Establishing and Evolving a Teaching & Learning Culture

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COMMUNITY COLLEGE

Success Placemat

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 E**
• 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

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

ENTRY
↑ 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

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

COMPLETION
↑ 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

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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.

Focus towards improving student success through increased faculty engagement

Achieving the Dream

Focused on data-driven student success

Completion by Design

Focused on faculty pathways

Aspen Task Force

Developed six guiding principles of teaching

Feedback

"Appoint a faculty committee … to define the qualities of effective instruction across the college and craft a strategy to address their conclusions through faculty professional development"

Response

- Aspen Faculty Task Force
- Completion by Design Retreats

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Centers on facilitating student learning to meet the requirements of a **changing global economy**

Is inspirational **providing clear expectations** for students regarding learning goals, course policies, and assignments

Encourages students to **engage in critical thinking,** reflective reasoning, problem solving, collaboration, and application

Fosters a collegial and dynamic process in which **faculty share and learn strategies** and approaches focused on improving student learning

Helps students understand how **course content is relevant** to them and their community throughout their lives

Infuses a **culture of assessment** of student learning into the instructional environment to inform improvements in curriculum, pedagogy, resources, and student success

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Faculty Onboarding

- Recruitment
- Position vacancy announcement
- Job description
- Interview questions
- Faculty orientation

Outcomes Assessment

- Faculty learning, motivation, & satisfaction
- Potential impact for students
- Improving the culture of inquiry
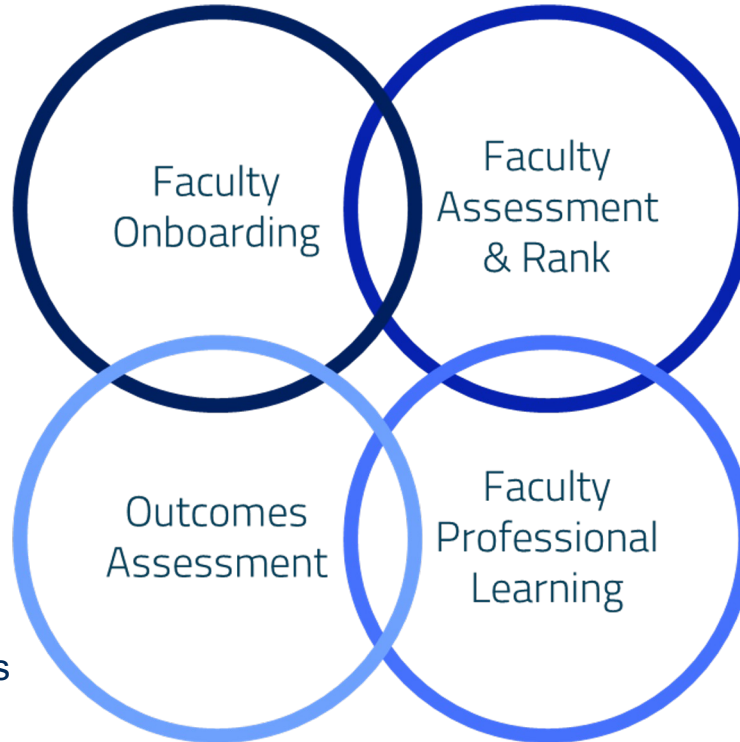
Faculty Progress

- Faculty performance assessment review
- Faculty rank

Faculty Professional Learning

- PD model
- Enhanced professional learning opportunities
- Center for teaching & learning

Faculty Onboarding

Faculty Assessment & Rank

Outcomes Assessment

Faculty Professional Learning

DDCC's Center for Teaching & Learning

How did we start and where are we going?

Our Programs

- Active Learning
- Summer Institutes
- Faculty Learning Communities
- Spring Faculty Symposium
- Funding Professional Learning
- Professional Learning Library
- New Faculty Orientation

Summer Institute

2020 – 20 participants

2021 – 16 participants

2022 – 19 participants

2023 – 26 participants

Spring Symposium

2022 –

- 6 sessions presented by 7 faculty members
- 56 attendees

2023 –

- 3 sessions presented by 3 faculty members
- 59 attendees

Equity has been a guiding concept for the Center for Teaching & Learning

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What do our faculty need and want?

- Flexibility
- Worktime
- Peer Interaction
- Professional Learning Leaders from Within DDCC
- Remuneration

2nd Gen

Timeline

2015 - Adjunct

2019 - Hired

2020 - Pandemic

2021 - Elected to Center for Teaching and Learning Advisory Board

2022 - Hub Co-Director

"The Meaningful Writing Project reminds us how writing is not something that is done in just English courses specifically or even the Humanities more generally. In fact, most students believe their most meaningful writing projects were from their discipline-specific and vocational courses. This puts community colleges in a unique position to meet students where they are, with their interests before they begin their careers, and well before they are seniors at a university (when many of the students interviewed say they finally had a writing assignment that was meaningful for them)."
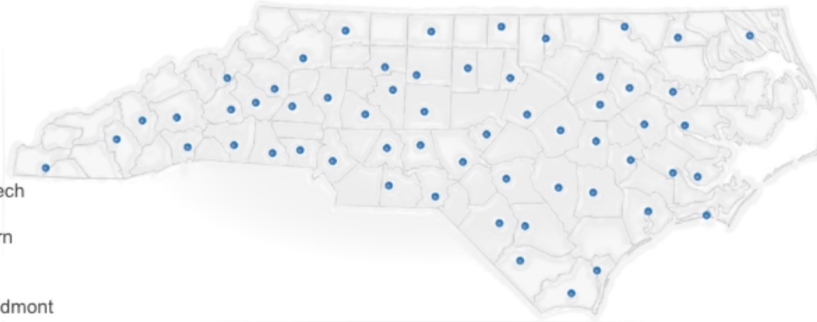
NC Teaching & Learning Hubs

WEST HUB

Co-hosts:
- Catawba Valley and Wilkes

Affiliates:
- Asheville-Buncombe
- Blue Ridge
- Caldwell
- Cleveland
- Gaston
- Haywood
- Isothermal
- Mayland
- McDowell Tech
- Mitchell
- Southwestern
- Surry
- Tri-County
- Western Piedmont

EAST HUB

Co-hosts:
- Brunswick and College of the Albemarle

Affiliates:
- Beaufort
- Bladen
- Cape Fear
- Carteret
- Coastal Carolina
- Craven
- James Sprunt
- Lenoir
- Martin
- Pamlico
- Roanoke-Chowan
- Robeson
- Sampson
- Southeastern

PIEDMONT HUB

Co-hosts:
- Davidson-David and Forsyth Tech

Affiliates:
- Central Piedmont
- Guilford Tech
- Montgomery
- Randolph
- Richmond
- Rockingham
- Rowan-Cabarrus
- South Piedmont
- Stanly

CENTRAL HUB

Co-hosts:
- Durham Tech and Central Carolina

Affiliates:
- Alamance
- Edgecombe
- Fayetteville Tech
- Halifax
- Johnston
- Nash
- Piedmont
- Pitt
- Sandhills
- Vance-Granville
- Wake Tech
- Wayne
- Wilson

NC Community Colleges — CREATING SUCCESS

NC STATE UNIVERSITY — Belk Center for Community College Leadership and Research

Achieving the Dream™

NC SSC

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Our Approach

The NC Teaching and Learning Hubs advance student success and foster equity in learning through building capacity in community college professional development and connecting educators across the state to become more effective instructors. We are collaborative, purposeful, practical, and impactful.

BUILD CAPACITY

We collaborate with campus leaders and build capacity to support effective faculty professional development across colleges with varying degrees of need.

FACILITATE CONNECTION

We create meaningful communities of practice through which full-time, part-time and staff educators can grow professionally and become more effective in their work.

SUPPORT FACULTY

Led by faculty, we help educators learn about, implement, discuss, refine and scale the evidence-based strategies that are proven to impact student outcomes.

What is an FLC? Over the upcoming academic year, the Piedmont Teaching and Learning Hub will offer a unique, cross institution professional learning opportunity centered around course redesign.

FLC participants attend workshops in the Course Build Professional Learning Series throughout the year to explore topics such as backwards design, learning outcomes, assessments, and rubrics. In between these workshops, FLC members will meet regularly to leverage the expertise of the group as they implement course revisions with the end goal of a substantively redesigned course (or part of a course).

The FLC experience will culminate with a showcase of each faculty member's work to celebrate the group's accomplishments and share effective practices with other faculty who may be inspired to make similar changes to their courses.

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- Build urgency for action
- Relationships and culture matter
- Ensure faculty-driven, faculty-led, faculty-owned
- Create time and space for professional learning
- Start small with high quality offerings
- Consistently focus on teaching & learning and embed in strategic plan