

2018-2019 Success Strategies

- L** Learning
- E** Equity
- C** Completion
- M** Labor Market

- Career & College Readiness** **L** **E**
 - Career Coaches – Davie/South
- High School Transitions** **L** **E** **C**
 - Homeschool Engagement
 - DCCC Advantage Scholarship
 - Pre-Apprenticeships
- Recruitment** **E** **M**
 - Enrollment Van
 - Latino Outreach
 - Redesign of College Website
 - Faculty K-12 Connections
 - Recruitment Day
 - Emphasis on Online Programs
 - Call Campaigns & School Messenger
- Apprenticeship Consortium** **L** **M**
- Davie Campus Identity** **E** **M**

- Developmental Education** **L** **E** **C**
 - RISE
- Student Connection** **E** **C**
 - Career & College Promise in high schools
 - Student to Student calls
 - Peer Mentors
 - Legacy Program
- Online Enhancement** **L** **C**
 - Readiness Assessment
 - Quality Matters
- Guided Pathways** **L** **E** **C** **M**
 - Refinement of student pathways (NC-GPS)
 - Credit for Prior Learning
 - Con Ed to Curriculum Pathways
 - Career in a Year

- Equity** **L** **E** **C**
 - Equity Champions
 - Classroom strategies
 - Laptop Kiosks
 - Payment plan pilot
- Student Engagement/Support** **L** **C**
 - International Education Center
 - Educational Travel Opportunities
 - Call Campaigns & School Messenger
- Center for Teaching & Learning** **E** **L**
 - Incorporating Teaching Principles
 - Digital Learning
 - Universal Design/Accessibility
 - Assessment of Student Learning
- Year-long Registration** **C**
- Transfer Certificate** **C**

- Workforce Partnerships** **L** **M**
 - Internships
 - Job Development/Placement
 - Finish Line Grants
- Foundation Partnerships** **C**
 - Completion Scholarships
- Transfer Partnerships** **C** **M**
 - Articulation Agreements
 - Bachelors’ degrees offered locally
- Career Services** **E** **C** **M**
 - Clothes Closet/Interview Attire
 - FT/PT Job Placement Services
 - Employer Interviews on campus
 - Diversified Job Fairs

Guided
Pathway

CONNECTION
(Interest to
Application)

ENTRY
(Enrollment to
completion of 1st
college-level course)

PROGRESS
(Entry to Program of
Study to 75%
completed)

COMPLETION
(Complete remaining
25% of requirements)

Expected Outcomes

- ↑ Percentage of students moving from Application to Enrollment
- ↑ Percentage of high school students earning college credit
- ↑ Overall enrollment

- ↑ Percentage of students entering that are college-ready
- ↑ Percentage of students who start below college level and complete recommended remediation within 1 year
- ↑ Percentage of students who pass required entry-level math and English in year one

- ↑ Proportion of students persisting to second term
- ↑ Percentage of students persisting to second year
- ↑ Percentage of credits earned of those attempted

- ↑ Graduation Rate (150% of normal time)
- ↑ Number of Completions
- ↑ % of credential-seeking students completing certificates, associate's degrees or transferring within 3 years of first enrollment

RISE (Reinforced Instruction for Student Excellence)

Program Overview

Students entering a NC Community College will be placed by unweighted high school GPA into one of three buckets.

- Students with a GPA 2.8+ may register for any class without mandatory additional supports.
- Students with a GPA 2.2-2.799 may enroll in a gateway course with a mandatory co-requisite.
- Students with a GPA < 2.2 must enroll in a one semester transition course.

Program Objectives

- Increase successful completion of gateway math and English within two years of enrollment at the community college and on their first attempt
- Positively impact traditionally underserved populations
- Decrease cost of attendance and time to completion

Placement Rules

- Applies to graduates of a U.S. high school within 10 years of graduation
- Unweighted high school GPA
- ACT/SAT scores (if do not hit GPA benchmark)
- Eliminates fourth high school math requirement under Multiple Measures Policy
- High School GPA of ≥ 2.2 places students in all other curriculum classes

NC-GPS (NC Guided Pathways to Success)

Based on the AACC Guided Pathways framework, NC-GPS is an integrated institution-wide approach to creating highly structured student experiences that guide them on the pathway to completion. Seventeen NC community colleges are in the first cohort of the year-long program led by the NC Success Center.

Essential Practices

- Clarify paths to student end goals
- Help students choose and enter a pathway
- Help students stay on path
- Ensure that students are learning

Aspen Student Success Outcomes

- C Completion** - High levels of student completion of workforce certificates, two-year degrees, and transfer to four-year colleges driven by institutional practices and policies that promote completion.
- M Labor Market** - High rates of employment and earnings for graduates achieved through institutional practices and policies aligned with labor market needs and student labor market success.
- L Learning** - Evidence that students learn at high levels, resulting from institutional practices and policies that result in strong and improving levels of student learning in courses, within programs, and at the college-wide level.
- E Equity** - High levels of access and success for students who are often underserved, underrepresented and from low-income backgrounds, stemming from an institutional commitment to close achievement gaps.

Guiding Teaching Principles

1. Effective teaching centers on **facilitating student learning** to meet the requirements of a changing global economy.
2. Effective teaching is inspirational, **providing clear expectations** for students regarding learning goals, course policies and assignments.
3. Effective teaching **encourages students to engage** in critical thinking, reflective reasoning, problem solving, collaboration, and application.
4. Effective teaching **helps students understand** how course content is relevant to them and their community throughout their lives, preparing students for enhanced career and educational opportunities.
5. Effective teaching **fosters a collegial and dynamic process** in which faculty share and learn strategies and approaches focused on improving student learning.
6. Effective teaching **infuses a culture of assessment** of student learning into the instructional environment to inform improvements in curriculum, pedagogy, resources and student success.