



Guiding Goals

SuccessNC's guiding goals are focused on bringing more college-ready students into high-quality educational and workforce training programs that will allow them to be well prepared for the post-recession economy as either an employee or entrepreneur. These goals were developed as part of the North Carolina Community College System's (NCCCS) strategic planning initiative with input from State Board members, community college presidents, trustees, faculty, staff and system leadership.

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

Student Success Target

Increase the percentage of students who transfer, complete credentials or remain continuously enrolled from a six-year baseline of 45% for the fall 2004 cohort to a six-year success rate of 59% for the fall 2014 cohort. Doing so will double the number of credential completers by 2020.

Student Success Framework

SuccessNC

Improving Access

Enhancing Quality

Increasing Success

Connection

Basic Skills Plus
(Accelerating Opportunity)

Career and College Promise
Common Core Alignment
Career & Technical Education High School to College Articulation

Entry

Developmental Education Initiative

Financial Aid Simplification

**Completion by Design/
First Year Experience**

Math Pathways CIP
(Curriculum Improvement Project)

Progress

Minority Male Mentoring

Code Green Super CIP
(Curriculum Improvement Project)

Integrated Teaching & Learning Portal

Comprehensive Articulation Agreement Revision & Reverse Transfer Credit

Completion

P-20 Student Longitudinal Data System

Data Initiative

Performance Measures/Funding

Technology: Students, Teaching, and Learning

Completion by Design

SuccessNC Initiative Descriptions

Basic Skills Plus (Accelerating Opportunity)

Basic Skills Plus is designed to lower the time to completion and increase credential attainment for students with low academic skills by allowing them to combine basic skills instruction with occupational training and employability skills within clearly identified career pathways. NCCCS integrates Basic Skills Plus with *Accelerating Opportunity*, a national grant founded on the belief that postsecondary credentials are the gateway to family-supporting wages and are critical to breaking the intergenerational transmission of poverty in America. Key elements in the integration will involve policy initiatives aimed at increasing student supports and strengthening local program funding options.

Career & College Promise

Career and College Promise provides structured dual enrollment opportunities for high school students. Qualified juniors and seniors may enroll in college transfer and career technical education certificate programs. Qualified ninth grade students may enroll in Cooperative Innovative High School Programs that provide the opportunity to complete a high school diploma and an associate's degree in five years. NCCCS will continue to support implementation of *Career & College Promise* by providing technical assistance to colleges and responding to inquiries from students, parents, high schools, and college staff regarding student enrollment eligibility and the college pathways. Staff will work collaboratively with the Department of Public Instruction (DPI) to finalize the *Career & College Promise* Operating Procedures.

Common Core Alignment

In 2012, NCCCS will launch another effort to promote stronger K-12/postsecondary alignment. Through a new *Core to College* three-year grant, NCCCS will coordinate work across all education sectors in the state to align assessments and standards stemming from NC's implementation of the national Common Core State Standards. The initiative will also increase awareness of the Common Core among postsecondary educators and create a better statewide understanding of college readiness.

Career & Technical Education High School to College Articulation

NCCCS and DPI implemented an Articulation Agreement that provides advanced placement credit for students who successfully complete selected high school career and technical education courses and earn a required score on the post assessment. This partnership agreement creates seamless and systematic pathways from high school to community college without duplicating courses.

Developmental Education Initiative (DEI)

The Developmental Education Initiative State Policy Team is working to increase the number of students who enroll in and complete college courses across NCCCS. In 2012, the third and final year of the Initiative, DEI will support implementation of the eight new developmental math modules through professional development and technical assistance. In addition, DEI will support the newly appointed DEI English/Reading Task Force in its work to redesign developmental English/Reading curricula. DEI will also initiate the development of a new diagnostic placement test and develop policies that incorporate multiple measures for placement.

Financial Aid Simplification

Facing unprecedented demand from students for assistance in FAFSA preparation to access the federal Pell Grant; being responsive to requests by students to access the William D. Ford Federal Loan Program; managing overwhelming case loads of one-on-one student “financial literacy” counseling; and, managing rapidly and ever-changing federal regulations; NCCCS colleges are already seeking alternative service-delivery models for processing financial aid. Students, in turn, are increasingly dependent upon grants and loans to access a community college education. Often the confusing process of obtaining financial aid can discourage students to the point of withdrawing from college, or it can result in their funding eligibility being exhausted prior to the completion of a credential. The goal of financial aid simplification is to free college personnel from time-consuming “policing and processing” responsibilities and thereby enable first-generation and non-traditional students to access education through financial assistance. This can be accomplished by contracting out all or a portion of document processing and verification to obtain “ready to package” records; acquiring on-site consulting to improve operational efficiencies; and other arrangements to improve responsiveness and customer service. Contracting partners may include the State Educational Assistance Authority (SEAA) and the College Foundation, Inc. (CFI).

Completion by Design/First-Year Experience

Following up on recommendations from the Innovative Ideas Committee and as the State Policy Lead for Completion by Design, NCCCS will establish committees of subject matter experts to evaluate system-level policies that facilitate or inhibit students’ successful completion of 12 semester credit hours during their first year of college. Committees will evaluate and make policy recommendations for one or more of the following areas: application and admissions; orientation; student support for targeted populations; student success courses; attendance, grading, and withdrawal policies; data tools for counselors and advisors; and professional development for adjunct faculty. This policy work will support the Completion by Design Implementation Plan.

Math Pathways CIP (Curriculum Improvement Project)

Building on the work of redesigning developmental math, NCCCS will explore new math pathways at the curriculum level, such as those created by the Carnegie Foundation for the Advancement of Teaching and the Dana Center at the University of Texas, which will align with the math competencies students need to be successful in their chosen fields. Furthermore, NCCCS will work collaboratively with the NC STEM Learning Network to ensure alignment of resources, expertise, assessments and support systems for the successful matriculation of all K-20 students through mathematics.

Minority Male Mentoring

The Minority Male Mentoring program will continue to develop, implement, and document programmatic initiatives that have been proven to improve the engagement, retention, and graduation of minority male students. The Minority Male Mentoring program, working with the Department of Public Instruction, The University of North Carolina, and North Carolina Independent Colleges and Universities, will develop mentorships that encourage student graduation and provide student pipelines of support services from high school to the community college and from the community college to senior North Carolina colleges and universities.

Code Green Super CIP (Curriculum Improvement Project)

In the second year of the Code Green Super CIP, NCCCS will support the system-wide implementation of curriculum program changes initiated by the sector directors and faculty teams. The Super CIP's goals are to (1) revitalize AAS programs and courses with specialized credentials in both continuing education and curriculum; (2) create continuing education to curriculum articulations; (3) increase the number of students skilled in sustainability technologies; and (4) provide a streamlined program structure with more flexibility for colleges.

Integrated Teaching & Learning Portal

Integrated Teaching and Learning Portal (to be renamed for marketing/branding purposes) is proposed to be an internet based platform that will consist of two major content areas: professional development and teaching and learning in curriculum and continuing education programs. The professional development component will focus on best resources (digital content) for faculty on 21st century teaching. The teaching and learning in curriculum and continuing education programs will focus on the best resources (digital content, e-books, etc.) for 21st century learning. It is proposed that the portal also include Learning Resource Centers (libraries) and a communications (chat) tool to respond to questions from faculty.

Characteristics of the Integrated Teaching and Learning Portal could include but are not limited to the following: federated searches, single sign on, live monitoring, tracking of usage, rating of elements in the portal, subject based content, and the same platform for all digital based content.

Comprehensive Articulation Agreement Revision

The state-wide Comprehensive Articulation Agreement (CAA) between the NCCCS and the University of North Carolina was implemented in 1997 to provide seamless transfer for students who began their academic careers at a community college with the intent to earn a four-year degree. The CAA is based on the concept of a transferable core of 44 hours of general education and 20 hours of pre-major coursework. Since 1997, the general education programs at many four-year institutions have changed, many upper division programs have instituted required general education course prerequisites, and pre-major courses are not accepted at all universities with those majors. Therefore, NCCCS and UNC General Administration will engage faculty discipline committees from community colleges and universities to evaluate the efficacy of the current agreement and make recommendations for changes to the Transfer Advisory Committee.

Reverse Transfer Credit

NCCCS will partner with UNC General Administration to develop the framework for a state-wide reverse transfer process that will provide students who transfer without completing an associate's degree with the opportunity to "reverse transfer" their university course credits back to their community college to fulfill the requirements for awarding an Associate in Arts or Associate in Science degree.

P-20 Student Longitudinal Data System

Jointly planned effort (pending funding) between the North Carolina Community College System, the University of North Carolina, North Carolina Department of Public Instruction, and the North Carolina Department of Labor to build a data tracking system to track students from pre-school through high school and college, and into the workplace.

Data Initiative

The goal of the Data Initiative is to establish a robust data system that provides accurate and accessible information that fosters a culture of data-driven decision making which addresses research questions and informs policies. This initiative takes a holistic approach including the following components:

- Expand the individual and collective **inquisitiveness** of stakeholders within the NC Community College System to ask research questions that inform decisions and policies.
- Develop **data definitions** based on research needs and reporting requirements.
- Ensure **data integrity and consistency** through appropriate and uniform entering and collecting of information across the System so data extracted are valid and reliable.
- Incorporate a **data review process** that ensures accountability through the validation of submitted data.
- Develop focused **topic-based data marts** that will serve a wide variety of analytical research needs including, but not limited to, strategic initiatives, grants, and business and

student centric needs.

- Expand **information accessibility** by making all data users aware of the availability of predefined reports, web-based dashboards, statistical software, and training.
- Enhance **advanced analytical capabilities** to empower researchers focusing on specific topics and initiatives.
- Utilize research findings and reports to **educate policy makers** on the extent to which various factors impact outcomes, including student enrollment, student learning, student completion, faculty and staff development, budget allocation, etc.

Performance Measures/Funding

Prepare and submit to the Joint Legislative Education Oversight Committee by March 1, 2012 a report on a revised set of performance (accountability) measures by which to evaluate and measure student progress and student success. The report will include a history of performance measures in the NCCCS, including their strengths and weaknesses; the process and outcome of identifying and developing the eight new recommended measures, including graduation rates and course completions; a recommendation for revising existing General Statutes to overlay the newly-developed measures upon the current funding formula; and, a plan for developing a new performance funding model by December 2012 that will be incorporated into the regular funding formula model.

SuccessNC Performance Measures

Measure	Purpose	Description	Methodology
Basic Skills Student Progress	To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency	Percentage of students post-tested during a program year who progress.	<p><i>Denominator:</i> Basic skills students attempting 60 or contact hours during program year. Excludes compensatory education students.</p> <p><i>Numerator:</i> Basic skills students attempting 60 or contact hours during program year, who posttest at a greater score than their pre-test. Excludes compensatory education students.</p> <p><i>Note:</i> Pre-test is considered if it occurs up to 90 days prior to program year</p>
GED Diploma Passing Rate	To ensure quality GED preparation and high levels of GED attainment	Percentage of GED students who attempt all subtests over two years who receive a GED Diploma.	<p><i>Denominator:</i> GED students attempting at least one GED subtest during current calendar year who attempt all subtests over two calendar years</p> <p><i>Numerator:</i> GED students attempting at least one GED subtest during current calendar year who attempt all subtests over two calendar years and receive a GED diploma</p>
Developmental Student Success Rate in College-Level English Courses	To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses	Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a “C” or better upon the first attempt.	<p><i>Denominator:</i> All students enrolled in their first attempted credit English course during an academic year who enrolled in developmental English and/or reading students in the current or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).</p> <p><i>Numerator:</i> All students earning a “C” or better in their first attempted credit English course during an academic year who enrolled in developmental English and/or reading students in the current or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).</p>
Developmental Student Success Rate in College-Level Math Courses	To ensure remedial math coursework prepares students to succeed in credit-bearing math courses	Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt.	<p><i>Denominator:</i> All students enrolled in their first attempted credit math course during an academic year who enrolled in developmental math students in the current or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).</p> <p><i>Numerator:</i> All students earning a “C” or better in their first attempted credit math course during an academic year who enrolled in developmental math students in the current or previous academic year. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).</p>

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First Year Progression	To ensure first-year students reach an academic momentum point that helps predict future credential completion	Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“C” or better) at least twelve of those hours	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental and withdraw) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college. Does not include students who do not attend the class (i.e. transfer credit, credit by exam, etc.).</p> <p><i>Numerator:</i> Those within the cohort above who complete at least twelve hours (including developmental) with a “C” or better within the first year fall, spring, and summer semesters.</p>
Curriculum Completion	To ensure student completion and persistence toward a post-secondary credential	Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college.</p> <p><i>Numerator:</i> Those within the cohort above who by the fall that occurs six years after original cohort designation either graduate (A, D, or C), transfer to a four year institution, or are still enrolled during that sixth fall semester previously completing 36 non-developmental hours.</p>
Licensure and Certification Passing Rate	To ensure programmatic coursework prepares students to competently practice in their chosen profession	Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	<p><i>Denominator:</i> All licensure and certification exams taken for the first time by students during the licensure agency’s designated time period. Only includes state mandated exams which candidates must pass before becoming active practitioners.</p> <p><i>Numerator:</i> Licensure and certification exams passed by students on their first attempt during the licensure agency’s designated time period.</p> <p><i>Note:</i> Passing rates for individual exams will be provided for informational purposes only.</p>
College Transfer Performance	To ensure the academic success of community college students at a four-year university or college	Percentage of community college associate degree completers and those who have completed 30 or more credit hours who earn a GPA of 2.00 or better after two consecutive semesters within the academic year.	<p><i>Denominator:</i> Community college students enrolled in the fall, spring, or summer semesters enrolling in the subsequent fall and spring semesters at a four-year institution transferring with an associate degree or at least 30 articulated transfer credits. Only includes North Carolina based four-year institutions and four-year institutions which the individual community college has an articulated transfer agreement.</p> <p><i>Numerator:</i> Students included in the denominator who have earned a GPA of 2.00 or better aggregated over the fall and spring semesters at the transfer institution following transfer.</p> <p><i>Note:</i> System office will work with private colleges to collect performance data and community colleges will have to supplement data with results from out of state institutions which they have articulated agreements.</p>