

Joint Appropriations Subcommittee on Education

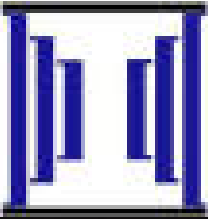
Information Requested by Committee Members

Education Sector: Community Colleges

Committee Question: The Committee asked for evaluation or outcome data for the Minority Male Mentoring program.

Answer:

The local college programs are currently under evaluation, but results will not be available until May 2011. Attached is the most recent report on the program, from Fall 2010.



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



Minority Male Mentoring Fall 2010 Report

“Creating Success”

North Carolina Community College System
Monty Hickman, Associate Director of Financial Aid and
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Fall 2010

North Carolina Community College System

Minority Male Mentoring Program

Executive Summary

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education. To maximize student success, and develop a globally and multi-culturally competent workforce the System provides education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs. It also provides support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities. We believe these services to communities and individuals improve the quality of life.

During a time of economic change, the North Carolina Community College System (NCCCS) realizes that the success of all students is essential to our goal of a competitive, diverse workforce. However, it has also faced with undeniable realization that the graduation and retention rates of minority male students are at a staggering decline. To address the issues that contribute to this decline, the NCCCS developed the Minority Male Mentoring Program (3MP).

3MP was established in the fall of 2003, using six pilot programs, to improve the retention and graduation rates of minority male students in the North Carolina Community College System. Today, there are programs on 41 campuses statewide. Although each program is unique, due to the needs of its geographic location and student population, the programs are consistent in their focus on the completion of developmental and curriculum courses, persistence from semester to semester, graduation from a curriculum program, and encouraging transfer to a UNC four-year institution.

In addressing the issue of student success, the concerted effort of each program seeks to:

- Form partnerships with local community-based programs serving the identified targeted population;
- Monitor the progress of the student participants;
- Report the status of goals and objectives established by the programs;
- Recruit faculty, staff, and peer mentors;
- Provide training and workshops for mentors;
- Coordinate personal and professional development seminars;
- Implement special programs to prevent drug and substance abuse among minority males;
- Identify and measure the academic progress of at-risk minority males;
- Promote a healthy college experience;
- Promote student satisfaction in the college experience, graduation, and retention rates of minority males; and
- Collaborate with local, state, and community based organizations.

The Minority Male Mentoring (MMM) Program Overview

The MMM Program was established in the fall of 2003. The MMM Program's goal was to improve the retention and graduation rate of minority male students in the North Carolina Community College System (NCCCS). Initial funding was provided through a grant from the Governor's Crime Commission in the North Carolina Department of Crime Control and Public Safety. The intent of the grant was to provide comprehensive activities that would help improve the academic and professional success of students. These activities included personal development, and drug and substance abuse education.

In May 2003, the Governor's Crime Commission informed NCCCS of its approval of a one year grant. A request for proposals was sent to all 58 community colleges on July 28, 2003. Five community colleges were awarded the grant: Durham Technical, Mitchell, Piedmont, Southeastern, and Wayne. These colleges would later be used as models for future programs.

In May 2004 the NCCCS received additional funding from the Governor's Crime Commission. The Commission confirmation letter, from the Commission, stated that the *"proposal is a shining example of how we can have far-reaching impact on the problems that plague our communities."* This funding was allocated to the five pilot colleges to continue their efforts.

Initially the target population of the program focused on students that were first-generation with a GPA of below 2.5 or a history of substance abuse; however, the program has evolved. Recognizing that the retention and graduation success of minority male students suffer many barriers, the program has broadened its scope. More focus is directed toward the students' academic, personal and professional growth, self-image, cultural differences, and student experiences.



Michael Spriggs was a participant in one of the first Minority Male Mentoring Programs at Wayne Community College.

North Carolina Community Colleges (CC) with Minority Male Mentoring Programs		
Asheville-Buncombe Technical CC	Forsyth Technical CC	Randolph CC
Beaufort County CC	Gaston College	Richmond CC
Bladen CC	Guilford Technical CC	Roanoke-Chowan CC
Brunswick CC	Halifax CC	Robeson CC
Caldwell CC	Isothermal CC	Rowan-Cabarrus CC
Cape Fear CC	James Sprunt CC	Sampson C
Carteret CC	Johnston CC	Sandhills CC
Catawba Valley CC	Lenoir CC	South Piedmont CC
Central Piedmont CC	Martin CC	Southeastern CC
Cleveland CC	Mitchell CC	Vance-Granville CC
Craven CC	Montgomery CC	Wake Technical CC
Durham Technical CC	Nash CC	Wayne CC
Edgecombe Community College	Piedmont CC	Wilson CC
Fayetteville Technical CC	Pitt CC	

Above is the list of the 2010-2011 Minority Male Mentoring Programs

State Appropriated Support

In 2003, NCCCS began the Minority Male Mentoring Program coordinated through the Division of Academic and Student Services. Initial funding was provided through a grant from the North Carolina Governor's Crime Commission in the amount of \$73,580. In 2004, the Governor's Crime Commission provided an additional \$125,000 to the Minority Male Mentoring initiative to continue the work of the five community colleges. Recipient colleges were required to provide matching funds.

During the 2007 session, NC General Assembly appropriated \$475,000 to expand 3MP. This allowed an addition of 15 colleges to the original six pilot programs. Each recipient college received \$30,000 to assist in the operation of their MMM Program; as a result, there were twenty-four, state and independently, funded minority male mentoring programs within NCCCS in 2007.

To further support the program, during its July 2008 session, the NC General Assembly appropriated \$985,000 to assist the 15 state funded programs and to help establish 17 new programs. Again, recipient institutions received \$30,000. Unfortunately, much of this funding was returned to the state during the 2009 budget reversion. However, the General Assembly continued to show its backing of 3MP by appropriating recurring funding of \$900,000 for the 2010-2011 and 2011-2012 academic years.

Non-state support has also been provided to the mentoring program through the federal College Access Challenge Grant. During the 2010-2011, \$400, 000 were allocated to support the operation and support of the program.

Student Persistence and Graduation

NCCCS recognizes that it will take time to address the issues of and challenges to minority male educational success. Since most of the MMM Programs have only been in existence for less than three years, a sample population of the original and recently established programs has been used to measure the accomplishments and challenges of the program comprehensively. In regard to persistence, we look at the program's ability to successfully retain a student from fall to spring.

When looking at a sample population, the overall persistence rate from fall to spring for program participants 84%, compared to an overall rate of 67%. The fall to fall rate was 77% compared to 47% for all males:

Program success to date:

- Fall to Spring persistence rates for all NCCCS Males - 67%
- Fall to Spring persistence rates for Program Males - 84%
- Fall to Fall persistence rate for all NCCCS Males – 47%
- Fall to Fall persistence rates for Program Males – 77%
- Graduation rates for all NCCCS Males – 13%
- Graduation rates for Program Males – 11%

Aware that addressing the challenges to minority male educational success is an ongoing process, NCCCS is committed to seeking those practices offer optimal results.

The Minority Male Mentoring Approach Expected Outcomes

The 3MP will use a four phase approach to enhance several critical areas essential to a student's success. These phases include:

Phase I – NCCCS: The NCCCS program will focus on the goals listed below. Students in the program will be positioned to graduate and seamlessly transition from community college programs to four-year programs.

Goal 1: Completion of Developmental (pre-curriculum) and Curriculum Courses –

The program is designed to identify and provide services that promote the completion of developmental courses. The program will offer intervention through the following strategies:

Objective 1: Coordinators will partner with testing services to obtain placement test scores.

Objective 2: Students will participate in time management and study skills workshops.

Objective 3: Students will participate in tutoring to assist with course completion.

Objective 4: Students will participate in guided study sessions.

Objective 5: Students will engage instructors regarding course requirement satisfaction.

Goal 2: Persistence from semester to semester

Objective 1: Program coordinators will partner with the offices of Academic Affairs, the Registrar, and Financial Aid to develop an early alert system.

Objective 2: Students will meet with academic advisors to plan a course of study.

Objective 3: Students will enroll in ACA courses (Freshman Orientation).

Objective 4: Students will submit a course schedule at the beginning of each semester.

Objective 5: Students will complete financial aid information by the required deadlines.

Objective 6: Coordinators will review course schedules to ensure that students are taking classes in their course of study.

Goal 3: Graduation from Curriculum Program – The program will assist students to complete a certificate, diploma, or associate degree.

Objective 1: Students will identify programs of study.

Objective 2: Students will work with advisors to develop educational plans.

Objective 3: Students will participate in regular program monitoring.

Objective 4: Coordinators will share information on registration and graduation deadlines.

Objective 5: Students will participate in career assessment and advising sessions.

Objective 6: Students will meet with the college Business Office to ensure all balances have been paid.

Goal 4: Transfer to a Four-Year Institution

Objective 1: Coordinators will identify students who want to transfer.

Objective 2: Students will research universities and enrollment processes.

Objective 3: Students will visit universities of interest.

Objective 4: Students will utilize CFNC Student Transfer Navigator.

Objective 5: Students will enroll in a UNC institution.

Phase II – NCCCS Assessment and Evaluation: To measure program success, NCCCS campuses will be required to provide information on student participants. To acquire an accurate assessment, the collected participant data will be measured against other student populations on the campus.

Goal 1: Establish a graduation and retention baseline to measure minority males in the program, categorized by:

- All NCCCS students
- All NCCCS minority students
- All NCCCS male students
- All NCCCS minority male students
- Nationally published collegiate graduation and retention rates

Goal 2: Determine and share the best practices used for the completion of developmental and curriculum courses, retention strategies, and graduation.

Phase III – UNC: Once participants in a program graduate and transfer to a four-year UNC institution, they will be provided support similar to services received at the community college.

Goal 1: Progress towards degree – The program is designed to identify and provide services that promote the completion of major study courses. The program will offer intervention through the following strategies:

Objective 1: Students will participate in a transfer orientation session

Objective 2: Students academic performance will be monitored by the campus early alert system starting the first week of the semester.

Objective 3: Students will be provided academic support.

Objective 4: Students will be provided academic advisors for course selection.

Objective 5: Students will participate in tutoring to assist with course completion.

Objective 6: Students will participate in study sessions.

Objective 7: Students will engage instructors to ensure successful course completion.

Goal 2: Persistence from semester to semester

Objective 1: Students will be monitored semester to semester by early alert systems through graduation.

Objective 2: Students will routinely meet with academic advisors to plan a course of study.

Objective 3: Students will submit a course schedule at the beginning of each semester.

Objective 4: Students will complete financial aid information by the required deadlines.

Goal 3: Timely Graduation from University – The program will assist students to complete a baccalaureate degree.

Objective 1: Students will continue to work with advisors to develop progress towards degree plans.

Objective 2: Coordinators will continuously monitor academic performance.

Objective 3: Coordinators will share information on registration and graduation deadlines.

Objective 4: Students will participate in a career assessment and advising session.

Objective 5: Students will meet with Student Accounts to ensure all balances have been paid.

Objective 6: Students will research post-baccalaureate opportunities.

Phase IV – Assessment and Evaluation: To measure program success, UNC campuses will be required to provide information on student participants. To acquire an accurate assessment the collected participant data will be measured against other student populations on the campus.

Goal 1: Establish a graduation and retention baseline to measure minority males in the program, categorized by:

- All UNC students
- All UNC minority students
- All UNC male students
- All UNC minority male students
- Nationally published collegiate graduation and retention rates

Goal 2: Determine and share the best practices used for the completion of developmental and curriculum courses, retention strategies, and graduation.

Throughout each phase of the program, participants are provided educational and professional support designed to enhance the student's college experience and increase to level of success. Each component is designed to address areas that contribute to student access, retention, timely matriculation, and successful completion and transfer. It is the intention of the program to not only break down barriers, but to produce well rounded and competitive additions to today's workforce. Components of the program are as follows:

Academic Enhancement

- Peer mentoring/tutoring
- Retention
- Regularly scheduled study sessions
- Academic advising strategies/mapping
- Enrollment management (financial aid, registration, etc.)
- Financial literacy
- Student/teacher engagement
- Transfer/graduation
- Early alert/intervention system

Career Exploration

- Career mapping strategies
- Internship opportunities
- Resume/portfolio design
- Mock interviewing
- Job shadowing
- Work-study
- Membership in state/national professional associations

Civic Engagement

- Service learning communities
- Research opportunities
- Volunteerism/community service
- Political involvement

Personal Development

- Etiquette workshops
- Soft Skills workshops
- Personality assessments
- Student/teacher engagement
- Branding (image building, dress/attire, grooming, etc.)
- Conferences
- Wellness workshops
- Diversity awareness

Leadership Development

- Team building skills
- Group dynamics
- Networking opportunities
- Conflict resolution management

Program Challenges/Barriers

Because each campus is unique in its geographic location, demographic population, and political atmosphere, barriers may differ for program operation and its participants. For those institutions with multiple institutions, it may be difficult to identify coordinators or organize programming for each campus, without resources to hire adequate staff. Also, depending on top level support, it may be difficult to obtain faculty and staff support.

Many program participants expressed the difficulty to recruit students to the 3MP due to the connotation that “mentoring” has on the younger population and education. Whereas mentoring is seen as a positive in the professional world, to many students it is looked upon as having a deficiency. Therefore, it is seen as needing assistance with a deficiency. To address this, many programs have adapted the name of their names to accommodate words, such as leadership, academic excellence, etc. In addition to the program’s image, several institutional challenges of the program include:

- **High volume of students with limited administrative/staffing support**
- **Structure of the program as a non-course**
- **Difficult to maintain consistent participation with mandatory class participation**
- **Funding does not allow for incentives**
- **Recruitment of program**
- **Growth of program is slow**
- **Multiple campuses**

Compared to implementation challenges, the barriers to a successful education are paramount. Although all students groups experience one or more similar challenges, it appears to be most felt with minority males. The program has sought to incorporate program that identifies and addresses many of these issues. These issues which include personal and institutional related challenges are:

Student Personal Challenges

Transportation
Bad study skills
Child care
Class availability
Deficient math proficiency
Financial issues/Lack of resources
From single parent household
Social skills
Health
Housing/Place to live
Illness
Incarceration

Lack of family support
Learning disabilities
Lack of emotional support
Lack of Trust
No direction
Not focused
Not proficient at balancing work, school, home
Not technologically savvy
Stress
Service wait time
Unemployment
Unrealistic goals

Student Institutional Challenges

Assistance with Registration
Campus testing
Deciding on major
Development courses
Financial Aid
Having a designated point of contact
Identifying Resources
Knowledge of where to find academic support

Learning College processes
Learning web based processes
Low grade point average
Poor academic advisement
Presentation/Public Speaking
Understanding of major and course requirements
Time Management

Program Academic Demographics

Each program's uniqueness stems from its diverse participant population. Not only are participants diverse in terms of race, ethnicity, and socioeconomic backgrounds, but also by level of coursework in which they are enrolled. Thirty-eight of the 41 mentoring programs self-reported that out of a sample population of 861 students, 7% were enrolled in certificate programs, 4% in non-credit programs, 37% in transfer programs, and 53% in degree programs. Of these students, 51% are currently taking developmental courses in English, reading, or mathematics.

Program Successes

Despite the challenges faced by 3MP programs, its successes are the catalyst that reinforces its validity and viability. The programs holistic approach to addressing student success has kindled a passion for learning, getting involved, and continuing education for those participating. Students in the program have expressed a "change in the way the campus sees them and a way they see themselves".

Since the inception of the program, participants have stayed in college, graduated, and transferred to a four-year institution. Those students include:

Community College	Student Name	Graduation and/or Transfer Location
Craven	C. Nealy	North Carolina Central University
	I. Daniels	Shaw University
	J. Porter	St. Augustine's College
Halifax	J. Ellis	Certificate Advertising & Graphic Design Computer Graphics
	A. Long	Certificate Advertising & Graphic Design
	J. Green	Certificate Advertising & Graphic Design Computer Graphics
	P. Jacobs	Certificate Basic Law Enforcement Training
	A. Ramirez	Certificate Masonry
	T. Utley	Certificate Office Administration Chowan University
	C. Bowser	Certificate Welding Technology
	T. Fleming	Certificate Welding Technology
	D. Richardson	Certificate Welding Technology
	D. Spruill	Certificate Welding Technology
	L. Tann	Certificate Welding Technology
	W. Vaughan	Certificate Welding Technology
	C. Moody	Diploma Industrial Sys Tech
	J. Debro	AAS Advertising & Graphic Design NC Wesleyan College
	R. Pierce	AAS Degree Human Services Tech NC Wesleyan College
	G. Ashe	AA

	T. Harding	AA
	J. Henry, III	AA
	H. Newchurch	12 in 6 Office Administration
	H. Bethany	AA Barton College
	B. Allen	AA / WSSU
	A. Squire	AA Elizabeth City St Univ.
	L. Ricks	Assoc in Industrial Sys Tech Nash CC
	T. Simmons	AA WSSU
	W. Waller	AA University of NC at Chapel Hill
	S. Boone	Nurse Aid I Program
	J. Gardner	AA NC State University
	D. Zazzaretti	Assoc in Auto Sys Tech
	A. Simmons	Assoc in Auto Sys Tech
	T. Boone	AA WSSU
	A. Webb	WSSU
	S. Smith	Livingstone College
	J. Thomas	Elizabeth City State Univ.
	J. Wade	WSSU
	K. Arrington	University of NC School of Art
	B. Walker	Nash CC
	T. Williams	Nash CC
	M. Barber	ECU
	J. Arrington	Elizabeth City State Univ.
	A. Lyons	Johson C Smith/Elizabeth City St Univ.
	J. Macklin	NC Art Institute
	C. Benjamin	NC Wesleyan College
Pitt	J. Cannon	ECU
	L. Privott	ECU
	B. Credle	UNC Greensboro
	M. Mitchell	NC A&T in program for one semester
	K. Harris	ECU
	D. Lewis	WSSU
Sandhills	B. Edens	Automotive Sys Tech
	C. Bethune	Human Services
	T. McRae	Human Services Substance Abuse
	J. Martin	United States Marines
	D. Douglas	NC Agricultural & Technical St University
	A. McLaughlin	Wake Tech
	D. Wike	Greensboro College
	G. Bostic	Shaw University

	M. Duncan	St. Andrews College
	J. McDougal	Fayetteville State University
	C. Taylor	Fayetteville State University / AA
	K. Yarbrough	NC Wesleyan College
	A. Orozco	Florida International University
South Piedmont	M. Conrad	Cabarraus College
	J. Rhodes	NC A&T
	S. Thompson	SPCC
	F. Huggins	UNCC
Vance Granville	D. Baskerville	ECU
	E. Garrett	NCCU
	M. Minga	NC A&T
	C. Hawley	NCCU
	K. Marshall	UNC- Pembroke
	R. Wilson	Western Carolina University
Wilson	M. Barnes	NC State Univ. Major Business Economics
	J. Campbell	ECU
	M. Robbins	Mechanical Engineering
	R. Bain	NC Wesleyan College Major
	G. Nixon	Major- Electrical Electronics

Program Collaborations

NCCCS realizes that the education success of minority males is not only a community college goal, but that of all education and workforce systems in North Carolina. However, this success can be stalled if all the appropriate academic stakeholders are not present when discussions are made. In order to better meet the needs of minority male students from K-12 to post-secondary education, NCCCS is currently collaborating and partnering with other system organizations.

The collaborative efforts of the Success NC/UNC Tomorrow Initiative are strengthening the transfer process between NCCCS and UNC institutions. The program will allow transfer students in the Minority Male Mentoring Program to participate in a similar program at one of the 16 UNC institutions. Implementing a program on UNC campuses will promote continuity for minority male transfer students who participated in a program at an NCCCS institution. UNC will develop a program that models existing community college programs to provide minority male students with academic support and mentoring in order to improve retention and graduation rates. We are also partnering to afford access through four-year college visits, an experience that many program participants would not have if not for the collaboration.

In addition to UNC, the participation through the College Access Challenge Grant has allowed increased collaboration with North Carolina Independent Colleges and Universities, North Carolina Department of Public Instruction, and North Carolina State Education Assistance Authority. These relationships have

fostered ideas and initiatives geared towards the access and successful completion of all student, including minority males.

Closing

The Minority Male Mentoring Program was established to improve the retention and graduation rate of minority male students in the North Carolina Community College System. The program engages students by exposing them to new experiences, academic intervention, and professional development. By increasing the engagement between faculty, staff, and student, 3MP seeks to increase awareness of and address issues that are pertinent to the success for individuals in the programs and the student population as a whole.

Funding through the Governor's Crime Commission and the NC General Assembly has afforded colleges the opportunity to develop meaningful programs that result in direct and indirect learning outcomes. The Minority Male Mentoring Program's continued success is a reflection of the contributions of the stakeholders who share in the North Carolina Community College System's mission. This necessary investment in the education of minority males reveals the academic and social benefits of this program, allowing participants a clear path to success.