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Student Achievement

QEP Corner

QEP Feature

From the standards...

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Resources

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FIVE



July 2020

SACSCOC and Me

timeline >>>

August 2020

Compliance Report – Finalize Focused Report.

QEP –Finalize QEP document.

September 2020

Submit Focused Report and QEP to on-site committee for review.

Finalize technology preparations for virtual visit.

October 2020

Virtual on-site visit – October 26-29

Student Achievement

Monitoring success one metric at a time

SACSCOC Standard 8.1 states: “The institution identifies, evaluates, and publishes goals and outcomes for student achievement....” The North Carolina Community College System Performance Measures provide a standardized source of data on student achievement for us to monitor and compare to peer institutions. While we are allowed to choose metrics to evaluate, it is expected that we will monitor graduation rates as well. There are multiple different external sources of data for graduation rates, and we were required several years ago by SACSCOC to select the specific one we would track. Our institution chose the National Student Clearinghouse Total Completion Rate.

Remember the Verbs

As explained in a previous newsletter, institutions must be compliant with all aspects of a standard. It is not enough to just identify measures of student success. We must evaluate the performance of our students as well. It is not enough to just identify and evaluate. We must also publish these results so that they are available to the public.

Thresholds of Acceptability

As an institution, we are expected to identify the minimum level of student

achievement that we consider acceptable. The NCCCS identifies a baseline based on the performance of colleges across the system but SACSCOC expect us to make our own determination of a baseline. The system baseline could be appropriate for some performance measures; however, for some measures, we should consider our own minimum threshold. For the NSC graduation measure, this minimum is of our own choosing.

Targets

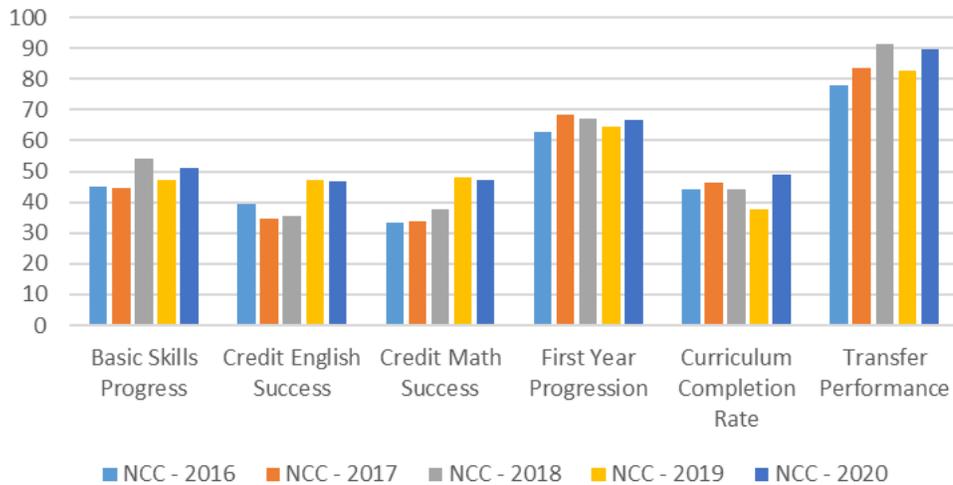
There should always a goal associated with an assessment metric. To what level of achievement do we aspire as an institution? Are we always OK with meeting the minimum, or do we push ourselves to achieve more? Again, the performance measures have both college averages and an excellence level. For each metric, we should consider the goal for NCC.

Evaluation and Improvement

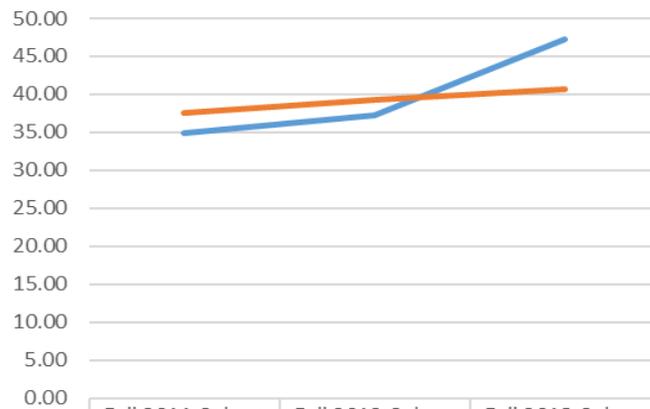
As an institution, we need to identify these thresholds and targets and then actively monitor our performance and develop plans for improvement. If one of the performance measures impacts your area, take a look with your team at the baseline and target that you feel is appropriate for NCC. We are all in this together! ☀

**SUCCESS
NETWORK**
Supporting your power to succeed

Performance Measures



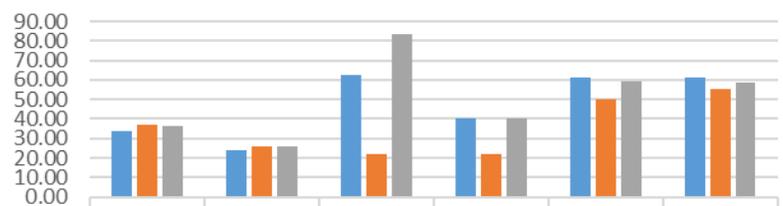
Total Completion



	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort
Nash Community College	34.96	37.18	47.33
National Benchmark	37.53	39.22	40.76

— Nash Community College — National Benchmark

Total Completion by Gender and Race



	Black Men	Black Women	Hispanic Men	Hispanic Women	White Men	White Women
Fall 2011 Cohort	33.46	23.74	62.50	40.00	61.29	61.17
Fall 2012 Cohort	37.30	25.69	22.22	22.22	49.91	55.69
Fall 2013 Cohort	36.25	25.82	83.33	40.05	59.61	58.57

— Fall 2011 Cohort — Fall 2012 Cohort — Fall 2013 Cohort

Success Coaching Core Competencies

Built upon the *National Academic Advising Association (NACADA) Academic Advising Core Competency Guide (2017)*, Success Coaches will receive training built upon three core competencies as follows: conceptual, informational, and relational. The conceptual core competency is comprised of concepts success coaches must be able to understand including the history, theory, and approaches to coaching. The informational competency is comprised of information components the Success Coach must master that are specific to the institution including programs, policies, mission, and other academic regulations. The relational competency is comprised of skills the Success Coach must be able to demonstrate such as establishing trust and rapport, articulating a personal philosophy of academic coaching, and engaging in on-going assessment. These core competencies will serve as the foundational framework for effective Success Coach training and practice.

CONCEPTUAL

Conceptual component includes understanding of:

- The history and role of academic advising and coaching in higher education
- Theory relevant to academic advising and coaching
- Academic advising and coaching approaches and strategies
- Expected outcomes of academic advising and coaching

INFORMATIONAL

Informational component includes knowledge of:

- Institution specific history, mission, values, and culture
- Institution specific policies, procedures, rules, and regulations
- Curriculum, degree programs, and other academic requirements
- Legal guidelines of advising and coaching practice, including privacy regulations and confidentiality
- Campus and community Success Partners that support student success
- Information technology applicable to relevant coaching and advising roles (including the use of Open LMS, Aviso, and Colleague)

RELATIONAL

Relational component includes the ability to:

- Articulate a personal philosophy of academic coaching and advising.
- Create rapport and trust with students to build positive relationships and support successful goal completion.
- Bridge and support student's participation in college activities, leading to first-year progression and improved retention.
- Engage in ongoing assessment and development of the coaching process.

Adapted from *Advising Core Competencies Guide*, by Farr, T., & Cunningham, L. (Editors). Copyright 2017 by NACADA

Success Coaching Guiding Philosophy: Proactive & Appreciative Advising

There are two student development philosophies that work in tandem in the success coach model NCC will employ. The first is engaging in proactive interactions initiated by the coach. Proactive interventions are personal; foster student responsibility for problem solving and decision making; and provide assistance in identifying resolvable causes of poor academic performance. The second is appreciative advising which provides a framework for guiding the Success Coach to develop meaningful relationships with students. The theory of Appreciative Advising incorporates elements of appreciative inquiry, positive psychology, and reality therapy to create a student-centered approach. The appreciative mindset empowers the Success Coach to build trust and rapport (disarm); uncover strengths (discover); provide inspiration (dream); co-construct plans to reach goals (design); provide mutual support and accountability (deliver); and challenge each other to set high expectations for their educational experiences (don't settle) (Bloom, Hutson, & He, 2013).



Adapted from Bloom, J., Hutson, B. He, Y. (2013). Appreciative Advising. In J. K. Drake, P. Jordan, & M.A. Miller (Eds.), *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*

Section 13: Financial and Physical Resources

“Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution’s mission. It is reasonable that the general public, government entities, and current and prospective students expect financial and physical resources necessary to sustain and fulfill the institution’s mission.”

13.1 – The institution has sound financial resources and a demonstrated, stable financial based to support the mission of the institution and the scope of its programs and services.

13.2 – The member institution provides the following financial statements:

(a) an institutional audit for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit guide.

(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year

(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

13.3 – The institution manages its financial resources in a responsible manner.

13.4 – The institution exercises appropriate control over all its financial resources.

13.5 – The institution maintains financial control over externally funded or sponsored research and programs.

13.6 – The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

13.7 – The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

13.8 – The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Spotlight on...

Financial and Physical Resources

If an institution does not have a solid financial foundation with which to operate, the academic programs cannot continue. In addition to having the resources, the institution must demonstrate that it maintains appropriate documentation regarding audits and financial records.

Sound Financial Base

Financial reviewers examine very specific documents to ensure that the institution has a sound financial base. This includes state budget allocations as well as independent audits to validate our claims regarding the health of our finances. As noted in the standards, all institutions submit similar reports to account for their financial stability.

Management and Control

In addition to *having* sufficient resources, institutions must manage their funds and maintain appropriate control over those resources. An institution can have significant wealth but spend money irresponsibly. Most institutions experience times of declining revenues; SACSCOC would likewise expect to see budget reductions rather than increased spending. Not only are institutions audited by an external source, they are expected to maintain internal processes and controls on spending as well. If you ever rolled your eyes at a purchase requisition form or travel authorization, understand that it is vital that we have solid structures in place to demonstrate that we maintain control over our spending. ◇

External Funds

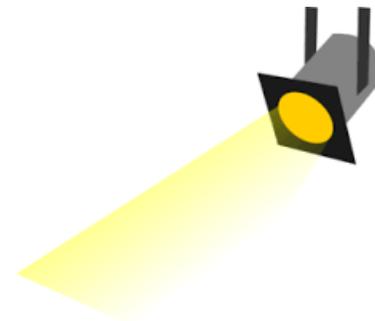
In addition to basic operating funds that we receive from the state, we also receive funds from outside entities in the form of grants. Just like any other institutional funds, we must show that we spend those funds in a responsible manner and maintain the same purchasing procedures over them as we do for other institutional funds. Documentation of expenditures is just as important as we often have reports back to the funding source to demonstrate use of those resources.

Financial Aid

Federal financial aid is an important resource to assist our students with their expenses to pay for college. As a result, we also must demonstrate that we are in compliance with Title IV federal requirements including a financial aid audit. In addition, we must provide information on our student loan default rate and correspondence with the U.S. Department of Education.

Physical Facilities

Beyond financial resources, we must demonstrate that we provide appropriate, healthy, and safe physical facilities. Maintenance of facilities, inventory processes, and space utilization studies are all presented as documentation. Safety plans, training, law enforcement presence on campus, and crisis communication plans are also part of our report. This includes our facilities at off-campus sites such as CITI High, Southern Nash, and Rocky Mount High School. ◇



On Commitment...

Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.

--Paul J. Meyer

Virtual On-Site Visit

We have recently been notified that our entire on-site visit will now be virtual with a campus visit delayed until spring. While the logistics of how a virtual on-site visit will function is still unknown, we know that our amazing IT staff will be up to the challenge! 😊

final thoughts...

**Do or do not.
There is no try.**

★
Yoda

Small Business
TRENDS

coming soon >>>

In The Next Issue

QEP Corner

QEP Feature

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Faculty Qualifications