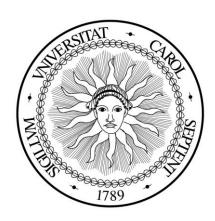# SuccessNC

A Collaborative Initiative Between
The North Carolina Community College System
and
The University Of North Carolina

Report to
The Joint Legislative Education
Oversight Committee

December 2010

INTRODUCTION

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

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

BACKGROUND

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

NCCCS and UNC's SuccessNC joint initiative encompasses three main goals:

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

NCCCS and UNC have formed a team of leadership staff in both system offices who have worked toward developing and implementing the initial components of SuccessNC. The staff team has met bi-monthly since February 2010 to assess progress toward milestones in the SuccessNC action plan.

DESCRIPTION & STATUS

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

GOAL #1 – ALIGN

NCCCS and UNC are collaborating to align system goals and processes to achieve increased student success through the following efforts:

1. SET DEGREE PRODUCTION GOALS

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

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

Summary of baseline degree production projections:
- By 2019-20, UNC will graduate 45,306 baccalaureate degree holders (an increase of 12,999 more than 2007-08)
- By 2019-20, NCCCS will graduate 28,318 associate degree holders (an increase of 10,646 more than 2007-08)

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

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

NEXT STEPS: Degree production baseline projections will be vetted with UNC campuses this winter following UNC's existing process used for setting retention and graduation rate benchmarks and goals. Over the course of 2011, the NCCCS will work to establish completion metrics and, and intermediate benchmarks and milestones focused upon completion. Both systems will be prepared to announce formal 10-year benchmarks and goals by Fall 2011 or Spring 2012. Thereafter, benchmarks and goals will be reviewed and updated on a rolling 2-year cycle concurrent with enrollment growth projection updates.

2. STREAMLINE ARTICULATION AGREEMENTS

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

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

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

GOAL #2 - ACCELERATE

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

A survey of community college transfer advisors in Spring 2010 indicated that:
- The two categories of transfer information most needed by community colleges are:

1. Graduation, admission, and transfer requirements for each UNC institution
2. Course equivalencies between community college courses and courses at each UNC institution

- The two most beneficial college transfer activities are:
1. Transfer information fairs
2. Onsite visits from UNC campus representatives

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

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

Most UNC institutions have close working relationships with community colleges in their region that promote efficient communication and coordination of the transfer process. These existing relationships provide a basis for developing more comprehensive transfer information and standardized processes for all possible transfer paths. Twelve UNC institutions are authorized to offer face-to-face degree programs at 36 community colleges. Some UNC campuses have transfer advisors who are physically located on community college campuses either part-time or full-time to advise current and prospective students in face-to-face degree programs offered by that UNC campus at a specific community college location. Examples of the types of programs for which site-based advising is provided include ASU's baccalaureate completion and graduate programs offered at its Learning Alliance community college sites, ECU's Wachovia Partnership East teacher education degree completion programs, NCCU and UNCW's RN to BSN nursing programs, and UNC-CH's C-STEP (Carolina Student Transfer Excellence Program). Specific UNC/NCCCS site-based advising programs include:

ASU   Caldwell Tech, Catawba Valley, Western Piedmont
ECU   Beaufort, Craven, Nash, Pitt, Wayne
ECSU   College of the Albemarle, Halifax
NCCU   Alamance, Durham Tech, Piedmont, Vance-Granville, Wake Tech
NCSU   Craven, Lenoir
UNCA   Asheville-Buncombe Tech, Blue Ridge Tech
UNCC   Central Piedmont, Cleveland, Gaston, Mitchell, Rowan-Cabarrus, Stanly
UNC-CH   Alamance, Durham Tech, Wake Tech

UNCP	Richmond, Sandhills
UNCW	Brunswick, Coastal Carolina, Carteret, James Sprunt, Sampson, Southeastern
WCU	Asheville-Buncombe Tech, Tri-County, Western Piedmont

PROGRESS TO DATE: The main components of the Online Degree Centers have been identified, including student advising services, on-campus advisors, online advising, online program liaisons, exam proctoring, and computer lab space. NCCCS and UNC have broadly outlined what each entity will provide to support these program components. For example, NCCCS campuses will provide physical space and access to computer labs for students participating in online degree completion programs, and UNC will provide student advising services and funding to support an on-site student advisor. UNC has identified exam proctoring sites and developed an electronic exam proctoring coordination system to ensure integrity in administering exams in the online learning environment. UNC has also developed the CFNC Transfer Navigator, an electronic transfer advising tool that will assist students in developing an academic road map to guide them in choosing courses and programs that align for degree completion. Finally, UNC and NCCCS have surveyed all UNC and NCCCS campuses to identify those with existing college transfer collaborative programs.

SELECTION OF PILOT COMMUNITY COLLEGE CAMPUSES: NCCCS has identified the four community college partners in the Upper Coastal Plains Consortium to serve as the pilot campuses for the Online Degree Centers with the goal of launching the centers during the Spring 2011 semester. The four community college partners are Halifax Community College, Edgecombe Community College, Nash Community College and Wilson Community College. These community colleges have been collaborating jointly through the Upper Coastal Plains Consortium for several years, and serve a region of the state that is economically distressed as evidenced by high unemployment. These community colleges already have strong partnerships with UNC institutions that can be leveraged in providing access to UNC's online degree programs through UNC Online to expand the educational opportunities for community college students and adult learners in this region of the state.

NEXT STEPS: NCCCS and UNC-GA staff are conducting planning meetings with the four Presidents of the Upper Coastal Plains Consortium community colleges to further refine program components in preparation for a Spring 2011 launch.

GOAL #3 – ASSIST

NCCCS and UNC are collaborating to assist students in successfully moving from high school into and through college and workplace credential programs through the following efforts:

1. EXPAND MINORITY MALE MENTORING PROGRAM

To assist students in successfully moving from high school into and through college and workplace credential programs, NCCCS and UNC are strengthening the focus on underrepresented students, especially minority males, by expanding the Community Colleges' successful **Minority Male Mentoring Program** to include partnerships with UNC

campuses. The goal of the program is to increase the matriculation of minority community college students to a UNC campus.

PROGRESS TO DATE: The Spring 2010 Minority Male Mentoring Pilot Program ("3MP") was conducted jointly between 7 UNC campuses and 14 Community College campuses which served 132 minority male Community College Students. Funding for this pilot program was secured through the federal NC College Access Challenge Grant (CACG).

Results of the Spring 2010 Minority Male Mentoring Pilot Program include:
- 132 community college students, representing 14 community colleges, visited seven UNC campuses as part of the Minority Male Mentoring Pilot Program during March and April 2010. The community college students visited North Carolina Central University, North Carolina State University, East Carolina University, Elizabeth City State University, UNC Wilmington, Fayetteville State University, and North Carolina A&T State University.

- Among all student participants, 117 identified themselves as black or African American, and the remaining students identified themselves as Asian, Hispanic, or American Indian. The participating students represented a wide range of ages; one student graduated high school in 1968 and 30 students graduated in 2009.

- Of the 132 students, 108 indicated they are interested in continuing their education at a four-year university after graduation, and the university the students visited was primarily listed as the four-year university to which they hoped to transfer.

- Out of 116 community college students, 67 strongly agreed that the college they visited will help them achieve their career plans.

- A tour of the university's campus was a primary activity during the day, and the community college students ranked the overall quality of the tour at 4.5 out of 5.0 points (n=129). The students ranked the helpfulness of the campus visit in deciding whether to attend this or any other university at 4.5 out of 5.0 points.

- Another key program activity aspect was the mentoring session, and 126 students ranked its effectiveness at 4.6 out of 5.0 points. Of these, 121 students ranked the importance of having a mentor at 4.6 out of 5.0 points.

- Overall, 125 community college students ranked the university campus visit at 4.7 out of 5.0 points.

NEXT STEPS: UNC and NCCCS are developing a plan to co-brand the Minority Male Mentoring Program (3MP). The collaborative efforts of the Success NC/UNC Tomorrow Initiative will strengthen the transfer process between NCCCS and UNC institutions. The program will allow transfer students in the 3MP an opportunity to participate in a similar program at one of the 16 UNC institutions.

NCCCS and UNC realize that the success of all minority male students is essential in today's global workforce. The 3MP at UNC will work toward the collaborative efforts of the SuccessNC Initiative to create a more seamless transfer process between community colleges and university institutions. Implementing a 3MP on UNC campuses will promote continuity for minority male transfer students who participated in a 3MP at an NCCCS institution. UNC will develop a 3MP that models existing community college programs to provide minority male students with academic support and mentoring in order to improve retention and graduation rates.

The NCCCS has received $900,000 in state appropriations to enhance and expand the 3MP on their campuses (there are 41 programs currently in place). NCCCS is developing a student tracking and program evaluation plan to assess the effectiveness of the program for its students. UNC plans to use this year to plan and develop 3MPs. Funding for two pilot UNC 3MP will be allocated by the CACG during the Fall of 2011 with the goal of expanding to the remaining 14 UNC campuses over the next five years.

2. STRENGTHEN DEVELOPMENTAL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMS

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

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

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

3. SIMPLIFY NEED-BASED FINANCIAL AID PROGRAMS

The 2009 Session of the General Assembly established the Joint Legislative Study Committee on State-Funded Student Financial Aid to ensure that all North Carolinians have access to higher education in the state. Included among the areas of focus of the Study Committee was the feasibility of **consolidating scholarship/loan programs and consolidating grant programs.**

In December 2009 UNC and NCCCS identified several areas of concern with respect to financial aid programs. These areas of concern focused upon the complexities of financial aid programs and how confusing the myriad programs can be to students who transfer from one system to another. A goal was established to both simplify and consolidate financial aid

programs between systems, where possible, and that the funding follow *the student* and be more easily understood by students and their families.

PROGRESS TO DATE: UNC and NCCCS staff worked within an 18-member group established by the 2010 Session of the General Assembly to study jointly the consolidation and simplification of State-funded financial aid for students, with anticipation that selected programs could be consolidated into two categories: need-based programs and forgivable loans for service programs. The work group also included the NC State Education Assistance Authority and the NC Independent Colleges and Universities.   The workgroup met throughout the summer and early fall, and submitted its report and recommendations to the Joint Select Committee on October 12, 2010.

NEXT STEPS: UNC and NCCCS await final decisions and recommendations by the Joint Select Committee, and any necessary actions by the 2011 Session of the General Assembly to consolidate and simplify these financial aid programs.

CONCLUSION

NCCCS and UNC appreciate the opportunity to provide members of the General Assembly with an update on the SucessNC collaborative initiative. For more information, please contact:

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