

SACSCOC HIGHLIGHTS

- CCCC submitted a prospectus to SACSCOC on July 1, 2019, requesting curriculum instructional site approval for the new Chatham Health Sciences Center. The proposed opening date is January 1, 2020.
- Institutional Effectiveness & Research staff members attended a SACSCOC online training session on *Closing Programs and Off-Campus Instruction Sites* to ensure that the College remains in compliance with all SACSCOC principles and requirements.
- QEP Leadership Team members Amy Gustavson, Scott Byington, and Constance Boahn were selected to present at the 2019 SACSCOC Annual Meeting in Houston, TX in December. Their presentation is entitled “Embracing the QEP as a Campus-Wide Continuous Improvement Activity.”

SACSCOC CORRESPONDENCE

SACSCOC Approves Sites and Programs, Provides Guidance, Requests Information

- April 5, 2019: SACSCOC sent a letter to CCCC congratulating Dr. Lisa M. Chapman on her appointment as president of Central Carolina Community College. It included an overview of SACSCOC and highlighted important SACSCOC documents.
- May 24, 2019: SACSCOC approved seven new off-campus instructional sites: Cape Fear Christian Academy, Chatham Charter High School, Grace Christian School, Lee County High School, Northwood High School, Southern Lee High School, and Woods Charter High School. The Board approved the sites and included them in the scope of CCCC’s current accreditation.

These seven sites were approved in response to a prospectus CCCC submitted in December 2018 for service area high schools where dual enrolled students taking CCCC distance education courses are required by their high school principals to work on their distance education coursework in a high school computer lab or classroom. The ability of students to complete 50% or more of college programs at these sites is due solely to the availability of this distance education coursework.

CCCC had not previously considered these to be SACSCOC off-campus instructional sites since the College has no requirements as to where students must access their coursework. Coursework may be accessed from the students’ homes, high schools, or anywhere they have internet access. However SACSCOC recently provided policy interpretation to state that when high school students are required by their principals to work on distance ed coursework at the high school, then the distance ed coursework must be considered to be provided onsite.

Since there are 14 CCCC programs that offer 50% or more of their credits through distance education, these high schools must now be considered as off-campus instructional sites for SACSCOC purposes. As a result, CCCC must also submit its Substantive Change Policy and associated evidence by September 1.

Assessment, Planning & Research
Board of Trustees Report, July 2019

- June 7, 2019: SACSCOC approved the closure of the Triangle South off-campus instructional site. CCCC sent a letter to SACSCOC requesting that they amend their records by officially closing the Triangle South curriculum instructional site. Documentation provided to SACSCOC since 1987 demonstrated that this site has only ever housed continuing education and basic skills programming, thus should never have been listed as a curriculum site by SACSCOC.
- June 7, 2019: SACSCOC approved the closure of the Jonesboro Center off-campus instructional site. CCCC sent a letter to SACSCOC requesting that they amend their records by officially closing the Jonesboro Center curriculum instructional site. Documentation provided to SACSCOC in 2006 and 2010 demonstrated that this site has only ever housed continuing education and basic skills programming, thus should never have been listed as a curriculum site by SACSCOC. The center closed in 2010.
- June 27, 2019: CCCC submitted a letter and prospectus seeking approval of the Chatham Health Sciences Center off-campus instructional site. Initially, the following approved, existing programs will be available at the site: Health & Fitness Science, Medical Assisting, and Nurse Aide.
- June 21, 2019: SACSCOC approved the closure of the A.A.S. degree in Computer-Aided Drafting Technology and simultaneously acknowledged its replacement with the A.A.S. degree and certificate programs in Mechanical Engineering Technology.

QEP HIGHLIGHTS

QEP Implementation Continues

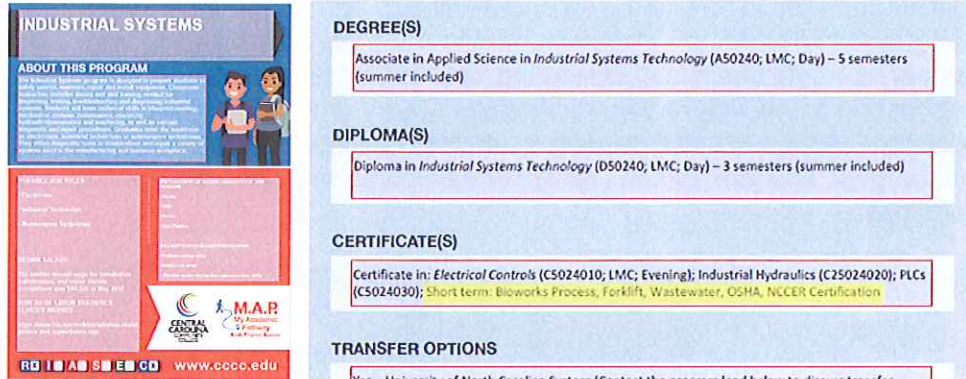
Quality Enhancement Plan team members continue to make progress on our *My Academic Pathway* project which is aimed at providing a personalized approach that enables new students to make efficient, effective, and timely choices in order to complete their educational and career goals. The essential elements of the project are providing enhancements to Admissions, ACA courses, and Advising. The project goals are to:

1. Enable each student to select an appropriate academic program,
2. Consistently enhance each student's pathway to goal completion, and
3. Facilitate timely completion of each student's academic goals.

Highlights this quarter include:

- The QEP Admissions Team created the third version of CCCC's Program Information Sheets. They now include Continuing Education programs in addition to academic programs. The team is working with Marketing to identify RIASEC mappings for every Continuing Education program, include these mappings in the Embark Career Inventory Assessment tool, and to embed Embark on the Continuing Education website. This will help all students at CCCC to identify their pathway early.

An example is shown below:



- The QEP Admissions Team also met with the QEP Coordinator to discuss a newly integrated form used to report Embark results and career advising conversations. Admissions staff want to close the loop and learn what happens to their students after they've been referred to Developmental Faculty Advisors or Career Counselors.
- The QEP Advising Team created a new definition of advising and a job description based on feedback from CCCC students and advisors. These overviews create a baseline standard for advising at CCCC:

CCCC's Definition of Advising

Advising at Central Carolina Community College is defined as a collaborative process between advisor and advisee built on a mutual relationship of communication and respect. The purpose of this relationship is to help advisees achieve their full academic and individual potential.

CCCC's Advising Job Description

- Build a relationship with advisee to create a tether between student and institution.
 - Be available and open to the student.
- Provide holistic, informed guidance to aid advisee in academic, career, and goal decisions.
 - Provide a support structure with motivation and encouragement as needed.
 - Provide accurate, relevant information to help the advisee make informed decisions.
 - Be prepared to help advisee define and develop academic and career goals.
- Proactively communicate with advisee.

The QEP Advising Team is revising the Foundations of Advising (advisor training) course based on advisor feedback. The current course will be split into one course for new advisors and a second course for established advisors. An annual refresher course is also being created. The courses will be piloted in Fall 2019 and go live in Spring 2020.

- The Success Council met in Spring 2019 to provide feedback on MAP advising and admissions initiatives. The group is comprised of CCCC students, staff, and faculty in Chatham, Harnett, and Lee counties. Mary Ann Aucompaugh, MAP Advising Chair,

asked students to “create an ideal definition of an advisor” and to create a checklist of what good advisors do. Overwhelmingly, students wanted an advisor who is a problem solver, is trustworthy, is encouraging, and makes time for students. Next, the group discussed a new Intake Survey from the MAP Admissions Team. The survey will be used to identify potential barriers to student success and to connect students with CCC resources. Student, faculty, and staff committee members enjoyed the collaborative process:



- The QEP Assessment Team continues to review QEP assessment metrics and results. The group discussed removing assessments that are no longer relevant and will make a final decision on which ones to remove in Fall 2019. A number of committee members moved into new opportunities and are being replaced with new members.

Selected 2018-19 QEP Assessment Results:

- Completion of an Advising Academic Plan for a random sample of QEP cohort students increased from 0% in 2017-18 to 20% in 2018-19.
- Student ACA course success rates increased from 64% in Fall 2017 to 71% in Fall 2018.
- 150% Graduation Rates increased from 25% for the 2014 Entering Cohort to 34% for the 2015 Entering Cohort.

STRATEGIC PLANNING AND GPS

Dr. Chapman and the Planning Council have established the framework and begun work on our Vision 2020 strategic plan. The Planning Council's first meeting was a success! An overview of the process, an overview of the Guided Pathways to Success Framework, and an introduction to data exploration were shared.

The strategic planning process will be informed by the [CCCC Guided Pathways to Success \(GPS\)](#) initiative that is currently underway nationally, statewide, and at CCCC. The four pillars of GPS will serve as the frame/lens for Planning Sub-Groups 2-5 (below), while Group 1 will focus on determining workforce needs, and Group 6 will focus on Equity. Representing a meaningful shift FROM *preparing students for college* TO *preparing our college for students*, the GPS Framework will help us facilitate a culture shift with a focus on removing barriers and maximizing student success.

Members of the Planning Council and its six sub-groups are shown below:

2019 Planning Council and Sub Groups

Co-Chairs: Linda Sculetta & Stormy Mascitelli
Ex-Officio: Dr. Chapman

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Frame:	Determine Local Workforce Needs	Clarify Pathways to Student End Goal	Help Students Choose and Enter a Pathway	Help Students Stay on the Pathway	Ensure Students are Learning	Equity
	Drew Goodson* D	Heather Willett* D	Scott Byington* D	Lisa Godfrey* D	Jamie Childress* D	Jairo McMican* D
	Cathy Swindell CE	Emma Belcher H, F	Amber Thomas F	Kaan Ozmeral C, F	Tara Guthrie	Morgan Steele
	Nick Testa	Sandra Thompson CE	Jon Spoon C, CE	Meghan Brown (K. Klug)	Angela Crisp-Sears C	Emily Hare
	Markita McCrimmon F, H	Stephanie Whitaker	Tommy Holder	Tammy Quick C, CE	Jeff Gannon F	Erica Glover
	Mary Parker	Chris McNeill	Felicia Crittenden CE	Adam Wade	Lora Witcher F	Joshua Johnson F, H
	Mark Hall C	Marcie Dishman	Ken Hoyle	Phillip Price	Brian Merritt	Jon Matthews H

Data/Support/Float
Amy Gustavson
Janice Heller CE
Christi Copes
Kelly Baird

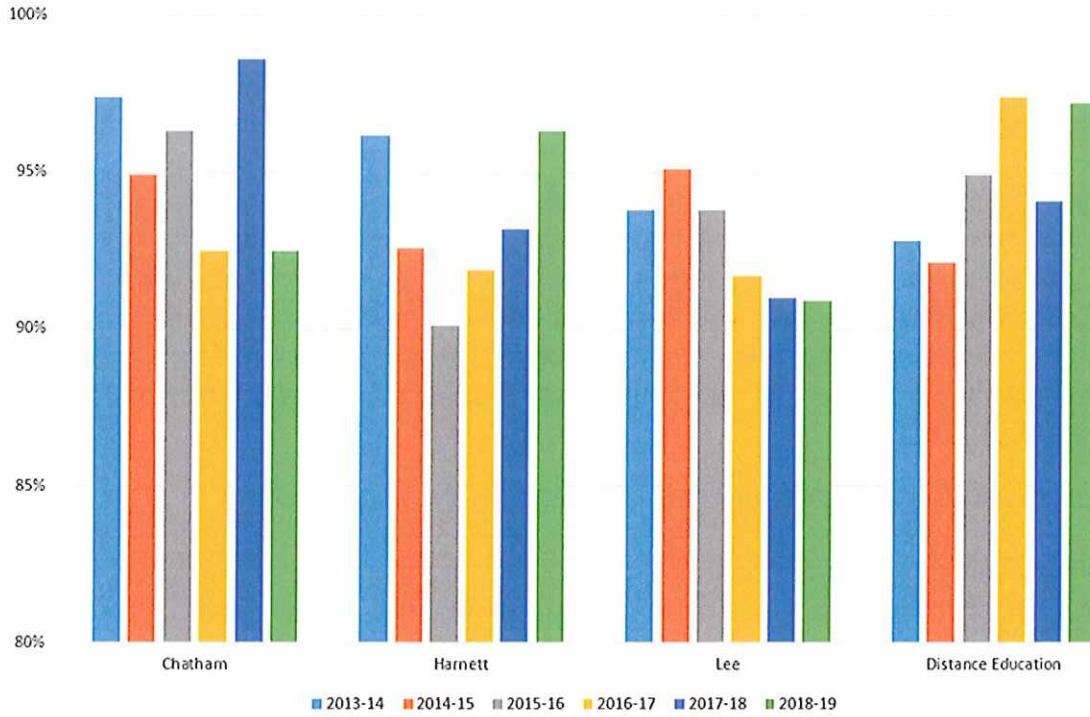
Key:
F Faculty
H Harnett
C Chatham
CE Continuing Ed
D Dean
* Facilitator

Out next two meetings in July will focus on a deeper dive into our CCCC data.

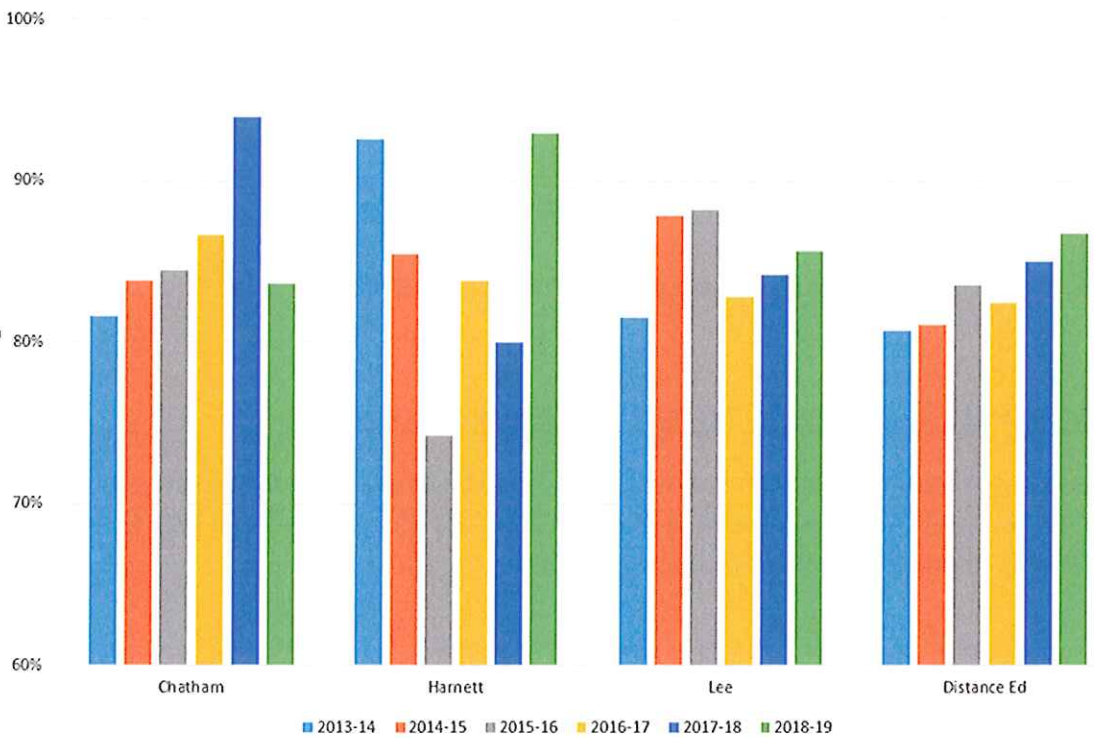
Updated Key Performance Indicators (KPIs) from 2015-19 Strategic Plan

KPIs for the current *Learning First* strategic plan have been updated with the most recent data available to show six-year trends. These critical indicators for student persistence are taken from questions on the annual Enrolled Student Survey:

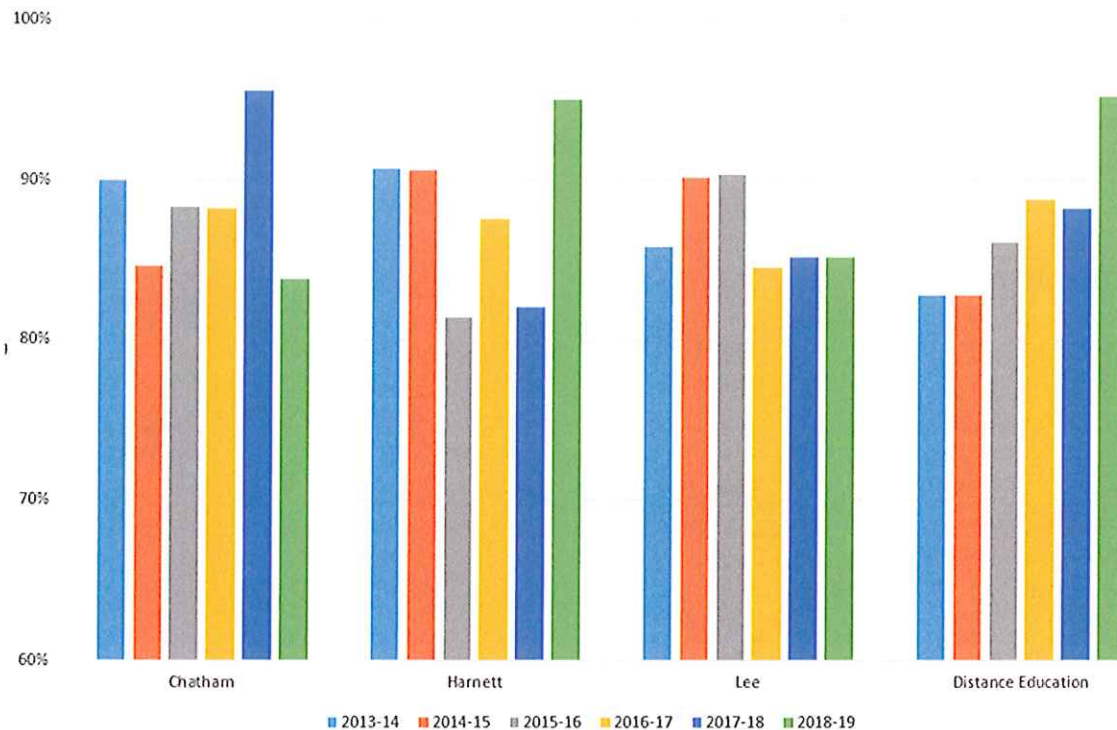
Overall Satisfaction with CCCC Experience



Would you choose CCCC if you were to begin again?

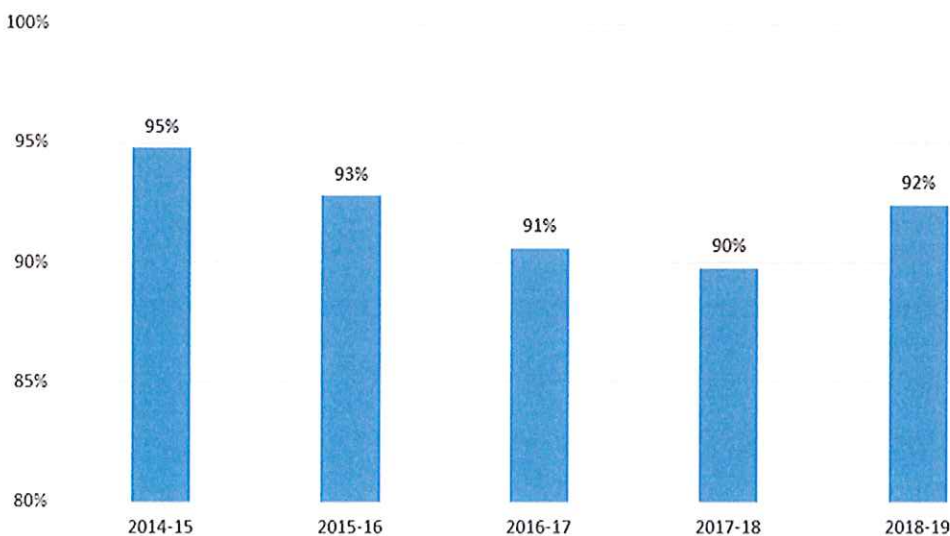


Would you Recommend CCCC to Others?



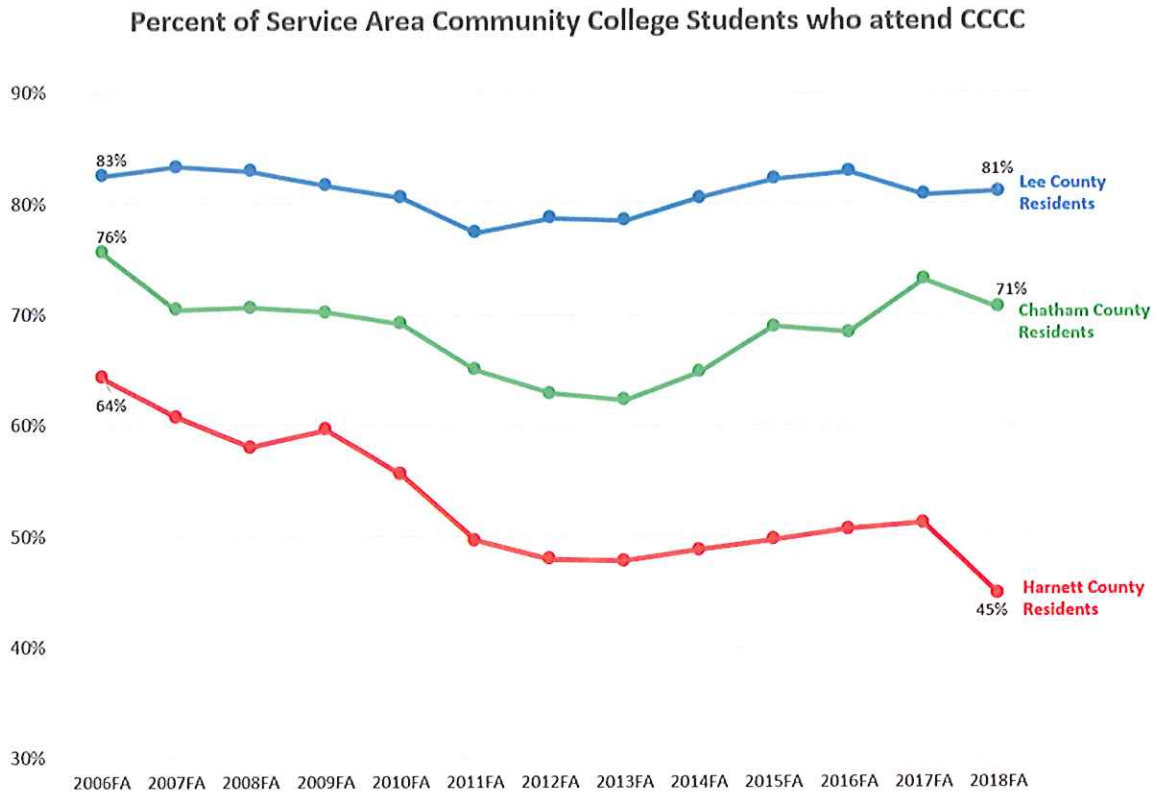
Student satisfaction with overall communication between themselves and the college is on the upswing:

Student Satisfaction with overall communication between CCCC and students



Service Area Student College Choices

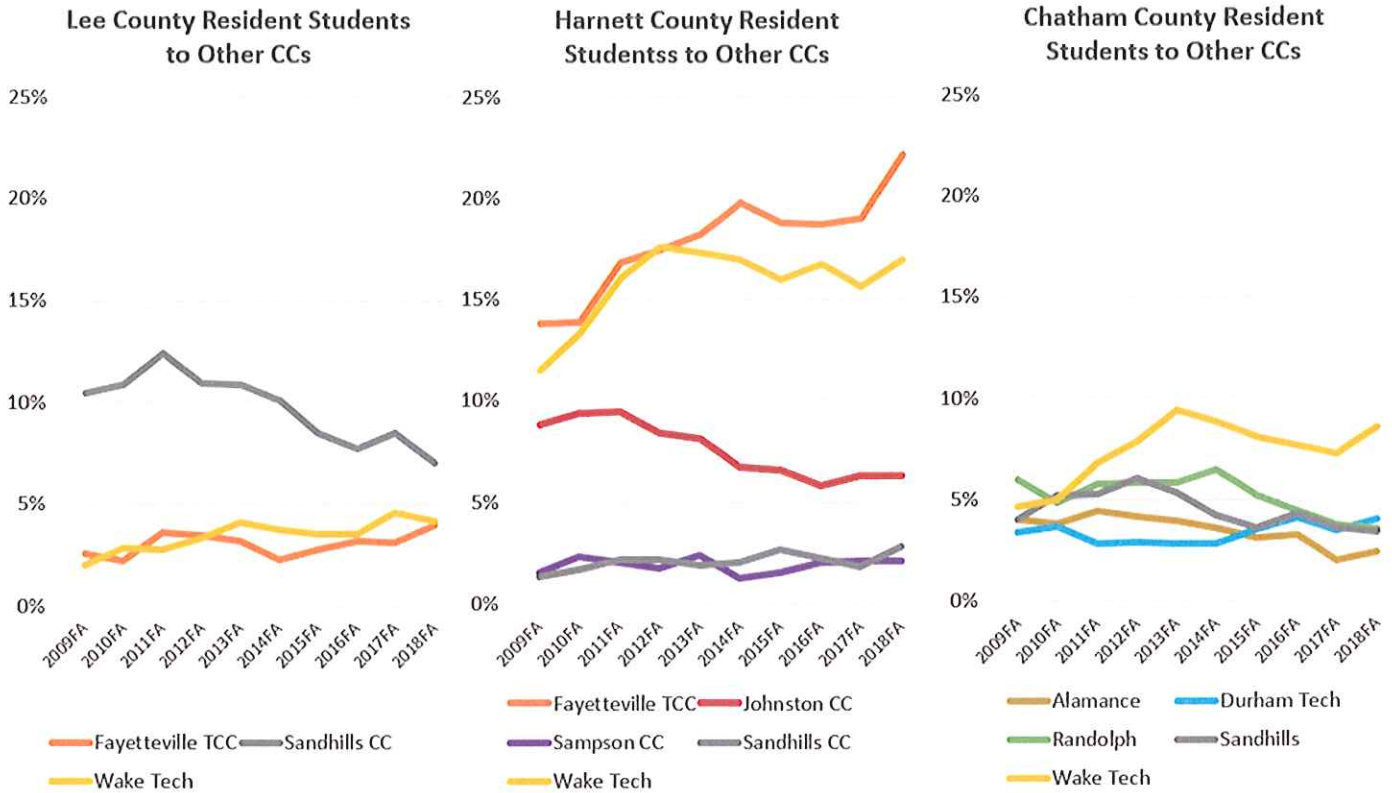
Of those service area residents who attend a community college, the proportion choosing CCCC varies by year and by county:



The highest proportion of our service area students attending other community colleges varies by location:

- **Chatham County Residents:**
 - Wake Tech (9%)
 - Randolph (4%)
 - Durham Tech (4%)
- **Harnett County Residents:**
 - Fayetteville Tech (22%)
 - Wake Tech (17%)
 - Johnston (6%)
- **Lee County Residents:**
 - Sandhills (7%)
 - Wake Tech (4%)
 - Fayetteville Tech (4%)

Share of Service Area Students Going Out



IPEDS

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys conducted annually by the US DOE’s National Center for Education Statistics (NCES). All institutions that participate in Title IV federal financial aid programs are required to submit information. This information is available to students, parents and the general public through College Navigator as well as several other sites which use IPEDS data. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents can utilize IPEDS data to gather information on various institutions.

Data collection for the 2018-19 reporting periods is now complete. To view the full custom data feedback report or data from previous years, you can access the IPEDS datacenter at <http://nces.ed.gov/ipeds/datacenter/>.

INSTITUTIONAL RESEARCH

2019 CCPRO Regional Meeting at CCCC

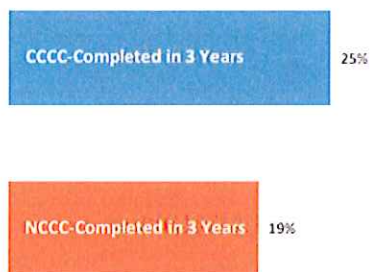
The IER Department hosted the North Carolina Community College Planning and Research Organization (CCPRO) Central Region Meeting on Wednesday, June 26th. Dr. Chapman welcomed the visiting IER professionals. Topics included strategic planning, creating data dashboards using PowerBI, SAS programming, effective data presentation, and other institutional research topics.

Institutional Data

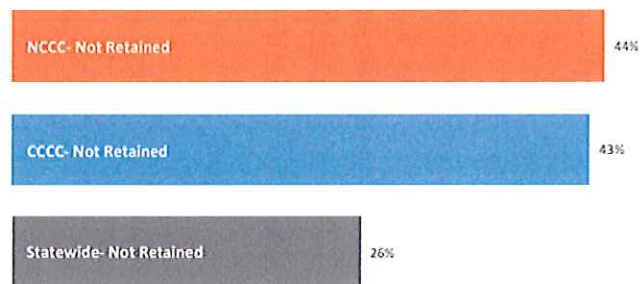
The IER department has continued to support the college community by providing data and analysis by request to assist areas within the college in making data informed decisions. Recent requests have included things such as, retention, success rates, enrollment, FTE, success comparison, program data and equity data.

One interesting data finding came from a recent article, “North Carolina’s Leaky Educational Pipeline & Pathways to 60% Postsecondary Attainment” which outlines the “leaks” in the process of taking a high school student from on-time High School graduation to graduation from an NCCC or UNC Institution. In response to this article, similar data points have been gathered for CCCC for comparison. A few highlights are shown below.

CCCC had a higher rate of entering 2014 High School graduates who completed a degree within 3 years compared to all NC Community Colleges



The percentage of 2016 High School Graduates who *did not* return to CCCC in 2017 Fall is nearly double the overall statewide percentage of those not returning, BUT is 1% lower than those not returning in the NCCC system.



Note: “Statewide” results (gray bar) include both community colleges AND four-year universities

Data Dashboards

The CCCC [data dashboards](#) continue to be widely used. These dashboards are designed to provide data updated daily and allow users to drill down and filter the data as they choose.

- The CCCC Data Dashboards are available on the intranet and now include:
 - 2018-19 FTE
 - 2019 Summer Enrollment
 - 2019 Fall Enrollment (*with comparison to last year*)
 - 2019 Fall Course Fill Rate
 - Retention (fall to fall and spring to fall)- *this includes a comparison to last year*
 - Credentials Awarded

Annual Surveys

- A Student Financial Wellness Survey, administered by Trellis, will be conducted this fall. This survey will be done at no cost to the college and will give us a more thorough understanding of the financial wellness of our students. In addition to the summary report for the college, we will receive benchmarked data from institutions similar to CCCC.
- The Employee College Services Survey is now closed. This year, nearly 300 employees responded to the survey and provided feedback on service areas throughout the College.
- The annual Enrolled Student Satisfaction survey is now closed for 2018-19 and is being analyzed. Results of this survey will be provided to the President's Council.
- The Employer Satisfaction survey is now open. This year, we reached out to advisory boards to request that their members complete the survey if they work with a CCCC graduate.

