
<td>College Readiness; Work Life Balance; Staff Capacity; External Support; Internal Support;</td>
<td>Work Life Balance; Assignment/Deadlines; Time Management</td>
<td>Lack of Resources; Poverty; Funding</td>
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</table>
Strategic Planning and Priority Setting

Throughout Year 1 of the NC Student Success Center program, the Executive Director led several strategic planning exercises to create a long-term plan and vision for the center. The strategic planning process included input from faculty, staff, administrators and advisory board members (which includes external entities). The initial advisory board meeting provided the groundwork to develop the initial set of strategic priorities for the NC Student Success Center. Based on feedback from stakeholders and national Student Success Center Network partners, the Center’s action plan was updated twice during Year 1. The Executive Director worked with NCCCS leaders to align the NC Student Success Center strategic plan with the NCCCS Strategic Plan (in progress) in Year 2 of the program, which is expected to increase the system-level focus on the Guided Pathways to Success framework. Professional development opportunities will also be provided to key NCCCS system office staff to engage them in the NC GPS framework for further alignment and impact across the 58 colleges. Drawing from lessons learned, survey feedback, guidance from the advisory board, and the evolving research and perspectives of national partners, the Executive Director developed Center Priorities for the second half of Year 1 and through Year 2 of the grant program.
### Table 2: Project Priority Area Updates

**Activity 1: Professional Development - The Center will create connective tissue between faculty innovators and share new teaching and learning resources across the system.**

<table>
<thead>
<tr>
<th>Current Priority Areas</th>
<th>Status at end of Year 1</th>
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<tbody>
<tr>
<td>1.1 Professional development around the Guided Pathways Framework</td>
<td>A Guided Pathways Symposium was scheduled for April 2017 but had to be cancelled due to participant schedules and contracting issues securing the venue. Instead, the Executive Director will present information about Guided Pathways at multiple meetings and events across the state in Year 2. From January to July 2017, the Executive Director conducted 20 NC GPS presentations and professional development at separate meetings and conference sessions attended by more than 850 participants. As mentioned earlier in the report, the Executive Director is working to align the Center’s 2018-2020 Strategic Plan with the current NCCCS strategic plan and serves on the planning team. This alignment will result in multiple opportunities for professional development for practitioners across the NCCCS and for System Office staff. As an example, the Executive Director organized NC GPS professional development with a presentation, “Investing in Student Success,” from a national speaker at a meeting of the NC Association of Community College Presidents (NCACCP) (July 2017); a presentation was made by the Executive Director at the NC Association of Community College Instructional Administrators (NCACCIA)/NC Student Development Administrators Association (NCSDAA) joint conference (March 2017). For a complete list of presentations and groups, see Appendix F.</td>
</tr>
<tr>
<td>1.2 Identify a common state-wide curriculum of professional development topics and approaches</td>
<td>Input from the 2016 Practitioner Survey is being used to drive planning efforts around professional development topics. The top five responses to the statement ‘Please select from the Center’s proposed Professional Development Topics that will benefit you or other employees’ included: 1) Student engagement and first-year experience (58.33%); 2) Student career exploration and planning (52.78%); 3) Holistic (&quot;wrap-around&quot;) student support services (51.74%); 4) Academic advising models and best practices (51.39%); and, 5) Improving traditional classroom teaching and student learning outcomes (49.31%). To inform this effort, the Center formed a Faculty Development Task Force and developed a draft of Community College Teaching and Learning Competencies for discipline associations to consider for adoption. In addition, the first Coalition of Instructional Associations meeting in May 2017 engaged leaders from 29 discipline groups to discuss professional development needs. (See Appendix G for initial invitation and meeting agenda.)</td>
</tr>
</tbody>
</table>
1.3 Establish an online learning community to supplement face-to-face convenings

The Moodle learning management system is being used to virtually convene NCCCS stakeholders around several topics. One of the first Moodle sites created under the NC Student Success Center is focused on broader awareness of the NC GPS and to share information about the Center’s activities. Another Moodle site was created as part of the activity involving the ACA 122 (College Transfer Success) course re-design where practitioners could go to post suggestions for continuously improving the course. This activity is ongoing into Year 2, as additional Moodle sites may need to be created to address specific initiatives involving various stakeholder groups inside and outside of the NCCCS. A third Moodle course, the Scholarship of Teaching and Learning (SoTL), has been created for the Center-hosted June 2017 SoTL Institute participants’ ongoing learning and exchange of ideas.

1.4 Collaborate with existing state-wide and college professional development models and resources

In addition to presenting at numerous meetings and conferences, the Center helped with funding and/or other support for the following professional development opportunities:

1. **2017 Performance Partnership Summit**—state-wide, biennial conference attended by 400 attendees—provided funding and serve on the committee; hosted a pre-conference NC GPS workshop; presented two concurrent sessions; presented the Center’s 2017 Student Success Champion Award

2. **2017 NCCCFA Conference**—Funding/sponsorship; funding for a national speaker and a presenter on culturally competent teaching practices; general session presentation on NC GPS framework

3. **Institutional Research Capacity Initiative**—Service on three teams: Technology Optimization, Research Facilitation, and Culture and Sustainability; funding to print program booklet; funded national presenter at IR Capacity Summit (August 2016); assist with Professional Pathways Team professional development

4. **System Office Programs and Student Services Quarterly Videoconference Meetings**—Present Center updates and opportunities during these state-wide meetings with Chief Academic Officers and Chief Student Development Administrators

### Activity 2: Organizational Development

The Center will help colleges develop the expertise and institutional culture, and use the principles of action research, to implement reforms that improve success and completion for all students, with equitable outcomes for underserved and low-income students.

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<thead>
<tr>
<th>Current Priority Areas</th>
<th>Status at end of Year 1</th>
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2.1 Participate in individual conversations with colleges to implement Guided Pathways to Success (GPS) using the Community College Research Center (CCRC) Guided Pathways Essential Practices: Scale of Adoption Self-Assessment and other tools.

The Executive Director visited several colleges in Year 1 whose leaders expressed interest in the NC GPS model. The community colleges involved so far include:

- **Alamance CC** (at President’s invitation) - held a meeting with President’s leadership team
- **Bladen CC** (at President’s invitation) – presentation to entire college and NC GPS workshop
- **Carteret CC** (Chief Academic Officer’s (CAO) invitation) – held a meeting with CAO’s leadership team
- **Central Carolina CC** (Chief Academic Officer’s (CAO) invitation) – held a meeting with CAO’s leadership team. *Finding: Central Carolina CC’s QEP aligns with the NC GPS*

2.2 Engage cross-divisional NCCCS consulting team led by Chief Academic Officer (CAO) to participate in visits and share information about NC GPS with colleges.

Under the direction of the NCCCS CAO and CAO’s consulting team, the NC GPS framework has been integrated into their planning efforts as they begin meeting with colleges during Year 2 of the project – activity is ongoing.

2.3 Leverage the NC Student Success Center Advisory Board as a resource for sharing strategy and receiving input on how the Center can be most effective in supporting statewide solutions for student success.

The NC Student Success Center Advisory Board has been in existence since August 2016 and has had 4 meetings so far in both virtual and face-to-face settings. Major topics that have been discussed at the Advisory Board meetings include strategic planning, survey development and findings, professional development needs, and the NC GPS framework. The board includes 19 members who represent both internal and external stakeholder groups including NCCCS practitioners, community college students, state-level education and workforce partner organizations, and the NCCCS System President.

**Activity 3: Best Practices and Shared Learning - The Center will provide opportunities for colleges to share innovations, best practices, and strategies that support student success in formal and informal networks.**

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<thead>
<tr>
<th>Current Priority Areas</th>
<th>Status at end of Year 1</th>
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<tbody>
<tr>
<td>3.1 Develop online and face-to-face networks for resource sharing and collaboration</td>
<td>Refer to priority update for 1.3 above regarding the Moodle learning management system. The NC Student Success Center also created a</td>
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</table>
3.2 Share early-alert successes from colleges that have the software

In Spring 2017, the Executive Director collected information from colleges on their implementation successes and challenges. Additional collaboration was sought with the NCCCS Institutional Research and IT teams to align with and learn from ongoing efforts in early alert and data analytics. Early in Year 2, the Executive Director will work with these state-level teams to disseminate the findings from this study with NC Student Success Center stakeholders.

3.3 Use NCCCS Performance Partnership, CTE/Perkins and WIOA models to share promising practices

The Executive Director presented two sessions at the Performance Partnership Summit in July 2017; hosted a preconference workshop; and served on the planning and implementation team. Four colleges presented project results with 62 attendees: Asheville-Buncombe Tech CC, Davidson County CC, Gaston College, and Pitt CCC presented sessions about their implementation of NC GPS practices. The Center will continue to work closely with the Performance Partnership Advisory Team to co-develop and present webinars. The Center also established Moodle courses on the CTE website for ongoing NC GPS professional development.

3.4 Develop a cohort-based consortia of inter-institutional partners to assist with shared learning and resource optimization

Ongoing into Year 2. A cohort for NC Guided Pathways to Success has been outlined in the new strategic plan. The first cohort will consist of 10-15 colleges in a coaching model with targeted NC GPS coaches working with individual colleges to share ideas and customize improvement plans. The strategic plan will be launched in October 2017, and the cohort will be announced in January 2018. The first of four NC GPS Institutes for the cohort will be held in May 2018.

3.5 Highlight promising practices in academic advising, wrap-around student support, and student career exploration and planning

NC GPS presentations at conferences and events were held across the state for community college practitioners and stakeholders. Quarterly newsletters, professional development webinars, videoconferences, and association presentations are being planned for Year 2. Presentations at stakeholder groups/association meetings are ongoing. In Fall 2017, the Center will form a new Advising Redesign Team to assist colleges and practitioners. In October 2017, the team will attend the national Achieving the Dream Advising & Student Support Redesign Institute and will develop a state-wide advising, career planning, and student support implementation plan for 2018-2020.

footnote: [5](http://www.nccommunitycolleges.edu/student-services/nc-student-success-center)
### Activity 4: Broker Technical Assistance - The Center will coordinate access to national and state-level technical assistance and play a key role in sharing resources and research.

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<tr>
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<tbody>
<tr>
<td>4.1 Implement Guided Pathways for Success (GPS) frameworks and principles across the state</td>
<td>Refer to priority update 1.1 regarding NC-GPS presentations – 39 presentations have taken place in Year 1 with over 1500 participants. The strategic plan includes information about the cohort model that will be implemented in early 2018 (see Priority Update 3.4 for information on cohort model).</td>
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<tr>
<td>4.2 Implement strategies to improve teaching and student learning outcomes</td>
<td>The Center organized the Faculty Development Task Force (Appendix H) to identify instructors’ professional development needs, opportunities and resources. The group also helped develop a draft of the Community College Teaching and Learning Competencies framework. (Appendix I) In May 2017, the Center hosted a meeting of 29 NCCCS instructional/discipline associations to explore options for professional development. In June 2017, 50 faculty members attended the SoTL Institute (See agenda and invitation Appendix J) to explore improved teaching and learning with this evidence-based, action research model.</td>
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<tr>
<td>4.3 Develop recommendations for greater transfer student success</td>
<td>In June 2017, at the request of the Transfer Advisory Committee, the Center hosted three regional workshops about improving the ACA 122 Transfer Student Success course (See agenda in Appendix K) for greater transfer student outcomes. In addition to course improvements, the workshops generated recommendations for college policy and practice based on national and state research and participants’ input. The Center will publish a report of recommended strategies in September 2017.</td>
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<tr>
<td>4.4 Develop recommendations for advising models and improvement strategies</td>
<td>In June 2017, the Center organized the formation of the NC Community College Advising Association for faculty and staff advisors. In addition, the Center has formed the NC Advising Redesign Team, consisting of Daniel Alvarado, System Office Advising Subject Matter Expert; Sabrina Terry, Dean of Enrollment Management Services at Surry CC; and Scott Byington, Dean of Arts, Sciences, and Advising at Central Carolina CC. The team will develop a plan for implementing advising models across the state in 2018.</td>
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<tr>
<td>4.5 Recommend software solutions and promising practices in data analytics, early alert processes, and class scheduling software</td>
<td>Many stakeholders, especially college leaders, are hopeful that early alert and data analytics tools will provide insights and action items to improve student retention and completion. However, colleges need cultural change, human resources, and professional development to use software solutions</td>
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effectively. In Year 2, the Center will leverage the work of IR professionals and the IR Capacity Technology Optimization Team report to inform colleges and help them gain access to these resources.

**Activity 5: Data and Knowledge Management** – *The Center will collaborate with existing state and national research initiatives and will share updates with practitioners.*

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<thead>
<tr>
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<tbody>
<tr>
<td>5.1 Share NCCCS and national research about policies and practices that promote student learning and success</td>
<td>The Center serves as one of the Founding Partners of the Excellence in Research and Analytics (IR Capacity) Initiative, and the Executive Director serves on three of the five teams: Technology Optimization, Research Facilitation, and Culture and Sustainability. This project is leveraging the expertise of IR professionals across the 58 colleges to promote, support, and build capacity to use data and research to improve student success. (See Appendix L for the IR Capacity Strategic Framework)</td>
</tr>
<tr>
<td>5.2 Assist colleges with options for IR tools and analytic software</td>
<td>As part of the Technology Optimization team for the IR Capacity project, the Executive Director is working to establish protocols to support college selection and use of software solutions for data and analytics. In addition, webinars are being considered for Year 2. The NCCCS is developing a new Enterprise Resource Planning (ERP) platform that is expected to be a catalyst for added research capabilities across the system. The new ERP is estimated to be available to colleges in 2020. Colleges will then have access to numerous real-time data solutions and tools to promote student success.</td>
</tr>
<tr>
<td>5.3 Create an online portal for shared learning, collaboration, and promising practices</td>
<td>The Center is hosting both an online compendium of NC GPS Essential Practices, highlighting the work at colleges as well as specialized portals for learning and knowledge sharing in Moodle: Transfer Student Success, Advising, and Faculty Development. In the future, expanded opportunities are being considered with an existing (and unused) web-hosted portal NC-ACCESS.</td>
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<tr>
<td>5.4 Increase capacity of practitioners to collect, interpret, and apply data to decision-making and improvement</td>
<td>Several activities will contribute to this priority area: NC-GPS presentation sessions (Summer and Fall 2017); Scholarship of Teaching and Learning Institute (June 2017); Performance Partnership Summit (Summer 2017); In Year 2, the Center will collaborate with the Performance Partnership Advisory Team to host data capacity workshops and webinars and will publish newsletters to share information and improve communication across the state.</td>
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</table>
5.5 Recommend research projects for doctoral students that are relevant to colleges’ needs

The Executive Director will continue to work with IR Capacity Research Team by participating in meetings and project collaborations related to data collection and faculty professional development training (ongoing into Year 2). This approach has been incorporated into the team’s strategic plan.

**Building Awareness**

In preparation for the Center program implementation, the Executive Director has developed several committees, engaged in partnerships and has aligned priorities to work with current community college initiatives, focusing discussions with these groups to learn how the Center can further its collaboration efforts and achieve the program mission. During year 1, the NC Student Success Center was focused on conducting marketing and outreach efforts across North Carolina. The Executive Director was proactive with scheduling outreach workshops, speaking engagements and conducting college tours with several community colleges. In total, the Executive Director participated in 39 regional and state-wide meetings/workshops in Year 1. More detailed information regarding the Executive Director’s outreach efforts through conferences, workshops, speaking engagements, and college visits can be found in Appendix E.

**Table 3: Committees, Partnerships, and Initiatives**

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose</th>
<th>Link to NC SSC</th>
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<tbody>
<tr>
<td>Performance Partnership Advisory Team (PPAT)</td>
<td>The PPAT is a cross-functional collaborative team of 17 college leaders and System Office staff. The purpose of the PPAT is to assist colleges with improving the seven NCCCS Performance Measures with Peer Mentoring, Measure-Specific Webinars, a bi-annual Performance Partnership Summit, Resource Sharing, and Advocacy.</td>
<td>The NC Student Success Center is aligned with the work of the PPAT to improve student outcomes in all seven Performance Measures. In Year 1, the Executive Director met twice monthly with the PPAT, and the Center served as a 2017 Summit sponsor, hosted a pre-conference workshop, and assisted with funding to keep registration costs low. In Year 2, both the Executive Director and the Center’s Program Assistant will serve on the PPAT.</td>
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<tr>
<td>Faculty Development Task Force (FDTF)</td>
<td>The FDTF was developed by the Center to advise on professional development resources, opportunities, and needs. The FDTF has representatives from 13 colleges, 10 disciplines and 8 state organizations.</td>
<td>This group was created to assist the Center in generating ideas and strategies for developing resources and support for instructor development across the system.</td>
</tr>
<tr>
<td>Coalition of NCCCS Faculty Discipline/Instructional Associations</td>
<td>The Coalition of Faculty Discipline/Instructional Associations was developed by the Center to advise on Community College Teaching and Learning Competencies, professional development needs, resources, and opportunities.</td>
<td>The Center hosted the first annual meeting of associations on May 23, 2017 attended by 56 executive board members from 29 NCCCS disciplines and instructional groups. The Center’s Program Assistant is developing a Moodle course to assist these organizations with collaboration and communication.</td>
</tr>
<tr>
<td>Transfer Advisory Committee (TAC)</td>
<td>The TAC is an 8-member committee appointed by the Presidents of the NC Community College System and the University of North Carolina System to review, interpret, and recommend changes in the 2014 Comprehensive Articulation Agreement (CAA). The TAC also conducts site visits, arbitrates student appeals, and works to ensure seamless and successful transfer for community college students.</td>
<td>Because of the need to improve baccalaureate completion rates for CC transfer students, the TAC invited the Center initially to organize and host 3 regional ACA 122 Transfer Student Success course redesign workshops. The Center’s Executive Director surveyed TAC members and university transfer advisors about student needs and course competencies to identify areas of concern. The course content was deemed sufficient, so workshops focused on course activities and professional development. Based on national and state research and input from workshop attendees, the Center will publish transfer success recommendations in September 2017.</td>
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<tr>
<td>Scholarship of Teaching and Learning Institute (SoTL)</td>
<td>SoTL is a faculty-led, faculty-driven action research on a class and/or and course-level in a 5-step process: consider research questions, design studies, collect data, analyze results, and share findings with peers. With SoTL, instructors can directly improve student learning outcomes with implications for individual faculty, within departments, and across disciplines and institutions. Instructors can add to peer research and help improve their own and others’ teaching practice.</td>
<td>The Center organized the first SoTL Institute for the NC Community College System, hosting two days of free professional development for 50 instructors and faculty developers from 29 colleges and 17 disciplines. The faculty who participated have agreed to continue to learn together and share the SoTL process and their results with others at their colleges and with other participants in the 2017 Institute. The estimated value for each participant is $150.</td>
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<tr>
<td>Institutional Research/Data &amp; Analytics Capacity Initiative</td>
<td>This project leverages the expertise of IR professionals across the 58 colleges to promote, support, and build capacity to use data and research to improve student success. Five sub-teams have been created: Professional Pathways, As a founding partner of this initiative, the Center will collaborate with the members to promote, support, and build capacity for research and analytics within the</td>
<td></td>
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Orientation and Support, Technology Optimization, Research Facilitation, and Culture and Sustainability. Participant members include representatives from community colleges, four-year institutions, private industry, executive college members, the NC Student Success Center, and funding organizations.

**College Culture and Sustainability Team**
A sub-team of the Institutional Research/Data and Analytics Capacity Initiative to provide ongoing support to ensure colleges are data-informed campuses that emphasize student success and meet local education and workforce needs.

**Technology Optimization Team**
A sub-team of the Institutional Research/Data and Analytics Capacity Initiative to ensure analytical and reporting tools are meeting institutional needs and are being used to their fullest potential.

**Research Facilitation Team**
A sub-team of the Institutional Research/Data and Analytics Capacity Initiative to facilitate and promote scholarly research efforts and establish means to disseminate findings that inform policies and practices regarding student success and institutional effectiveness.

**Minority Male Success Initiative (MMSI)**
An initiative established in 2003 by the NCCCS with funds from the NC Legislature to increase graduation rates for minority male students across the system. A 2016 redesign of the project aims to strengthen minority male student outcomes through cross collaboration between specific institutions and participant groups.

**NC Community College Advising Association (NCCCAA)**
The NCCCAA is a newly established organization to provide professional development and communication among all NCCCS academic advisors (faculty and staff.)

The Executive Director serves on this team to help provide professional development opportunities for practitioners and leaders to strengthen a data-informed student success culture at colleges.

The Executive Director serves on this team to share ideas about software solutions and provide resource recommendations to colleges.

The Executive Director serves on this team to promote research with implications for student learning and completion outcomes aligned with the NC GPS framework.

The Center’s mission includes equitable outcomes for all students and all groups. In Year 2, the Executive Director will work with the Center’s Advisory Board to create strategies to dramatically improve graduation rates for underserved and low-income students. As part of this emphasis, the Center will work closely with the colleges and leaders of the Minority Male Success Initiative.

Based on feedback from practitioners and survey results that emphasized the need for advising redesign, the Executive Director organized a meeting to launch the organization. This group will help promote the Center’s planned NC Advising Redesign Project in 2018.
### Post-Secondary Policy Network (PSP Network)

Jobs for the Future coordinates the PSP Network, a collaborative of 17 states as well as partners and funders committed to improving student success in community colleges. The PSP Network provides opportunities for peer learning within and across states about effective models and practices, share the latest field research, and to encourage collaboration around developing solutions and navigating change.

As state lead for NC, the Executive Director assembles the state team to attend the semi-annual PSP Network convenings, represents the state in national policy considerations, and recommends changes to state and local policies to support greater student success and completion, especially among underserved populations.

### NC Community College System Office

The System Office provides support, advocacy, and services for 58 colleges and their employees to serve students and communities. The System Office also collaborates with key education and workforce partners to fulfill the NCCCS mission.

The Center partners with the System Office and aligns strategic plans, support for college services, and professional development to promote student learning and progress as well as equitable completion of credentials. Reporting to the Senior Vice President/CAO for the System, the Executive Director serves on the Leadership Team, the System Office AVP Team, the Programs and Student Services Division AVP Team, and the NCCCS Strategic Plan Team.

### 4. Summative Evaluation and Evaluation Comments

The summative evaluation for the NC Student Success Center will consist of a review of the project’s intended outcomes at the end of Years 1 and 2 of the grant. There were also a set of evaluation research questions that were developed during the grant submission. A review of progress towards the intended outcomes and the evaluation questions can be found below in Table 4. Table 4 is followed by comments from the Evaluation Team based on review of data and information from Year 1.

#### Table 4: Project Activities Linked to Intended Outcomes and Evaluation Research Questions

<table>
<thead>
<tr>
<th>Activity 1: Professional Development</th>
<th>Progress at End of Year 1</th>
</tr>
</thead>
</table>
| **Intended Outcome:** Adoption of high-impact instructional practices system-wide. | • Created Faculty Development Task Force to guide professional development planning and inform instructional practices  
• Drafted NCCCS Instructor Teaching and Learning Competencies |
<table>
<thead>
<tr>
<th>Evaluation Question 1.1 How were faculty identified and convened to determine instructional best practices?</th>
<th>The Presidents and CAOs of all 58 colleges were invited to nominate one faculty member per college to participate in NC Student Success Center workshops; members of the Faculty Development Task Force and Faculty Discipline’s Associations’ were reserved spaces to participate. Workshop/Training invitations were sent via direct email, faculty organization listservs, and website links, through executive board members or by personal referral by NC Student Success Center Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Question 1.2 How did the center share best practices system-wide?</td>
<td>A Moodle site has been setup to allow continuous interactions between various stakeholder groups, an example being the ACA 122 course Moodle site, where faculty members can go to post ideas for improving / best practices in delivering the course content to best prepare the students for the transition to university. The early alert system research that the Executive Director will disseminate in Year 2 is also an example of progress towards this.</td>
</tr>
<tr>
<td>Evaluation Question 1.3 What were the resulting changes in advancing cross-sector alignment and collaboration?</td>
<td>The Executive Director has worked with NCCCS leadership during Year 1 to discuss alignment of the NC Student Success Center / Guided Pathways to Success strategic plan with the NCCCS strategic plan. Several other opportunities for alignment have been realized through the Executive Director’s involvement in other associations and committees across the system (horizontally and vertically).</td>
</tr>
</tbody>
</table>

### Activity 2: Organizational Development

**Intended Outcome:** Implementation of new systems for student success via integration and alignment.

- This will continue to be in progress through Year 2. The future implementation of a new Enterprise Resource Planning system will allow for enhanced data analysis to contribute to student success. Also, the continued implementation of the Guided Pathways to Success across the system will be ongoing into Year 2.

**Evaluation Question 2.1 How did the Center identify, map, and align student success initiatives?**

The Guided Pathways Framework has been a way for the Executive Director to form consistent language around student success initiatives across multiple institutions. The surveys in Year 1 were also a way to inventory initiatives at the various respondent colleges. The Executive Director has also worked with several other committees, task forces, and associations to learn
more about the student success initiatives across the state. She also hosted a meeting of System Office staff to identify current initiatives, innovations, and projects. This work will continue into Year 2.

<table>
<thead>
<tr>
<th>Evaluation Question 2.2 How did the Center develop systems and processes to deploy college resources?</th>
<th>The Executive Director led the development of the NC Student Success Center Website <a href="http://www.nccommunitycolleges.edu/student-services/nc-student-success-center">http://www.nccommunitycolleges.edu/student-services/nc-student-success-center</a> which is one system to deploy informational resources. The Moodle sites for the NC Student Success Center and the ACA 122 course are also ways in which resources are deployed to the colleges. The Executive Director has also been able to provide travel assistance to community college faculty and staff to encourage participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Question 2.3 How did the Center communicate with stakeholders regularly?</td>
<td>The Executive Director has many channels of communication face-to-face with the aforementioned group of associations, committees, and task forces. The Advisory Board is a big contributor in guiding the direction of the Center, and this group meets regularly during the academic year. Methods of communication include emails, formal reports, face-to-face at conferences and meetings, and via the website and Moodle sites that have been created thus far.</td>
</tr>
<tr>
<td>Evaluation Question 2.4 How did the Center create shared vision and buy-in at all levels within the colleges?</td>
<td>Communication has been a contributing factor to creating a shared vision. The Executive Director joined many different stakeholder groups as a member in Year 1, each including roles from all levels of community colleges across the state. As noted earlier in the report, several surveys were deployed to gather stakeholder perceptions and feedback, which is expected to have an effect on the culture of shared buy-in for the Center.</td>
</tr>
</tbody>
</table>

**Activity 3: Best Practices and Shared Learning**

**Intended Outcome:** Build statewide capacity for knowledge management to drive continuous improvement efforts in support of student success

- The Center has played an instrumental role in convening, and participating in, associations and task forces that have a role in the continuous improvement of student success. The inventory of student success initiatives, college visits, and regular surveys will also contribute to knowledge management in a positive way. This is ongoing into Year 2.

| Evaluation Question 3.1 How did the Center create networks to share best practices and lessons learned? | Networks were created via Moodle learning community sites with access granted to CC staff and practitioners, and were supplemented by state-wide and regional meetings. |
**Evaluation Question 3.2** How did the Center develop a sustained student success research agenda based on the needs of the North Carolina community colleges and key questions related to improving student outcomes and informing Policy?

This activity is ongoing into Year 2, and is related to the future state of data analysis capacity that the NCCCS will have through efforts such as the ERP, mentioned earlier in this report. Work with the Transfer Advisory Committee and the ACA 122 course has also contributed to decisions around policy and the sharing of best practices.

### Activity 4: Brokering Technical Assistance

**Intended Outcome:** The Center plays a key leadership role in convening researchers and research to set agendas for system and legislative change and build state capacity for reform.

<table>
<thead>
<tr>
<th>Progress Towards Answering Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NC Student Success Center Executive Director participation and involvement in the Excellence in Research team – ongoing into Year 2.</td>
</tr>
</tbody>
</table>

**Evaluation Question 4.1** How did the Center collaborate with practitioners and research partners on the state and national levels on research and improvement projects?

The Center interacted with JFF liaisons monthly and with the Student Success Center Network members (14 states and national partners) quarterly through the reporting process and with other national representatives through phone, email, speaking engagements and college visits. In addition, the Executive Director has completed Guided Pathways training from the Community College Research Center and attends the national Winter and Summer State Post-Secondary Policy Meetings each year, subsequently sharing knowledge with stakeholders.

**Evaluation Question 4.2** How did the Center ensure that research findings were easily accessible to stakeholders?

Ongoing into Year 2. The NC Student Success Center website and Moodle sites contribute to the accessibility of research findings. The Advisory Board is another avenue for sharing research findings.

**Evaluation Question 4.3** How did the center use research findings to influence policy or programmatic changes?

Ongoing into Year 2 and 3 – longer term outcomes are anticipated related to this evaluation question.

### Activity 5: Data and Knowledge Management

**Intended Outcome:** Improved data usage and decision-support for NC community colleges.

<table>
<thead>
<tr>
<th>Progress Towards Answering Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The NC Student Success Center has been working with the Excellence in Research team to support this effort. Continuous discussions occur with NC-GPS</td>
</tr>
</tbody>
</table>

**Evaluation Question 5.1** How did the Center improve data usage to identify and intervene with students who are struggling in gateway courses?

Ongoing into Year 2 - Working with IR Capacity Initiative and NCCCS Staff in support of a new Enterprise Resource Planning
Evaluation Question 5.2 How did the Center ensure coherence of metrics across initiatives and increase institutional reporting (IR) capacity?

(ERP) system that will allow for broader data analysis across colleges/the system-level.

Evaluation Question 5.3 How did the Center potential identify potential grant funding opportunities to sustain and enhance goals?

Ongoing into Year 2 – this was not deemed a primary focus of the Center at this time.

Evaluation Question 5.4 How did the Center develop and disseminate newsletters, policy briefs and disseminate information on solid national models?

Through Advisory Board meetings, other association and stakeholder group meetings, the NC Student Success Center website, and via Moodle sites. Presentation of NC-GPS content during conferences, meetings, and workshops across the state also contributes to this.

Based on observations by the Evaluation Team during Year 1 of the grant program, several comments on strengths and future opportunities have emerged.

**Strengths:**

- Outreach and engagement activity by the Executive Director has been very strong in Year 1. Continued participation and thought leadership in stakeholder group meetings and events is encouraged. Continue to build awareness of the vision and role of the Student Success Center, and consider ways in which the value of the center to various stakeholder groups can be measured in Year 2, working with the Evaluation Team.

- The work of the Executive Director on continually developing and refining the Center’s strategies and action items has been very helpful from the evaluation perspective, providing a clear roadmap by which progress can be measured in the future.

- The process by which surveys were developed and deployed in partnership with the Evaluation Team was very efficient. The Executive Director was instrumental in deploying the surveys and providing the results to the Evaluation Team for analysis. The survey findings (see Appendix E) were used to guide strategy and identification of key focus areas for Year 1 and beyond.

- Advisory Board meeting frequency and consistency was very positive, keeping members up to date with the latest Center activities and getting feedback on strategy.

- Development of learning communities via the Moodle Learning Management System is a positive step – encouraging online collaborative platform for practitioners and other NCCCS staff to interact.

- Regular meetings with the Evaluation Team have been helpful to both parties, building internal evaluation capacity for the Executive Director beyond Year 2 when the evaluation contract expires. The Evaluation Team has benefited from these meetings to stay up to date on the progress and collaborate with the Executive Director on evaluation activities such as surveying.
Opportunities:

- Sustainability will need to become a larger focus of the Center in years 2 and 3 of the grant to ensure there is a resource development plan to sustain the work into future years when the grant expires.
- Maintained focused on the strategic priorities will be important moving forward to ensure there are no capacity shortages on behalf of the Executive Director. Continue to evaluate requests for participation on the basis of whether or not the request aligns with current Center priorities.
- Measuring and communicating value of the Center is important for years 2 and 3 of the grant, not only from the perspective of gaining buy-in from stakeholders across the community college system, but preparing a needs and value assessment that can be used in future grant proposals – as related to Center sustainability planning.

5. Next Steps

Table 2: Evaluation Activities and Timeline

<table>
<thead>
<tr>
<th>Evaluation Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular meetings with Executive Director</td>
<td>Monthly in Year 2</td>
</tr>
<tr>
<td>Assist with development and analysis of a stakeholder values survey (new) and analysis of benchmarking data from re-deployed (existing) surveys.</td>
<td>TBD – Year 2</td>
</tr>
<tr>
<td>Observations of Project Meetings and Document Reviews of Key Project Materials Created</td>
<td>Ongoing throughout project period</td>
</tr>
<tr>
<td>Second Annual Report Due – Overall report out on implementation as of Year 2 and summative evaluation of project outcomes</td>
<td>June 15, 2018</td>
</tr>
</tbody>
</table>
6. Appendices

APPENDIX A: Overview of Student Success Centers and the SSC Network
APPENDIX B: NCCCS Non-Stakeholder Invitation, Advisory Board Membership Invitation
APPENDIX C: NC SSC Advisory Board Members (2017-2018)
APPENDIX D: NC SSC Advisory Board Charter
APPENDIX E: NC SSC Survey Analysis and Findings
APPENDIX F: NC SSC Presentations/Professional Development Sessions
APPENDIX G: NCCCS Coalition of Instructional Associations Meeting Agenda and Invitation
APPENDIX H: NC SSC Faculty Development Task Force
APPENDIX I: Teaching and Learning Competencies (Draft)
APPENDIX J: SoTL Institute Workshop Agenda and Invitation
APPENDIX K: ACA 122 Transfer Student Success Course Workshop Agenda
APPENDIX L: NCCCS IR Capacity Strategic Framework (2017-2020)
WHY STUDENT SUCCESS CENTERS?

Community colleges working to improve completion rates can end up with a sea of initiatives, programs, and reforms that affect every aspect of their operations. But these efforts often are disjointed, and they typically are available to only some students.

While small-scale efforts and individual initiatives may help small numbers of students, they are not enough to move the needle on completion. Truly improving outcomes requires large-scale institution-wide change.

A Student Success Center creates a coherent, statewide framework for action, or a lens through which its colleges evaluate, align, and integrate their work in various student success initiatives. The strategy, grounded in developing student-centered pathways, focuses on broad-scale change that affects the daily experience of every community college student.

Through the Center’s work, colleges across the state can learn from—and build on—outstanding work at their neighboring and peer institutions. They have access to shared resources, opportunities to learn from one another, and support to scale effective practices statewide. The Center connects the dots between colleges across the state so they can collectively meet their state’s completion goals.

WHAT IS THE STUDENT SUCCESS CENTER NETWORK?

The Student Success Center Network includes 14 statewide Student Success Centers, which support community colleges’ efforts to develop student-centered pathways and increase student completion rates. The Network provides opportunities for Centers to learn from one another’s experiences. It also shares information about innovations at institutions nationwide so more colleges can implement and scale promising practices. Jobs for the Future (JFF) manages the Network and provides support to Center staff.

“Student Success Centers have helped launch guided pathways reforms in their states. Now they are building in-state learning networks so colleges are able to forge clearer paths to success for their students.”

—Davis Jenkins, Senior Research Associate, Community College Research Center, Teachers College, Columbia University; Co-Author of Redesigning America’s Community Colleges: A Clearer Path to Student Success (2015)
HOW DO CENTERS HELP COLLEGES AND STUDENTS?
Centers help colleges plan strategically and implement effectively so they can better serve their students.

The Role of Statewide Student Success Centers

Centers support community colleges’ efforts to develop student-centered pathways and increase student completion rates.

Promote Research and Knowledge Development
- Support research projects with colleges (and often with university partners) to evaluate the impact of interventions and identify obstacles to student success.
- Give colleges strategic guidance that builds on lessons learned in the field, including innovative and effective policies and practices.
- Provide access to additional resources through the Student Success Center Network.

Improve Data Capacity
- Improve data sharing among community colleges and with K-12 and four-year institutions.
- Establish common data metrics throughout the state.
- Support deeper use of education and labor market data by practitioners and policymakers.

Convene
- Create time and space for faculty and staff to connect and to discuss strategy and implementation.
- Identify problems common to multiple colleges and help colleges work together to address them.
- Develop economies of scale in training, professional development, and technical assistance.
- Encourage engagement at every level of the college (administration, faculty, and staff), particularly with regard to overcoming barriers to change.

Connect Policy and Practice
- Represent the collective voice of practitioners in state-level policy discussions.
- Identify and pursue state and system policy changes that support the institutional changes necessary to increase student completion.

Provide Coherence
- Create a statewide framework of action, or a lens through which colleges focus their work and integrate their student success efforts.
- Unify efforts across the state so colleges can collectively meet their state’s completion goals.
- Provide strategic guidance to the state’s colleges.
- Identify effective policies and practices and then provide support (technical assistance, professional development) to help scale them statewide.
- Build partnerships with K-12 and four-year institutions.

Centers support community colleges’ efforts to develop student-centered pathways and increase student completion rates.

APRIL 2017
Dear Non-NCCCS Stakeholder,

Greetings from the NC Student Success Center! As you may know, the Center is a new grant-funded endeavor to support all 58 colleges in our common goal of promoting greater student learning and success. As the new Executive Director of the Center, I ask for your support of the NCSSC. Thank you for all of your important work to help students in our state and for your ongoing collaboration with the NC Community College System. I believe that our success depends on significant connections with key education and workforce partners, including your office.

I hope that you will continue our partnership by serving on the NCSSC Advisory Board. I respectfully request a response by June 28. Details are available on the attached memorandum and NCSSC Advisory Board framework document.

Please let me know if the June 28 response date presents a challenge or if you have any questions. I look forward to working closely with you and to serving all of our colleges in this significant venture. Thank you for your consideration of this request. I hope to hear from you soon.

With best regards,

Roxanne Newton
Executive Director
NC Student Success Center
## NC SSC Advisory Board Members (2017-2018)

<table>
<thead>
<tr>
<th>(2017-2018) Advisory Board Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NC Community College System President</strong></td>
<td>Jimmie Williamson</td>
</tr>
<tr>
<td><strong>Basic Skills Advisory Board</strong></td>
<td>Karen Pauly/Asheville-Buncombe Technical Community College</td>
</tr>
<tr>
<td><strong>Chief Information Officer Association</strong></td>
<td>Matthew Bauer/Wayne Community College</td>
</tr>
<tr>
<td><strong>Community College Planning &amp; Research Professionals</strong></td>
<td>Bobbie Frye/Central Piedmont Community College</td>
</tr>
<tr>
<td><strong>John M. Belk Endowment</strong></td>
<td>Cynthia Liston/Chapel Hill</td>
</tr>
<tr>
<td><strong>NC Association of Business Office Professionals</strong></td>
<td>Daffie Garris/Randolph Community College</td>
</tr>
<tr>
<td><strong>NC Association of Community College Presidents</strong></td>
<td>Patricia Skinner/Gaston College, Chair</td>
</tr>
<tr>
<td><strong>NC Association of Instructional Administrators</strong></td>
<td>Michael Quillen/Rowan-Cabarrus Community College</td>
</tr>
<tr>
<td><strong>NC Association of Workforce Development Boards</strong></td>
<td>Pat Sturdivant/Raleigh</td>
</tr>
<tr>
<td><strong>NC Community College Association of Distance Learning</strong></td>
<td>Dori Lloyd/Davidson County Community College</td>
</tr>
<tr>
<td><strong>NC Community College Comprehensive SGA</strong></td>
<td>Roderick Gooden/Fayetteville Technical Community College</td>
</tr>
<tr>
<td><strong>NC Community College Faculty Association</strong></td>
<td>Pinda Byrd/James Sprunt Community College</td>
</tr>
<tr>
<td><strong>NC Department of Public Instruction</strong></td>
<td>Sneha Shah-Coltrane/Raleigh</td>
</tr>
<tr>
<td><strong>NC Independent Colleges &amp; Universities</strong></td>
<td>Steve Brooks/Raleigh</td>
</tr>
<tr>
<td><strong>NC Student Development Administrators Association</strong></td>
<td>Sabrina Terry/Surry Community College</td>
</tr>
<tr>
<td><strong>Senior Education Advisor, Office of the Governor</strong></td>
<td>Geoff Coltrane/Raleigh</td>
</tr>
<tr>
<td><strong>UNC System</strong></td>
<td>Kim van Noort/Chapel Hill</td>
</tr>
<tr>
<td><strong>Workforce Development Leadership Committee</strong></td>
<td>Kristin Braswell/Pitt Community College</td>
</tr>
<tr>
<td><strong>Workforce Solutions-NC Commerce Department</strong></td>
<td>Catherine Moga Bryant/Raleigh</td>
</tr>
</tbody>
</table>

*Revised August 2, 2017*
Purpose
The NC Student Success Center (NC SSC) Advisory Board provides guidance and oversight of the work of the Center, helps establish priorities, and assists in the development of strategic plans.

Membership
NC SSC Advisory Board members represent 12 constituent employee and student organizations from within all sectors of the NC Community College System (NCCCS), including faculty, instructional administrators, student development administrators, basic skills, workforce boards, student government, distance learning, business/finance, institutional technology, institutional research, college presidents, and the system president. Representatives from five state education, workforce, and funding partners also serve as active members of the Board.

NCCCS-affiliated member organizations include

- Basic Skills Advisory Board
- Chief Information Officer Association
- Community College Planning & Research Professionals
- NC Association of Business Office Professionals
- NC Association of Community College Presidents
- NC Association of Instructional Administrators
- NC Community College Association of Distance Learning
- NC Community College Comprehensive Student Government Association
- NC Community College Faculty Association
- NC Student Development Administrators Association
- Workforce Development Leadership Committee
- NC Community College System President

External partner organizations include

- John M. Belk Endowment
- NC Association of Workforce Development Boards
- NC Department of Public Instruction
- NC Independent Colleges & Universities
- Senior Education Advisor, Office of the Governor
- UNC System
- Workforce Solutions—NC Commerce Department

Members will serve 2- to 3-year terms with options for reappointment.

Advisory Board Member Role and Responsibilities
The primary functions of Advisory Board members are to

1. Provide input and feedback on the Center’s strategic direction, scope of work, prioritization of activities and work planning, stakeholder engagement, and implementation;

2. Serve as liaisons to their constituent organizations to
   (a) keep stakeholders apprised of Center goals and activities and
   (b) provide opportunities for broader stakeholder input;

3. Review and provide feedback on the Center’s proposed annual budget;

4. Provide input for annual reports provided to Center funders and stakeholders;

5. Provide input into the annual evaluation of the Executive Director; and

6. Assist with evaluation of the Center’s strategic plan and services provided to practitioners and colleges.

**Advisory Board Meetings**

The Board will meet four times per year. On an alternating basis, the Board will meet at the System Office and other locations as feasible. Options for attending via videoconference or teleconference will be made available as needed. Whenever possible, the Center will avoid travel expenses for board meetings to reserve funds for strategic initiatives for the colleges.

The Executive Director is responsible for scheduling the meetings, developing the meeting agendas with input from the members, preparing and organizing materials for discussion, and providing summary notes following each meeting.

The Executive Director will also collect feedback on notes and develop action steps for the agenda items considered by the Board.

Revised August 2017
Survey Methodology

In October 2016, the NC Student Success Center (NC SSC) conducted four surveys of key stakeholders, including NC Community College System (NCCCS) Presidents, Faculty and Staff, Students, and External Partners. The Center’s Advisory Board members, which represent NCCCS internal stakeholder associations and external education and workforce partners, shared the survey link with their members. In addition, the survey was sent to all 58 Presidents, Chief Academic Officers, Student Development Administrators, and Student Life Coordinators, who were asked to complete the survey and/or share the link with practitioners and students on their campuses.

The surveys were all deployed in October 2016 and were made available for three weeks. In November 2016, survey results were presented to the Advisory Board for consideration and recommendation of priorities in each of the Center’s key roles: Professional Development, Organizational Development, Technical Assistance, Shared Learning/Best Practices, and Data/Knowledge Management. These priorities are the basis of the Center’s 2017 Action Plan. The surveys outlined in this document will be redeployed in future semesters.

The NC Student Success Center will connect regularly with college leaders, practitioners, and students through surveys, newsletters, and other communication, either directly or through the Center’s webpage at http://www.nccommunitycolleges.edu/student-services/nc-student-success-center.

To learn more about the Center’s work or to share your ideas, contact Roxanne Newton, Executive Director, at newtonr@nccommunitycolleges.edu.

### All Surveys Deployed (as of Fall 2016)

<table>
<thead>
<tr>
<th>Audience</th>
<th>Purpose of Instrument</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practitioners</td>
<td>Survey of college stakeholders including faculty, staff, and administration from various departments to provide insight on current student initiatives, retention challenges, and professional development interest areas.</td>
<td>296</td>
</tr>
<tr>
<td>Students</td>
<td>A 5 question survey was developed to identify student demographics, student support services, student challenges, and experiences at their community colleges.</td>
<td>67</td>
</tr>
<tr>
<td>Presidents</td>
<td>Survey of Presidents to determine their thoughts regarding future actions for the Center</td>
<td>15</td>
</tr>
<tr>
<td>External Partners</td>
<td>A 4 question survey was developed to learn more about external partner priorities and challenges, and how the Center can provide communication assistance.</td>
<td>3</td>
</tr>
</tbody>
</table>
Practitioners (n=296)

**Key Findings:**
- Cape Fear, Rowan-Cabarrus and Davidson had the highest participation rates for the Faculty/Staff survey.
  - Six colleges did not offer responses while the survey was open.
- Breakdown of respondent groups: Instructional Staff (30%), Student Services (21%), Adult/Workforce/Distance Education (20%), Administrators (11%), Administrative Support (12%) and ‘other roles’ representing around (6%).
- Student support service initiatives are the primary focus for most colleges, with success, front door experiences, ACA, and Single Stop strongly represented in the responses.
  - Data Management, Course Redesigns, and Learning Communities were also identified as key student success efforts.
- Faculty identified student retention challenges at micro-level, allowing specific details to inform the following broad categories: level of college readiness, student life stressors, staff/college capacity, internal and external support services, and specifically noted faculty/development and training. Several respondents also included more granular details around program/curriculum and employment competition. These responses were much more detailed than what was recorded in the CC President survey.
  - Over 30 distinct professional development topics ideas were mentioned.

Students (n=67)

**Key Findings:**
- With over 50% of survey respondents represented, Mayland Community College had the highest participation rate on the survey for students.
- Over 73% of the respondents indicated full-time status, and over 20% of respondents indicated working full-time.
- Over 35% of students enrolled in a combination of seated and online classes.
- Students feel colleges are helping them succeed via professors that are caring, positive and willingness to assist them. Particularly, students noted tutoring support, professor availability, and learning centers as most impactful.
- Key challenges that student respondents noted includes: work-life balance, personal issues, assignment deadlines, and financial struggles.
  - Students described their experience as overwhelming, stressful, and difficult to navigate.
  - Although most students noted a strong appreciation for their instructors, they wish the instructors had a better understanding of their unique situations / challenges faced as a student.
Presidents (n=15)

Key Findings:

- Services that the Presidents mentioned as being most needed on campus included: quality resources and training, best practices sharing, and providing structural frameworks to build programs.

- The most common college initiatives are related to support services and significance of data management.
  - Specifically mentioned academic and career planning, orientation, workshops, pathways and early alert systems.

- The professional development benefits were equally split at over 70% responses between academic advising, data-informed decision making, student career exploration, and improving online and hybrid teaching and student learning outcomes.
  - 20% of respondents thought they could benefit from other topics not specifically offered ranging from CBE, OER, achievement gaps, and addressing equitable outcomes.

External Partners (n=3)

Key Findings:

- Despite low survey response rate, organizations were equally represented by one-third percentage from NC DPI, NC Independent College and Universities, and Office of the Governor.
  - Note: The workforce system did not have a respondent represented in the survey, but should be considered for post-survey as external partners view workforce and education alignment as key priorities.

- Organization priorities include: providing support for student success for 36 campuses and LEA’s with implementing new standards, digital content, and teaching strategies.
  - Long-range goals address pay for teachers and principals.

- External partners identify greatest organizational challenges involve student life stressors, resources, and fiscal/financial impacts - while maintaining quality education.
NC Student Success Center Student Survey
The following questions in the table below were presented to a sample of 67 students to access student’s understanding of the NC Student Center. The results of questions 1 and 2 are located in Figure 2 and 3 below. The additional themes for questions 3, 4, and 5 have been categorized and listed below.

<table>
<thead>
<tr>
<th>NC Student Success Center Student Survey Questions</th>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Mayland Community College had the most represented student population with over (50%) of the student attendance. Haywood Community College represented (37%) of the respondents and the remaining students were from Central Piedmont Community College (6%), Piedmont Community College.
What is your college doing well to help you and other students learn, succeed, and complete your program of study?

**THEMES**

- Great Professors/Willingness to help/Caring/Positive (27)
- Tutoring (11)
- Professor availability through office hours (8)
- Advising/Counseling assistance (7)
- SOAR Academic Success Center/Learning Center (6)
- Everything (5)
- Distance Learning/Online courses/Course Variety (4)
- Library/On-line assistance (3)
- Multiple Resources Available (3)
- Student Engagement (2)
- Math/Reading Lab (2)
- Workshops/Conferences
- Financial Aid Assistance
- Nothing
### What are challenges that you and other students face that interfere with learning and success?

**THEMES**

- Work-Life balance / Personal issues (18)
- Assignment Deadlines/Short Notice/Online Sessions (9)
- Financial Aid/Money (5)
- Time Management (3)
- Limited course sections (3)
- Disruptive learning environments (3)
- Course Content/workload/pacing (3)
- Advisor availability (2)
- Childcare (2)
- Off Campus Courses/Travel Time (2)
- Printing service costs
- Early Building Closings
- Parking
- Fall Break (Mid-Week)
- Instructional Styles
- Lacking On-campus food options

### What would you like for instructors and other college employees to know (or understand better) about your experiences or students’ experiences in general at your college?

**THEMES**

- ‘Great Job’ / ‘Awesome’ / ‘we appreciate them’ (10)
- Be more understanding of student circumstances (adjustment to college life, addictions, work-life balance, disabilities) (5)
- Workload Overwhelming / Stressful (5)
- On-line issues (Respond in a timely way to student questions, clear homework assignments) (4)
- The staff are kind/care about students, ‘Dedicated group of professionals’ (3)
- ‘I love school’ / ‘Clean and beautiful college’ / ‘My Community College has changed my life’ (3)
- Extra support needed from teachers or support staff (4)
- Care about student success / work with and engage students (4)
- Posting assignment short-notice/online posting only - Announce in class (2)
- More peer learning opportunities (2)
- Nothing (2)
- Textbook Changes/E-books (2)
A survey was deployed to 296 college stakeholders including faculty, staff, and administration from various departments to provide insight on current student initiatives, retention, challenges, and professional development interest areas occurring across NC community colleges. The NC Student Success Center will use these responses to execute an action plan based on the following areas: Professional Development, Organizational Development, Shared Learning/Best Practices, and Data and Knowledge Management. The questions are shown in the Table below. Additional themes and visual depictions of college faculty participation are noted in this section.

<table>
<thead>
<tr>
<th>NC Student Success Center Faculty/Staff Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify your college.</td>
</tr>
<tr>
<td>2. What are the current student success initiatives, priorities, and efforts at your college?</td>
</tr>
<tr>
<td>3. What are the greatest concerns and challenges in retaining students and helping them succeed at your institution?</td>
</tr>
<tr>
<td>4. Please select from the Center’s proposed Professional Development Topics that will benefit you or other employees (Check all that apply)</td>
</tr>
<tr>
<td>5. Please list other ways that the NC Student Success Center can serve you and your college?</td>
</tr>
</tbody>
</table>

While invitations were extended to all 58 NC Community Colleges, the following colleges did not provide a response: Edgecombe Community College, Roanoke-Chowan Community College, Robeson Community College, Rockingham Community College, Tri-County Community College, and Wilson Community College.

The colleges with the highest participation rates include Cape Fear Community College (9.46%), Rowan - Cabarrus Community College (8.11%), Davidson County Community College (7.77%).

‘Faculty/Instruction/Teaching’ respondents represented almost (30%), Student Services (21%), Adult/Workforce/Distance Education (20%), Administrators (11%), Administrative Support (12%) and ‘other roles’ representing approximately (6%).
### Themes

- **Academic Success Centers/Tutoring/Library** (19)
- **Front Door Experience** (Recruitment, Mandatory Orientations, Career Counseling, Intrusive Advising and Student Engagement) (17)
- **ACA First Year Academy** (14)
- **Redesign Facility/Technology/Course** (9)
- **Performance/Data Management Tools** (9)
- **Completion By Design** (8)
- **QEP (Quality Enhancement Plan)** (8)
- **Writing/Writing Center** (8)
- **Mentoring Program** (7)
- **Single Stop** (6)
- **Retention** (5)
- **Competency Based Education/Contextualized Learning** (6)
- **Achieving the Dream** (3)
- **New Policies/Programs/Partnerships** (3)
- **Learning Communities / Communities of Practice** (3)
- **Equity Focus** (3)
- **Grant programs** (2)
- **Food Pantry/Bank** (2)
- **Emergency/Financial Funds** (2)
- **Professional Development** (2)
- **Guided/Career Pathways** (2)
- **Online Training Modules** (2)
- **Community Resource Directory** (2)
- **Other acronyms mentioned:** ASC, CWID, SPSP, GRIT, AVID teaching strategies, SPARC3 (STEM) and SAIL (Quality Online Courses), CCR teacher training
- **Specific Programs identified, unknown category:** Step Up, Tech Fest, Aspen Institute, Phi Theta Kappa, Active & Collaborative Learning & Undergraduate Research
What are the greatest challenges in retaining students and helping them succeed at your institution?

### THEMES

#### Level of College Readiness
- Financial Aid Constraints
- Social/Academic Unpreparedness (i.e. lack of goal setting, ability to reach out for help, poor decision making, ability to meet course standards)
- Unmotivated to succeed
- Inadequate technology skills
- Low level math, reading, writing skills
- Time-Management /Managing workloads

*(Total Responses: 141)*

#### Student Life Stressors
- Work-life balance issues
- Financial Hardships
- Health Constraints
- Homelessness/Hunger
- Violence/Substance Abuse
- Family Issues/Lack of Support

*(Total Responses: 143)*

#### Staff/College Capacity
- Lack funding/staff to serve students
- Faculty Overload
- Employee turnover/recruitment challenges
- Staff Diversity
- Student Recruitment (i.e. rural location and competition with four-year universities)
- Lack of Technology tracking/software

*(Total Responses: 40)*

![Pie chart showing the percentage of responses for each category.](chart)

- 24%, Lack of motivation
- 31%, Underprepared
- 27%, Financial Aid
- 6%, Basic Skills
- 5%, Technology skills
- 7%, Time Mgmt

- 46%, Work Life Balance
- 28%, Financial
- 16%, Family Issues
- 2%, Violence
- 1%, Homeless, Hunger
- 7%, Health

- 20%, Lack Of Technology
- 5%, Student Recruitment
- 10%, Staff Diversity
- 20%, Faculty Overload
- 8%, Employee Turnover
- 37% Lack Funding/Staff
**External Support Services**

➢ Transportation/Access issues (remote)
➢ Childcare/Elderly Care options
➢ Lack of technology (at home)

*(Total Responses: 76)*

![External Support Services Pie Chart]

**Internal Support Services**

➢ Inconsistent Advising (pathways/careers)
➢ Lack wrap-around services/early alert
➢ Lack services for diverse populations (retaining students-older/ESL/on-line, College Ready)
➢ Lack of tutoring services
➢ Lack student engagement activities

*(Total Responses: 64)*

![Internal Support Services Pie Chart]

**Faculty Development/Training**

➢ Lack PD/Teaching Strategies
➢ Communication issues (i.e. silos)
➢ Student Engagement

*(Total Responses: 26)*

![Faculty Development/Training Pie Chart]
### Curriculum/Program/Data Issues
- Student Placement/Transfer Issues
- Data Collection/Multiple Measures
- Program Availability (Courses offered in frequently/non-balanced F2F online)
- Program Policy (specifically students only being allowed miss class before drop/GPA tied to FA/Eliminating barriers to enrollment/graduation)
- Program/Process Communication (Methods/Approach) Not reaching all students
- Programs Not Applicable (for Students/local needs) - i.e. Stigma attached to career fields BLET

*(Total Responses: 37)*

### Not Sure
- Some not in instruction
- New staff

*(Total Responses: 4)*

### Employment Competition/Issues
- Employers hiring for skills not degrees
- Lack of employment opportunities in service area
- Employer not flexible with student schedules
- Tracking post-education employability
- Drop out for employment / financial reasons

*(Total Responses: 14)*
Please select from the Center’s proposed Professional Development Topics that will benefit you or other employees (Check all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement and first-year experience</td>
<td>58.33%</td>
</tr>
<tr>
<td>Student career exploration and planning</td>
<td>52.78%</td>
</tr>
<tr>
<td>Holistic (&quot;wrap-around&quot;) student support services</td>
<td>51.74%</td>
</tr>
<tr>
<td>Academic advising models and best practices</td>
<td>51.39%</td>
</tr>
<tr>
<td>Improving traditional classroom teaching and student learning outcomes</td>
<td>49.31%</td>
</tr>
<tr>
<td>Improving online and hybrid teaching and student learning outcomes</td>
<td>48.26%</td>
</tr>
<tr>
<td>Ability to collect, interpret, use, and report student and other college data</td>
<td>43.6%</td>
</tr>
<tr>
<td>Innovative models for serving developmental, remedial, and adult high school students</td>
<td>40.63%</td>
</tr>
<tr>
<td>Developing a culture of evidence/inquiry; data-informed decision-making</td>
<td>38.19%</td>
</tr>
<tr>
<td>Other Topics*</td>
<td>12.15%</td>
</tr>
</tbody>
</table>

*Additional Professional Development Topic Ideas

- Competency Based Education Models (2)
- Advising System for AA and AS Students with built in understanding of articulation agreements (2)
- Support Services (Minority and Non-Traditional Students) (2)
- Improving/Mandatory ACA classes for all programs (2)
- Student Readiness for Technology (2)
- Integrating soft skills into instruction (2)
- Continuing Education (employee training and development) (2)
- Encourage and enhance student ownership and responsibility (for their pathway to success in program completion, job acquisition, and setting goals for personal growth through lifelong learning) (2)
- Helping students with specific emotional/learning/mental health challenges (2)
- How to get to a state of data-informed decision-making (2)
- Identify funding / resources to aid Student Success Initiatives (2)
- Residency clarity
- Establishing Learning Communities
- Guided Pathways
- Reading Apprenticeship
- Classroom Management
- Assist Student Services with understanding how to meet ADA Guidelines
- Develop Training Modules for new Advisers
- Effective communication system with students (Technology Tools)
- Student Mentoring
- Developing GRIT
- Increase recruiting for programs in rural high poverty counties
- Assist ESL students with writing/oral communication assignments
- Impact of study abroad on retention/completion
- Preparing students to be success in global economy
- Remove silos and work as a team (Collaboration between student and academic affairs)
- Online Registration for new students, CE students, including fee waiver eligible students
- School and Program policies that could improve student satisfactions and success
- To Experience an atmosphere of civility, respect, and advocacy from faculty and staff
- Correct student placement in courses - Multiple Measures is doing the opposite
- Year Round Financial Aid
- Working with resistant transfer universities
- Developing Ongoing Orientation where students can stay abreast of changes in their college and how to navigate “next steps”
- Open Door Policy addressing the community college purpose is to learn traits to be marketable and not just be at school for the money
- Ability to recruit/retain minority males in (faculty/staff/leadership roles)
- Best practices in Early Alert

---

**Please list other ways that the NC Student Success Center can serve you and your college?**

**THEMES**

- None/Unsure (9)
- Grant Help/Funding Assistance (7) (i.e. textbooks, software, PD)
- Professional development/Training (free, close proximity, campus-wide) (7)
- Up-to-date /equipment/technology (6) (i.e. data analytics, electronic registration, follow-up )
- Build Staff Capacity (i.e. advising staff, other)(5)
- Share best practices/promoting other colleges (4)
- Student Retention Assistance/Solutions (3)
- Progress/updates each semester (3)
- Create Student Success Center One-Stop (2)
- Improve delivery of developmental coursework (2)
- Host webinars/Workshops (Career advising) (2)
- More Job Aids on NCLOR
- Provide shared resources for all campus Onsite visits
● Provide online resources
● Promote student accountability for self-learning
● Assist Colleges with understanding how to promote ‘student services’ at a distance
● Strong Support System
● Develop College Retention programs
● On-campus Visits
● ACA Course Revamp
● Address Early College coding issues
● Student career exploration
● Identify business and educational mentors for speaking events
● Resources for Basic Skills students (readily available)
● Manage students expectations
● Great Job
● Support for ‘student support software applications’
● Proper Advertisement of NCCCS Courses
● Organizing Principle
● Help faculty transition to OER
● Advocate for FTE’s during streamlining of initiatives
● Advocate for student support services (CTE, WD students)
● Promote Online Tutoring System-wide
● Provide Faculty/Staff ‘Support Network”
● Better BLET vetting system (i.e. criminal record checks)
● Refrain from sending Consultants who are unaware of revenue sharing changes
# Survey of Presidents

## NC Student Success Center President Survey Questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Please identify your college.</td>
</tr>
<tr>
<td>2</td>
<td>What are the current student success priorities, efforts, and initiatives at your college?</td>
</tr>
<tr>
<td>3</td>
<td>What are the greatest challenges in retaining students and helping them succeed at your institution?</td>
</tr>
<tr>
<td>4</td>
<td>Please select from the Center’s proposed Professional Development Topics that will benefit employees at your college. (Check all that apply)</td>
</tr>
<tr>
<td>5</td>
<td>Please list the other ways that the NC Student Success Center can serve you and your college.</td>
</tr>
</tbody>
</table>

### Please identify your College?

- Stanly Community College
- Davidson County Community College
- Vance-Granville Community College
- Wilson Community College
- Halifax Community College
- Piedmont Community College
- Central Carolina Community College
- Gaston College
Nash Community College

Rockingham Community College

Mitchell Community College

Rowan-Cabarrus Community College

Surry Community College

McDowell Technical Community College

Beaufort County Community College

**What are the current student success initiatives, priorities, and efforts at your college?**

<table>
<thead>
<tr>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Academic advising and career planning (4)</td>
</tr>
<tr>
<td>● Mandatory orientation(4)</td>
</tr>
<tr>
<td>● Improving Completion (4)</td>
</tr>
<tr>
<td>● Data Programs/Early Alert (5)</td>
</tr>
<tr>
<td>● Grants (3)</td>
</tr>
<tr>
<td>● Student Success Workshops (3)</td>
</tr>
<tr>
<td>● Customized student experience from connection to completion with entry into college through career exploration (2)</td>
</tr>
<tr>
<td>● Retention (2)</td>
</tr>
<tr>
<td>● Pathways Project (2)</td>
</tr>
<tr>
<td>● Improving online instruction/ minimum student standards (2)</td>
</tr>
<tr>
<td>● ACA (2)</td>
</tr>
<tr>
<td>● QEP (2)</td>
</tr>
<tr>
<td>● Tutoring (2)</td>
</tr>
<tr>
<td>● Center for Academic Excellence/Writing Center (2)</td>
</tr>
<tr>
<td>● CBE (Competency Based Education)</td>
</tr>
<tr>
<td>● Job Placement</td>
</tr>
<tr>
<td>● New Emerging Leaders Certificate</td>
</tr>
<tr>
<td>● P.R.I.D.E Program</td>
</tr>
<tr>
<td>● Promoting Equitable Outcomes</td>
</tr>
<tr>
<td>● Build culture of urgency across campus</td>
</tr>
</tbody>
</table>
The chart below represents the Presidents broad level responses to challenges to student retention.

**What are the greatest challenges in retaining students and helping them succeed at your institution?**

<table>
<thead>
<tr>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Life Stressors</strong></td>
</tr>
<tr>
<td>➢ Work-life balance issues</td>
</tr>
<tr>
<td>➢ Homelessness/Hunger</td>
</tr>
<tr>
<td>(Total Responses: 9)</td>
</tr>
<tr>
<td><strong>Level of College Readiness</strong></td>
</tr>
<tr>
<td>➢ Social/Academic/Financial instability</td>
</tr>
<tr>
<td>➢ Unmotivated to succeed</td>
</tr>
<tr>
<td>➢ Lack technology skills</td>
</tr>
<tr>
<td>(Total Responses: 6)</td>
</tr>
</tbody>
</table>

| 80%, Work-Life Conflicts                     |
| 20%, Homelessness                            |
| 67%, Financial Aid                          |
| 22%, Unpreparedness                         |
| 11%, No Technology Skills                   |
### External Support Services
- Transportation/Access issues (remote)
- Childcare/Elderly Care options
- Lack of technology (at home)

*(Total Responses: 5)*

### Internal Support Services
- Inconsistent Advising
- Tutoring

*(Total Responses: 4)*

### Faculty Development/Training
- Lack PD/Teaching Strategies
- Communication
- Collaboration

*(Total Responses: 4)*
What are the greatest concerns and challenges in retaining students and helping them succeed at your institution?  
(Faculty/Staff and Presidents comparisons by category)

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Presidents</th>
</tr>
</thead>
</table>

**Staff Capacity**
- ➢ Lack funding
- ➢ Lack staff to serve students

*Total Responses: 2*

**Program/Data Issues**
- ➢ Program Policy Issues
- ➢ Data Collection

*Total Responses: 2*
Please select from the Center’s proposed Professional Development Topics that will benefit you or other employees (Check all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising models and best practices</td>
<td>73.33%</td>
</tr>
<tr>
<td>Developing a culture of evidence/inquiry; data-informed decision-making</td>
<td>73.33%</td>
</tr>
<tr>
<td>Student career exploration and planning</td>
<td>73.33%</td>
</tr>
<tr>
<td>Improving online and hybrid teaching and student learning outcomes</td>
<td>73.33%</td>
</tr>
<tr>
<td>Ability to collect, interpret, use, and report student and other college data</td>
<td>66.67%</td>
</tr>
<tr>
<td>Holistic (&quot;wrap-around&quot;) student support services</td>
<td>66.67%</td>
</tr>
<tr>
<td>Student engagement and first-year experience</td>
<td>60.00%</td>
</tr>
<tr>
<td>Improving traditional classroom teaching and student learning outcomes</td>
<td>53.33%</td>
</tr>
<tr>
<td>Innovative models for serving developmental, remedial, and adult high school students</td>
<td>53.33%</td>
</tr>
<tr>
<td>Other Topics*</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

*Additional Professional Development Topic Ideas

- Competency Based Education Models (2)
- Using Open Education Resources (OER)
- Addressing achievement gaps
- Addressing equitable outcomes including diversity and inclusion
- Methods for tracking labor market outcomes
- Best practices in using meta-majors
- Residency clarity
Please list the other ways that the NC Student Success Center can serve you and your college.

<table>
<thead>
<tr>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provide quality resources and training that will assist the faculty, staff, and students with retention and completion efforts.</td>
</tr>
<tr>
<td>● Sharing best practices (qualitative and quantitative)</td>
</tr>
<tr>
<td>● Marketing campaign that explains the community college career coach initiatives with high schools coordinated with DPI</td>
</tr>
<tr>
<td>● Provide structural framework so schools can build Career College Promise programs</td>
</tr>
<tr>
<td>● High School Counselor training</td>
</tr>
<tr>
<td>● Advocate for Continuing Ed online registration</td>
</tr>
</tbody>
</table>
### External Partners Survey

**NC Student Success Center Student Survey Questions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Please identify your organization and agency.</td>
</tr>
<tr>
<td>2</td>
<td>What are your organization’s top priorities for the next year?</td>
</tr>
<tr>
<td>3</td>
<td>What are your organization’s greatest concerns and challenges?</td>
</tr>
<tr>
<td>4</td>
<td>Please list ways that the Center could support greater communication and collaboration between your organization and the community colleges in our state.</td>
</tr>
</tbody>
</table>

### Please identify your Organization or Agency

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Department of Public Instruction</td>
<td>33.33%</td>
</tr>
<tr>
<td>NC Independent Colleges and Universities</td>
<td>33.33%</td>
</tr>
<tr>
<td>Office of the Governor</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

The NC Student Success Center External partners represented during this survey were equally represented by thirds, with one-third percent representing NCDPI, NC Independent Colleges and Universities and the Office of the Governor. The external partners not represented in this survey include respondents from the NC Association of Workforce Development, UNC System, and Division of Workforce Solutions (Dept. Of Commerce). There were no respondents identified with the label ‘Other’.
### What are your organization’s top priorities for the next year?

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Supporting LEA’s as they implement new standards; supporting digital content &amp; teaching strategies; raising grad rate and number of students who are CCR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2</td>
<td>Providing access and support for success to students and support for our 36 campuses.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Long session priorities will be teacher pay, principal pay, education and workforce alignment.</td>
</tr>
</tbody>
</table>

The three respondents outlined top priorities for their organization which included providing ‘support elements’ to both the LEA’s and the students by providing digital content, teaching strategies and access to support through the implementation of new standards. In the long term, consideration will be given to teacher and principal pay and the alignment of education and workforce priorities.

### What are your organization’s greatest concerns and challenges?

<table>
<thead>
<tr>
<th>Resource; decreasing numbers of young people choosing education as a career; rising poverty rates and associated stress on students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining high quality education while keeping costs down and providing the necessary financial support for students.</td>
</tr>
<tr>
<td>Fiscal impact of Legislative priorities</td>
</tr>
</tbody>
</table>

### Please list ways that the Center could support greater communication and collaboration between your organization and the community colleges in our state?

<table>
<thead>
<tr>
<th>Collaboration around how to support students in need so they can be successful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to seek ways to share with NCCCS students the information about the ICAA and options and affordability if our sector as partners with NCCCS.</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
APPENDIX F: NC SSC Presentations/Professional Development Sessions

NC Student Success Center
Presentations & Professional Development Sessions
Year 1 (June 2016 – July 2017)
N = 39 sessions with approximately 1500 persons

<table>
<thead>
<tr>
<th>Group, Location, &amp; Date</th>
<th>Presentation Topic/Title</th>
<th># Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Partnership Advisory Team State-wide videoconference meeting</td>
<td>Intro to the NC SSC</td>
<td>15</td>
</tr>
<tr>
<td>NC Student Development Administrators Association (NCSDAA) Randolph CC</td>
<td>Intro to the NC SSC</td>
<td>~45</td>
</tr>
<tr>
<td>Eastern Chief Academic Officers Association Cape Fear CC</td>
<td>Intro to the NC SSC</td>
<td>~60</td>
</tr>
<tr>
<td>NC Association of CC Presidents Program Committee Asheville</td>
<td>Intro to the NC SSC</td>
<td>11</td>
</tr>
<tr>
<td>Bladen CC Fall Convocation Employees 8.1.16</td>
<td>NC SSC &amp; NC GPS Workshop</td>
<td>~100</td>
</tr>
<tr>
<td>NC CC Faculty Association Executive Board Wake Tech 8.20.16</td>
<td>Intro to the NC SSC</td>
<td>5</td>
</tr>
<tr>
<td>Western Chief Academic Officers Association Isothermal CC</td>
<td>Intro to the NC SSC</td>
<td>14</td>
</tr>
<tr>
<td>Central Chief Academic Officers Association Randolph CC</td>
<td>Intro to the NC SSC</td>
<td>9</td>
</tr>
<tr>
<td>NC Association of CC Presidents Meeting Raleigh</td>
<td>Intro to the NC SSC</td>
<td>~30</td>
</tr>
<tr>
<td>NCCFBA Meeting at System Conference Raleigh</td>
<td>Intro to the NC SSC</td>
<td>27</td>
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<td>NCCCS System Conference Special Topics Session Raleigh</td>
<td>Intro to the NC SSC</td>
<td>44</td>
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<td>First in the World Team Meeting System Office</td>
<td>Intro to the NC SSC</td>
<td>8</td>
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<tr>
<td>NC Community College Leadership Program Asheboro</td>
<td>Leading for Student Success</td>
<td>39</td>
</tr>
<tr>
<td>Carteret CC Visit with CAO and Leadership Team &amp; Class Visit ACA 122 10.26.16</td>
<td>Intro to the NC SSC &amp; Student Feedback Session (ACA 122 class)</td>
<td>15/23</td>
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<tr>
<td>Alamance CC Visit with President &amp; Leadership Team 12.12.16</td>
<td>Intro to the NC SSC &amp; NC GPS</td>
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<tr>
<td>System Office Programs &amp; Student Services Staff 2.6.17</td>
<td>Lunch &amp; Learn: NC GPS</td>
<td>12</td>
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<tr>
<td>NC SSC Advisory Board 2.9.17</td>
<td>NC GPS Essential Practices</td>
<td>21</td>
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<tr>
<td>New CAO/SDA Orientation/System Office 2.16.17</td>
<td>Intro to the NC SSC</td>
<td>14</td>
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<td>System Office Student Services Staff 3.2.17</td>
<td>NC GPS Framework</td>
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<tr>
<td>Event Description</td>
<td>Presentation Topic/Title</td>
<td># Attendees</td>
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<tr>
<td>College Transfer Program Association Conference</td>
<td>Intro to NC SSC &amp; NC GPS</td>
<td>~225</td>
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<td>Pitt CC</td>
<td>3.3.17</td>
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<tr>
<td>NC Association of Instructional Administrators &amp; NC Student Development Administrators Association Combined Conference</td>
<td>Intro to the NC SSC &amp; NC GPS</td>
<td>~175</td>
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<td>Davidson County CC</td>
<td>3.14.17</td>
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<tr>
<td>System Office Student Services Staff</td>
<td>NC GPS &amp; Student Services Roles</td>
<td>6</td>
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<td>3.16.17</td>
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<td>Central Carolina CC College Visit</td>
<td>NC GPS &amp; CCCC QEP</td>
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<tr>
<td>with CAO, Leadership Team &amp; QEP Team</td>
<td>3.27.17</td>
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<tr>
<td>Student Leadership Development Program</td>
<td>Understanding Power and Responsibility</td>
<td>42</td>
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<td>Raleigh</td>
<td>4.28.17</td>
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<tr>
<td>NC SSC Advisory Board</td>
<td>Presentation by Rob Johnstone: Guided Pathways &amp; Economic Mobility</td>
<td>24</td>
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<td>Randolph CC</td>
<td>5.4.17</td>
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<tr>
<td>Career Pathways 2.0 Conference (NC Dept. of Commerce)</td>
<td>NC Guided Pathways to Success</td>
<td>51</td>
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<tr>
<td>Cary</td>
<td>5.18.17</td>
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<td>Wake Technical CC Faculty Development Committee</td>
<td>NC GPS &amp; Faculty Development</td>
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<td>Raleigh</td>
<td>5.19.17</td>
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<td>Student Leadership Advisory Board</td>
<td>Student Life Meets Student Success: the NC GPS Framework</td>
<td>40</td>
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<td>Haywood CC</td>
<td>5.22.17</td>
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<tr>
<td>Coalition of Instructional Associations</td>
<td>Intro to NC SSC &amp; NC GPS</td>
<td>56</td>
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<tr>
<td>Executive Board members from 29 instructional/faculty discipline groups</td>
<td>Davidson County CC</td>
<td>5.23.17</td>
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<tr>
<td>Transfer Student Success Western Regional Workshop</td>
<td>Intro to NC GPS &amp; Transfer Success Essential Practices</td>
<td>45</td>
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<tr>
<td>Catawba Valley CC</td>
<td>6.12.17</td>
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<tr>
<td>Advising Association Organizational Meeting</td>
<td>Intro to NC GPS &amp; Advising Redesign</td>
<td>8</td>
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<tr>
<td>Raleigh</td>
<td>6.14.17</td>
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<tr>
<td>Transfer Student Success Central Regional Workshop</td>
<td>Intro to NC GPS &amp; Transfer Success Essential Practices</td>
<td>39</td>
</tr>
<tr>
<td>Randolph CC</td>
<td>6.22.17</td>
<td></td>
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<tr>
<td>Scholarship of Teaching and Learning (SoTL) Institute NC State University</td>
<td>Intro to NC GPS &amp; Student Learning Outcomes</td>
<td>50</td>
</tr>
<tr>
<td>6.26-6.27.17</td>
<td></td>
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<tr>
<td>System Office Staff</td>
<td>Alignment of System Strategic Plan &amp; the NC GPS Strategic Plan</td>
<td>4</td>
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<tr>
<td>Raleigh</td>
<td>6.28.17</td>
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<tr>
<td>Transfer Student Success Regional Workshop</td>
<td>Intro to NC GPS &amp; Transfer Success Essential Practices</td>
<td>41</td>
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<tr>
<td>Edgecombe CC</td>
<td>6.29.17</td>
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<tr>
<td>Performance Partnership Summit Pre-Conference Workshop</td>
<td>Intro to NC GPS &amp; Essential Practices of 4 Leading Colleges</td>
<td>62</td>
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<tr>
<td>Cary</td>
<td>7.24.17</td>
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<tr>
<td>Performance Partnership Summit Concurrent Session</td>
<td>OK, Google: Recalculate My Transfer Student Success</td>
<td>9</td>
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<tr>
<td>Cary</td>
<td>7.517</td>
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<tr>
<td>Performance Partnership Summit Concurrent Session</td>
<td>Developing a Roadmap for System Dashboards with lead presenters Ashley Sieman &amp; Courtney Burns</td>
<td>44</td>
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<tr>
<td>Cary</td>
<td>7.25.17</td>
<td></td>
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<tr>
<td>NC Association of CC Presidents Meeting</td>
<td>Hosted presentation by Rob Johnstone: Investing in Student Success</td>
<td>53</td>
</tr>
<tr>
<td>Surry CC</td>
<td>7.27.17</td>
<td></td>
</tr>
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</table>
## AGENDA

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome &amp; meeting objectives</td>
<td>Roxanne Newton, Executive Director</td>
</tr>
<tr>
<td>Greetings from the NC Community College Faculty Association</td>
<td>Pinda Byrd, President</td>
</tr>
<tr>
<td>Introduction to the NC Student Success Center</td>
<td>Roxanne</td>
</tr>
<tr>
<td>Recognition of the Faculty Development Task Force (FDTF)</td>
<td>Roxanne</td>
</tr>
<tr>
<td>Instructor competencies and development opportunities</td>
<td>Roxanne &amp; FDTF members</td>
</tr>
<tr>
<td>Reports from the associations</td>
<td>Executive Board members (from each association)</td>
</tr>
<tr>
<td>1. Member interests, concerns, needs, and goals</td>
<td></td>
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<tr>
<td>2. Plans for future meetings and conferences</td>
<td></td>
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<td>3. Communication strategies</td>
<td></td>
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<tr>
<td>4. Professional development options</td>
<td></td>
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<tr>
<td>Reports from faculty developers</td>
<td>Faculty development professionals</td>
</tr>
<tr>
<td>1. Your role and the structure of PD at your college</td>
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<tr>
<td>2. Programs, topics, and activities at your college</td>
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<td>3. Helpful resources and opportunities</td>
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<tr>
<td>4. Ideas for state-wide professional development</td>
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<tr>
<td>Best practices in peer-led professional development</td>
<td>Luke Walsh, President, NCMATYC</td>
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<tr>
<td>Resource sharing &amp; optimization</td>
<td>Everyone</td>
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<tr>
<td>Instructors' input for the NCCCS Strategic Plan</td>
<td>Anne Bacon, Director</td>
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<tr>
<td>Next steps –</td>
<td>Roxanne Strategic Planning &amp; Policy</td>
</tr>
<tr>
<td>1. Meeting survey</td>
<td></td>
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<tr>
<td>2. Develop agenda for next meeting</td>
<td></td>
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<tr>
<td>3. Other action items</td>
<td></td>
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<tr>
<td>Closing comments</td>
<td>Roxanne</td>
</tr>
</tbody>
</table>
NCCCS Instructional Associations*
Coalition Meeting & Networking Lunch
Tuesday, May 23, 2017
10:00 a.m. – 2:00 p.m.
Davidson County Community College

NC CC Faculty Association (NCCCF)
Foreign Language Instructors in Community Colleges (FLICC)
NC College Transfer Program Association (CTPA)
NC Associate in Fine Arts Association
NC Mathematics Association for Two-Year Colleges (NCMATYC)
NC CC Association of Distance Learning (NC3ADL)
NC CC Criminal Justice Educators’ Association
NC CC Horticulture Instructors Association (NCCCHIA)
NC CC Sociology & Psychology Faculty Association
NC CC System Welding Instructors Association
NC Computer Instructors Association (NCCIA)
NC Conference of English Instructors (NCCEI)
NC Cooperative Education Association (NCCEA)
NC Association for Developmental Education (NCADE)
NC Association of Respiratory Educators
NC CC Adult Education Association (NCCCAEA)
NC CC Cosmetology Instructors Association
NC CC Music Educators Association
NC Council of Practical Nurse Educators (NCCPNE)
NC Section of the American Association of Physics Teachers
NC Association of Biology Instructors (NC3ABI)
NC CC Emergency Medical Services Directors
NC Council of CC Programs on Therapeutic Massage and Bodywork
NC Engineering Pathways Council
NC BioNetwork
NC Small Business Center Network
NC Works Customized Training
NC ACCESS Early Childhood Association

*And any others not known—please let us know if your group is not listed.

Hosted by the NC Student Success Center (NC SSC)

Participants: Executive Board members from all NCCCS instructional or faculty discipline associations* and members of the NC SSC Faculty Development Task Force

Goals:

- To discuss the role of instructors in student success and learning
- To understand instructors’ professional interests and learning needs
- To share promising professional development practices and resources
- To recommend options for improved communication and resource sharing

Registration: [https://www.surveymonkey.com/r/coalitionmtg](https://www.surveymonkey.com/r/coalitionmtg) Registration ends May 15.

*We hope to create a complete list of all NCCCS discipline/instructional associations. Please contact Roxanne Newton at newtonr@ncccommunitycolleges.edu to share other organizations & contacts.


revised 5.2.17
APPENDIX H: NC SSC Faculty Development Task Force

NC Student Success Center
Faculty Development Task Force

Purpose: To generate ideas and recommend strategies for the NC Student Success Center to provide resources and support for instructor development across the system

Goals: To discuss instructor competencies, professional interests, and learning needs
To identify current resources and opportunities
To share promising practices and resources (colleges, associations, and consortia)
To recommend communication and resource sharing options

Timeline:
January 5, 2017  Confirm participation by responding to email
January 10, 2017  Review materials and surveys (first meeting prep)
January 20, 2017  Virtual meeting from 2-3:30 p.m.
February 17, 2017  Virtual meeting from 2-3 p.m.
March 31, 2017  Virtual meeting from 2-3 p.m.
April 7, 2017  Draft of recommendations/plan for approval by members
April 20, 2017  Approval of recommendations/finalize plan

<table>
<thead>
<tr>
<th>Team member</th>
<th>College</th>
<th>Teaching area/discipline/professional organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felicia Crittenden</td>
<td>Central Carolina CC</td>
<td>Continuing Education/English</td>
</tr>
<tr>
<td>Bethany Emory</td>
<td>Southwestern CC</td>
<td>Faculty Development Committee Chair</td>
</tr>
<tr>
<td>Kari Gulovich</td>
<td>Sandhills CC</td>
<td>Continuing Education</td>
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<tr>
<td>Kimberly King</td>
<td>Nash CC</td>
<td>Distance Learning/N3CADL</td>
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<td>Misty Marshburn</td>
<td>Wilkes CC</td>
<td>Nursing Assistant Program</td>
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<td>John Neathery</td>
<td>Alamance CC</td>
<td>Sociology/2015 NCCCS Excellence in Teaching Award Winner</td>
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<tr>
<td>Andrew Rose</td>
<td>Wayne CC</td>
<td>Human Resource Development</td>
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<td>Ed Spitler</td>
<td>Sandhills CC</td>
<td>Engineering/2016 NCCCS Excellence in Teaching Award Winner</td>
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<td>Tricia Staggers</td>
<td>Rowan-Cabarrus CC</td>
<td>Training Services Team/Continuing Education</td>
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<td>Luke Walsh</td>
<td>Catawba Valley CC</td>
<td>Mathematics/NCMATYC</td>
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<td>Dustin Walston</td>
<td>Lenoir CC</td>
<td>Transitional &amp; Career Studies</td>
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<tr>
<td>Denise Wetli</td>
<td>Wake Tech CC</td>
<td>Physics/NCCCFA</td>
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<tr>
<td>Christie Williams</td>
<td>Central Piedmont CC</td>
<td>Developmental Mathematics/NCADE</td>
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<tr>
<td>Chris Yockey</td>
<td>Mitchell CC</td>
<td>Developmental Reading and English/English/CEI/NCADE</td>
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APPENDIX I: Teaching and Learning Competencies (Draft)

Community College Teaching & Learning Competencies
Professional Development Vision Statement

In the NC Community College System, our students and their success are our highest priorities, and excellence in teaching and learning is integral to ensuring access, equity, significant learning, and completion for the people and the communities we serve. As educators, we are committed to a collaborative community of practice with colleagues as we pursue continuous, intentional, and relevant professional development within and across our disciplines, about and with our students, and about the practice of teaching and learning. The following competencies guide our ongoing professional development as community college educators:

1. **Discipline Knowledge and Expertise**
   Instructors demonstrate up-to-date, contextual discipline knowledge and expertise.

2. **Effective Teaching and Learning Practice**
   Instructors demonstrate best practices in learning and teaching methods that reflect current research.

3. **A Culturally Inclusive and Enriched Learning Environment**
   Instructors demonstrate the creation of culturally inclusive and enriched learning environments that ensure equal opportunities for all students to excel.

4. **Student Advising, Development, and Mentoring**
   Instructors serve as effective academic advisors (when applicable) and demonstrate use of effective strategies for helping students develop learning and life skills, personal growth, intercultural understanding, and career/workplace competencies.

5. **Improved Learning Outcomes**
   Instructors demonstrate evidence of improved student, program, and college learning outcomes.

6. **The Scholarship of Teaching and Learning**
   Instructors demonstrate engagement in the scholarship of teaching and learning as self-reflective practitioners in a collaborative community of educators.

7. **Commitment to Professionalism, Excellence, Collegiality, and Service**
   Instructors demonstrate commitment to creating a work and learning environment characterized by professionalism, excellence, collegiality, and a spirit of service in the classroom, extra-curricular activities, work teams and committees, and the community.

For more information, contact
Roxanne Newton, Executive Director, NC Student Success Center
newtonr@nccommunitycolleges.edu

Revised May 17, 2017
Teaching & Learning Competencies: Sources Consulted

Creating Significant Learning Experiences by Dee Fink (2013) Jossey-Bass
A Learning-Centered Community College for the 21st Century by Terry O'Banion (1997) AACC/Oryx

www.completionbydesign.org

The Heart of Success: Teaching, Learning, and College Completion (2010)

Essential Competencies of Valencia Educator/Valencia College
http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm

The Learning College

The learning college places learning first and provides educational experiences for learners any way, any place, any time.

A Learning College for the 21st Century (1997)
Terry O’Banion

The learning college is based on six key principles:

1. The learning college creates substantive change in individual learners.

2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.

3. The learning college creates and offers as many options for learning as possible.

4. The learning college assists learners in forming and participating in collaborative learning activities.

5. The learning college defines the roles of learning facilitators by the needs of the learners.

6. The learning college and its learning facilitators succeed only when improved learning can be documented for its learners.
### Monday, June 26, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Check-in &amp; morning refreshments</td>
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</table>
| 9:00  | Welcome & Institute overview  
Greetings from the NC Community College Faculty Association  
Pinda Byrd, President |
| 9:15  | **Opening session: Teaching and Learning for Student Success**  
Lisa Chapman, Sr. Vice President/CAO, NC Community College System |
| 10:00 | **NC-GPS Pathways to Student Learning**  
Roxanne Newton |
| 10:30 | Break & refreshments                                                                     |
| 10:45 | **Expert lecture: SoTL Defined: Inquiry & Learning in Practice**  
Gabby McCutchen, Director, Teaching-Learning Center, Durham Technical Community College |
| 12:00 | Lunch & conversations                                                                    |
| 12:30 | **Keynote address: Faculty Perspectives on SoTL**  
Audrey Jaeger, Professor of Higher Education, NC State University |
| 1:00  | **Getting Started with SoTL: Generating Ideas for Inquiry**  
Kelly Wisdom, Instructor of English, Mitchell Community College  
Chris Yockey, Coordinator of Writing Center & English-DRE, Mitchell Community College |
| 2:15  | Break & refreshments                                                                     |
| 2:30  | **Toward a Community of Practice: Thinking & Learning Together**  
Jay Martin, Associate Professor of Mathematics, Wake Technical Community College  
Julia Hattie Smith, Assistant Professor of Mathematics, Wake Technical Community College |
| 3:45  | Day 1 assessment & closing remarks                                                          |
Tuesday, June 27, 2017

8:30 Morning refreshments

9:00 Reflections on Day 1

9:30 Begin with the End in Mind: Designing a SoTL Study
Christie Williams, Lead Chair, Developmental Mathematics
Central Piedmont Community College

10:45 Break & refreshments

11:00 Evidence-based Approaches to SoTL: Collecting Data
Chris Perry, Coordinator of Instructional Design & Quality Enhancement Plan
Office of Planning, Research, & Effectiveness
College of the Albemarle

12:15 Lunch & conversations

1:00 Applications of SoTL: Analyzing Results
Diane Chapman, Teaching Professor; Director, Office of Faculty Development
NC State University

2:15 Break & refreshments

2:30 Shared Wisdom: Presenting & Publishing SoTL Results
Roxanne

3:30 Day 2 assessment & closing remarks
Pathways to Learning & Success

Scholarship of Teaching & Learning (SoTL) Institute for Community College Instructors

Hosted by the NC Student Success Center

June 26-27, 2017 from 9:00 a.m. to 4:00 p.m.
Friday Institute, NC State University

Who’s invited? Space is limited* to
• One faculty member from each college (selected by the CAO or President);
• One representative from each active instructional/faculty discipline association;
• Board members of the NC Community College Faculty Association; and
• Members of the Center’s Faculty Development Task Force.

What’s provided? Institute materials, lunch, and refreshments on both days

What are the expected outcomes? Participants will
1. Learn about the benefits of self-directed, classroom-level research for improved student learning;
2. Understand the SoTL process with examples from their peers & SoTL expert-practitioners;
3. Develop individual research questions and strategies for conducting a SoTL study; and
4. Recommend avenues for sharing and publishing SoTL research with colleagues across the system.

To register, visit https://www.surveymonkey.com/r/SSCSoTL2017

*If space is available, registration will open to all instructors on June 15.

For more information: Contact Roxanne Newton, Executive Director, NC Student Success Center at newtonr@nccommunitycolleges.edu. Learn more about the Center at our webpage.

The NC Student Success Center: Serving 58 Community Colleges
APPENDIX K: ACA 122 Transfer Student Success Course Workshop Agenda

ACA 122 Transfer Student Success Course Workshop
Hosted by the NC Student Success Center
in partnership with the Transfer Advisory Committee

AGENDA

8:30     Registration & snacks

9:00     Welcome and workshop overview
          Roxanne Newton, Executive Director, NC Student Success Center

9:15     Introductions & team formation

9:30     Transfer Advisory Committee (TAC) Report
          Tom Gould, TAC Co-Chair & VP of Academic Affairs, Pitt Community College

10:15    Break

10:30    College Transfer Success SLOs (student learning outcomes) activity
          May 2017 TAC Survey results

11:00    Best Practices Showcase: Durham Technical Community College
          Gabby McCutchen, Director, Teaching-Learning Center
          Student Learning, Development, and Support

12:00    Lunch & facilitated team discussions

12:45    Innovations for Transfer Student Success

1:15     Designing for Transfer Student Success (team activity)

2:15     Team reports/sharing session

2:45     Participant assessment

3:00     Adjourn
The following organizations provided support and expertise in the preliminary and ongoing development of this initiative:

**NC Community Colleges**

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals.

**SAS**

SAS is the leader in analytics. Through innovative analytics, business intelligence and data management software and services, SAS helps customers at more than 83,000 sites make better decisions faster. Since 1976, SAS has been giving customers around the world THE POWER TO KNOW®.

**NC Student Success Center**

The NC Student Success Center provides support for all 58 colleges to advance, scale, and sustain student success and completion efforts. We work with colleges to learn together, maximize resources, and create a coherent, state-wide strategy. We also represent the collective voice of North Carolina practitioners in state-level and national policy discussions.

**AIR**

The Association for Institutional Research (AIR) is the world’s largest professional organization for institutional researchers. AIR provides resources, best practices, and professional development for its more than 4,000 members and supports these members in the process of collecting, analyzing, and converting data into information that supports decision-making in higher education.

**CCPRO**

The North Carolina Community College Planning and Research Organization (CCPRO) is a professional association of planners and researchers who work for the 58 community colleges. The organization provides professional development, peer support/information sharing, and mentoring for members.

**John M Belk Endowment**

The Endowment aspires to create a stronger North Carolina through improving three pillars of postsecondary success: Access to and enrollment in postsecondary education; Completion of a college degree, certificate, or other high-quality credential; and Workforce Relevance that aligns the educational pipeline to relevant needs of employers, resulting in economically stronger communities throughout the state.

**Friday Institute**

The mission of the Friday Institute is to advance education through innovation in teaching, learning, and leadership. Bringing together educational professionals, researchers, policy-makers, and other community members, the Friday Institute is a center for fostering collaborations to improve education.

**Envisioning Excellence**

Envisioning Excellence is North Carolina State University’s collaborative providing outreach and engagement with community colleges. The goal of Envisioning Excellence is to develop a pipeline of future leaders for mid-level and senior positions in North Carolina. These emerging leaders will use reform strategies embedded in national frameworks to lead for student success.

**CFAR**

CFAR is an applied research and evaluation team based out of Charlotte, North Carolina and it is housed at Central Piedmont Community College. Our positioning in the college allows it to draw upon college resources and connections in the community and to benefit from the expertise of other college staff members, in the college’s Department of Planning and Research to work on CFAR projects.
In recent decades, North Carolina community college institutional research and effectiveness (IR/IE) professionals have been responsible for an evolving range of essential functions. These functions include meeting ever-expanding and increasingly more complex data demands required to inform critical decision-making at the local and state levels. These daunting demands are often complicated by frequent turnover of staff, increasing compliance mandates, disparate professional and educational backgrounds, competing responsibilities, and limited resources. To further complicate these challenges, colleges now have greater access to more data and information about students than ever before, but leaders and practitioners often lack the skills and tools to understand and use information effectively. Although these challenges are considerable, they also contain significant opportunities. When applied appropriately, data can inform and support greater student success by helping colleges transform student experiences and learning, employee engagement, professional learning, organizational culture, and business practices, among others.

The North Carolina Community Colleges Excellence in Research and Analytics Initiative was established to address these challenges. The initiative was sparked by an impromptu discussion about supporting IR/IE professionals at the Achieving the Dream Data and Analytics Summit in September 2015. This conversation led to a meeting of Summit attendees to discuss challenges and opportunities associated with institutional research across the system. Since that time, a Steering Committee of 30 members representing community colleges, the System Office, SAS, the Association for Institutional Research (AIR), the university system, and other external partners have met regularly to design strategic objectives and specific implementation plans. The Steering Committee conducted multiple needs assessments to identify professional development gaps and leadership needs of IR/IE professionals. Findings and recommendations were presented to the NC Association of Community College Presidents and institutional research professionals state-wide. The Steering Committee also formed teams to work on specific areas identified by the needs assessments. In August 2016, the Steering Committee also hosted the Excellence in Research and Analytics Summit, a state-wide convening of 65 individuals that included a panel of national experts, practitioner presentations, and team work sessions.

These efforts have resulted in a framework focused on five areas: Professional Pathways, Orientation and Support, Technology Optimization, Research Facilitation, and Culture and Sustainability. These areas encompass objectives to increase institutional research capacity by highlighting career opportunities, expanding professional development resources, improving access to technologies and information, assisting efforts to shift to an analytics and data visualization culture, and supporting the evolving roles of IR/IE professionals from compliance coordinators to change facilitators.

The Excellence in Research and Analytics Initiative will result in substantial returns on investment for the state's 58 community colleges by improving professional knowledge and skills, providing access to resources and best practices, and reducing turnover in key positions. Consequently, colleges will be better positioned to optimize decision-making related to student access and success, resource generation and allocation, and overall institutional effectiveness.
PURPOSE

The North Carolina Community Colleges Excellence in Research and Analytics Initiative will promote, support, and build the capacity for research and analytics within the state's community colleges in order to facilitate institutional effectiveness with a focus on student success.

FOCUS AREAS

[Diagram showing focus areas: Professional Pathways, Orientation & Support, Technology Optimization, Research Facilitation, Culture & Sustainability]
Establish and promote clear professional pathways within the fields of institutional research.

- Collaborate with colleges and universities on institutional research credit and non-credit professional development to strengthen career pathway opportunities.

- Develop templates of IR/IE position descriptions to help colleges align knowledge, skills, and responsibilities of positions in the field.

- Produce and implement a comprehensive recruitment plan to fill institutional research vacancies to broaden the experience preferred for positions in the field to include candidates with teaching, administrative, business, or other professional backgrounds.

- Advocate for competitive salaries within institutional research fields to assist with recruitment efforts and promote talent retention.
Provide new and experienced professionals with access to resources aimed at enhancing institutional research knowledge and skills.

- Establish guidelines to assist and orient newly hired professionals in institutional research roles.

- Implement a comprehensive professional development plan to promote ongoing continuing education including an individualized plan and mentoring for new IR/IE professionals based on their existing experience and skills.

- Facilitate access to Association for Institutional Research (AIR) resources and professional development opportunities.

- Develop an electronic repository of resources for those across all institutional research roles.

- Support and assist those in the field interested in pursuing leadership roles within IR/IE and outside of institutional research.
Ensure analytical and reporting tools are meeting institutional needs and are being used to their fullest potential.

- Leverage partnerships with SAS and other vendors to expand accessibility to technical solutions.
- Facilitate the modernization of data collection processes to enable the System Office to access near-time college data.
- Utilize SAS's robust analytic and reporting tools to expand data access and utilization.
- Encourage and model the use of data visualization to communicate information to stakeholders and decision-makers.
- Promote the use of predictive analytics to identify at-risk students and appropriate interventions facilitating progression and success.
Facilitate and promote scholarly research efforts and establish means to disseminate findings that inform policies and practices regarding student success and institutional effectiveness.

- Identify institutional and statewide reporting needs.
- Establish a research agenda that prioritizes research needs related to institutional effectiveness and student success.
- Collaborate with college, state, and national partners on research projects.
- Ensure relevant research findings are accessible and communicated effectively with stakeholders.
- Encourage the use of research findings to facilitate system-wide, institutional, and programmatic improvements.
- Examine the feasibility of creating a system-wide Institutional Review Board (IRB).
- Foster involvement of colleges in multi-institutional studies.
Provide on-going support to ensure colleges are data-informed campuses that emphasize student success and meet local education and workforce needs.

- Collaborate with the NC Student Success Center and other partners to provide professional development for mid-level managers and executive leadership to build a culture of evidence tied to student success.

- Support the Community College Planning and Research Organization (CCPRO) with implementing an effective peer review process which provides an institution with an assessment of institutional research (IR) and institutional effectiveness (IE) processes.

- Encourage appropriate allocation of resources into institutional research functions.

- Assist college efforts to increase data literacy skills among decision makers.

- Quantify, document, and disseminate returns on investments associated with this initiative.

- Collaborate with partners to provide resources necessary to sustain the North Carolina Community Colleges Excellence in Research and Analytics Initiative.
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