



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

2020 STUDENT SUCCESS CONFERENCE

**The Student-Ready University:
Removing Obstacles & Building Supports**

Wednesday, February 12, 2020

Friday Conference Center, Chapel Hill

About the Conference

Hosted by the UNC System's Student Success Innovation Lab (SSIL), the annual event promotes unique and pioneering student success stories from UNC System institutions. The conference aims to:

- Share evidence and stories on programs supporting student success
- Learn about programs that support the UNC System Strategic Plan goals
- Get ideas to bring back and implement at your university
- Find opportunities for cross-institutional collaboration on student success initiatives

Learn more at myapps.northcarolina.edu/conferences/student-success-conference.

The Student Success Innovation Lab

In the summer of 2018, the UNC System launched the Student Success Innovation Lab (SSIL) to fund and evaluate promising strategies that can improve student success.

SSIL leverages the UNC System platform to engage in research and development on what works to increase completion rates. The project links two key assets: student success initiatives developed and implemented by institutions and UNC System faculty with expertise in the evaluation of education programs.

With contributions from the ECMC Foundation, John M. Belk Endowment, Michael & Susan Dell Foundation, and Arnold Ventures, SSIL:

- Funds evidence-based, cost-effective interventions with proximate, measurable impact on student retention, progress and degree completion;
- Evaluates funded projects via third-party researchers from within the UNC System to assess effectiveness and cost-effectiveness rigorously;
- Shares the results across the System and the higher education sector and accumulate evidence that can make the case for taking successful strategies to greater scale.

SSIL increases collaboration and communication across our institutions as they work together to help more students graduate in a timely fashion. Learn more at www.northcarolina.edu/SSIL.



Conference Sponsors

We appreciate the generous support of our conference sponsors, which helps keep this conference affordable. Attend a breakout session, in Dogwood, or visit their exhibits, in the Atrium, to learn about their partnerships with UNC System Institutions.



11:00 A.M. – 12:00 PM
Building and Scaling your
Student Success Team: The
Magic of Coaching



1:20 P.M. – 2:20 P.M.
Micro-Scholarships at ECU:
Paving the Way for College
Success



2:30 P.M. – 3:30 P.M.
Removing Obstacles to Student
Success: A Data Informed
Approach

Conference Venue

100 Friday Center Dr, Chapel Hill, 27517
(919) 962-3000

Please see the back cover of this event program for a map of the facility.

Directions & Parking

The venue is located off Highway 54 on Friday Center Drive. Conference attendees should enter the parking lot via the Guest Entrance and park only in the area denoted "Friday Center Guest Parking" (see map on right). Vehicles parked in other sections of the lot will be towed, at the owner's expense.

Attendees must display the permit emailed to them on their vehicle's dashboard. Additional passes are available at Conference Check-In.

Atrium Special Events

We encourage attendees to take advantage of several offerings in the Atrium.

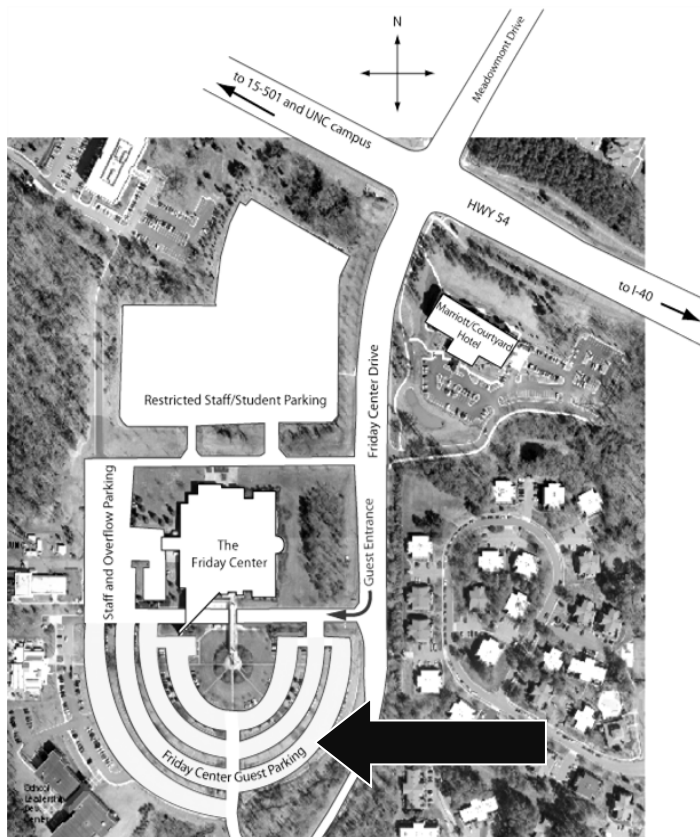
Poster presentations will be displayed all day outside of Grumman Auditorium. Poster authors will be present to answer questions during Conference Check-in and lunch. Conference sponsors InsideTrack, RaiseMe, and Rapid Insight will be present to discuss their student success programs. Attendees may also enjoy refreshments between 8:00 a.m. to 12:00 p.m. and 2:00 p.m. and 4:00 p.m.

Medical Emergencies

In case of a medical emergency, contact Friday Conference Center staff; do not call 911 directly. For assistance, dial 919-962-3000, use a conference center house phone, or visit the Conference Center's information desk.

Lactation Space

For those who are nursing, a designated lactation room is available behind the Conference Center's information desk.



Social Media

Join today's conversations online by using @UNC_System and #studentsuccess on social media.

- www.twitter.com/unc_system
- www.instagram.com/unc_system
- www.linkedin.com/company/university-of-north-carolina

Schedule

TIME & LOCATION	ACTIVITY
8:00 – 9:00 a.m. Atrium	CONFERENCE CHECK-IN (via Main Entrance/Guest Parking) POSTER SESSIONS SPONSORED EXHIBITS (InsideTrack, RaiseMe, Rapid Insight)
9:00 – 10:50 a.m. Grumman Auditorium	WELCOME FROM THE UNC SYSTEM OFFICE Dr. William L. Roper, Interim UNC System President Dr. Kimberly van Noort, Senior Vice President for Academic Affairs Dr. Andrew Kelly, Senior Vice President for Strategy & Policy PLENARY SESSION <ul style="list-style-type: none"> Anthony Graham, <i>Winston-Salem State University, Provost & Vice Chancellor for Academic Affairs</i> Roderick Heath, <i>North Carolina Central University, Director of the Men's Achievement Center & African American Male Initiative</i> Tina McEntire, <i>UNC Charlotte, Associate Provost for Enrollment Management</i> Samantha Raynor, <i>UNC Greensboro, Assistant Vice Provost for Student Success Initiatives</i> Kelly Hogan, <i>UNC-Chapel Hill, Associate Dean of Instructional Innovation; Teaching Professor of Biology</i> Viji Sathy, <i>UNC-Chapel Hill, Teaching Associate Professor of Psychology & Neuroscience; Special Projects Assistant to the Senior Associate Dean for Undergraduate Education</i>
11:00 a.m. – 12:00 p.m. Dogwood	BREAKOUT SESSION 1 <ul style="list-style-type: none"> Building and Scaling your Student Success Team: The Magic of Coaching (InsideTrack)
Mountain Laurel	<ul style="list-style-type: none"> Wizards of Odds: Exploring Non-Cognitive Factors & Barriers for Retaining First-Generation African American Males within the North Carolina System (NCCU)
Azalea	<ul style="list-style-type: none"> Championing General Education: A Model for Faculty Engagement in the General Education Assessment Process (NCSU)
Windflower	<ul style="list-style-type: none"> Equipping UNC Institutions with Resources to Improve Student Success (UNC System Office)
12:10 – 1:10 p.m.	LUNCH

TIME & LOCATION	ACTIVITY
1:20 – 2:20 p.m.	BREAKOUT SESSION 2
Dogwood	<ul style="list-style-type: none"> • Micro-Scholarships at ECU: Paving the Way for College Success (RaiseMe)
Mountain Laurel	<ul style="list-style-type: none"> • A Program-Based Solution for Increasing the Retention and Graduation of a “Vulnerable” Student Population (N.C. A&T)
Azalea	<ul style="list-style-type: none"> • Calculating Student Success across Campus: The UNC System Math Pathways Project (NCAT, UNCG, NCSSM, CPCC)
Windflower	<ul style="list-style-type: none"> • Is North Carolina’s CAA Showing Promise for Student Success? (NCSU)
Bellflower	<ul style="list-style-type: none"> • Addressing Brick Monsters & Bureaucracy through Student-Centered Collaboration (UNC-CH)
2:30 – 3:30 p.m.	BREAKOUT SESSION 3
Dogwood	<ul style="list-style-type: none"> • Removing Obstacles to Student Success: A Data Informed Approach (Rapid Insight)
Mountain Laurel	<ul style="list-style-type: none"> • Early Outreach: Enabling Timely Interventions through a Homegrown Survey for New Students (ASU)
Azalea	<ul style="list-style-type: none"> • Pathway to Practice: The Benefits of Institutional Partnerships to Develop, Launch, and Grow an Innovation Residency Licensure Program (NCSU)
Windflower	<ul style="list-style-type: none"> • Reimagining Institutional Scholarship Management from Soup to Nuts (UNCG)
Bellflower	<ul style="list-style-type: none"> • Supporting Student Success through Textbook Affordability Initiatives (ECU, NCSU, UNCC, UNC-CH)
3:40 – 4:40 p.m.	BREAKOUT SESSION 4
Mountain Laurel	<ul style="list-style-type: none"> • Data vs. the Hunch: Letting Data Lead Innovation in Course Design (NCSU)
Azalea	<ul style="list-style-type: none"> • Maximizing the Canvas LMS to Develop Resource Training Support to Understand Financial Aid in Academic Departments (WSSU)
Windflower	<ul style="list-style-type: none"> • Strengthening First-Year Student Success by Designing Intentional and Integrated Partnerships (UNCW)
Bellflower	<ul style="list-style-type: none"> • Road to Resilience: Achieving Student Success through Community and Collaboration (UNC-CH)
4:40 p.m.	END OF CONFERENCE

Plenary Session Speakers



Dr. Anthony Graham is the Provost and Vice Chancellor for Academic Affairs at Winston-Salem State University. Prior to this position, Graham was a tenured Professor and dean of the College of

Education at North Carolina Agricultural and Technical State University. A graduate of Kinston High School, he attended the University of North Carolina at Chapel Hill where he earned a Bachelor of Arts degree in English with a minor in mathematics, in 1997. Graham attained his Master of Education degree in Secondary English Education, in 1999, and his Doctorate of Philosophy in Curriculum and Teaching with a cognate in Multicultural Education, in 2003, from the University of North Carolina at Greensboro.

Prior to his work in higher education, Graham was a high school English teacher. As a scholar, Graham leverages Critical Race Theory to examine the academic experiences of African American male students and the construction of their academic and ethnic identities in K-20 educational environments. Graham is committed to the uplift of his community and the improvement of K-20 education in North Carolina; thus, he serves on several boards and commissions, including the Deans For Impact Board of Directors, Senior Services Incorporated Foundation Board, Goodwill Industries of Northwest North Carolina, the North Carolina Professional Educator Preparation and Standards Commission, and the University of North Carolina System Educator Preparation Advisory Group which he co-chairs.



Mr. Roderick Heath is the Director of the Men's Achievement Center & African American Male Initiative in the Division of Student Affairs at North Carolina Central University. In this capacity, he is

social, emotional, professional and cultural development.

Before joining NCCU in 2015, Mr. Heath worked as a Fatherhood Coordinator for the State of North Carolina, Gang Outreach Coordinator for the Durham Police Department, Education Supervisor for Durham Housing Authority, and a High School Graduation Counselor. Outside of his NCCU duties, Mr. Heath provides Life Strategy Coaching and graduation consultation services to low-income and at-risk youth. In his personal life, Roderick is a father, husband; an active member of Omega Psi Phi Fraternity Inc.

Roderick is a graduate of NCCU where he majored in Mass Communications; he received his Masters of Education from Wingate University. Currently, Roderick is pursuing his Doctorate of Higher Education Leadership from Fayetteville State University.



Ms. Tina McEntire is the Associate Provost for Enrollment Management at the University of North Carolina at Charlotte and leads a eight-department unit. Prior to becoming the Associate Provost

in 2011, Ms. McEntire served as the Director of

Admissions for the University, for five years. Ms. McEntire has extensive experience with strategic planning, project management, and re-engineering of organizational and business processes. She led a comprehensive re-engineering study on scholarship administration for the university. Ms. McEntire also completed the university's long-range enrollment analysis/plan for undergraduate growth. Ms. McEntire has presented on topics in the enrollment and technology field on numerous occasions at both national and regional meetings. She also has presented national webinars and published articles on the use of technology in the transfer admissions process. Ms. McEntire serves as the primary PI on two grants to develop a completion micro-grant program. She previously served as the Chair of the Southern Regional Council of The College Board.



Dr. Samantha Raynor leads the University of North Carolina at Greensboro's student success innovation work as the Assistant Vice Provost for Student Success Initiatives. Dr. Raynor is

responsible for managing the communities of practice in which UNCG is a member; managing and piloting student success projects; delivering professional development to academic advisors; and serving as a conduit between the Division of Student Success and other campus partners. She is an expert in student success theory, development, and interventions for first-generation, low-income, and under-represented students. Dr. Raynor has a Doctorate of Education in Higher Education Administration from The George Washington University.



Drs. Viji Sathy and Kelly Hogan are award winning professors with a combined 25+ years in the classroom at the University of North Carolina. At the University of North Carolina at Chapel Hill, Dr. Sathy

is a Teaching Associate Professor of Psychology and Neuroscience and also a Special Projects Assistant to the Senior Associate Dean for Undergraduate Education. Dr. Hogan serves as Associate Dean of Instructional Innovation and a Teaching Professor of Biology, at UNC-CH.

They are passionate about student success, equity, and inclusion in the classroom. They have expertise on inclusive techniques and high structure active learning in any size crowd, because both teach courses routinely with hundreds of students.

Through the Office of Undergraduate Education, they lead innovative classroom and diversity administrative initiatives that benefit all students, faculty, and staff. Together, they led a redesign of the general education curriculum, as well as course-based undergraduate research experiences and makerspace courses in all disciplines. Drs. Sathy and Hogan have shared their work with faculty through hands-on workshops at numerous types of institutions and have been active in the scholarship of teaching and learning in their respective disciplines of biology and statistics. Their work has been featured in a number of national publications such as The Chronicle of Higher Education and the New York Times. Both received their PhDs from UNC-Chapel Hill.

Breakout Sessions

11:00 – 12:00 Breakout Session 1

Building and Scaling Your Student Success Team: The Magic of Coaching

Dogwood

Session sponsored by InsideTrack. As comprehensive student success programs become more integrated into the fabric of higher education, institutions are increasingly turning to coaching as a best practice for enhancing student outcomes, closing achievement gaps, and improving effectiveness. Building a sustainable coaching program that can scale and fully leverage the latest advances in behavioral science and technology is no simple task, which is why it is important to first understand how coaching can be a foundation for student success. In this interactive workshop, participants will learn what differentiates coaching, how it enhances advising, and gain insights to help integrate coaching best practices into their work. Participants will learn about coaching directly from InsideTrack's Training & Development Manager. This presentation will also feature Nikki Liles, GEAR UP Director with the UNC system office, who will share why they have decided to incorporate coaching in their program that primarily serves underrepresented K-12 students, many of whom will become first generation college students.

Brad McKerihan, *Training & Development Manager, InsideTrack*

Carrie Lockhart, *Associate Vice President, Partner Success, InsideTrack*

Mo McKenna, *Director of Partnership Solutions, InsideTrack/Strada Education Network*

Nikki Liles, *GEAR UP Director, UNC System Office*

Wizards of Odds: Exploring Non-Cognitive Factors & Barriers for Retaining First-Generation African American Males within the North Carolina System

Mountain Laurel

The purpose of this session is to discuss and understand the phenomenon of K-to-College

persistence and how non-cognitive factors affect African American Male Students during their educational journey. This session will provide a detailed overview of how North Carolina Central Universities Men's Achievement Center has developed a retention program that now has an 88% retention rate. Lastly, this session will provide strategies that can improve retention efforts on campus within the University of North Carolina System.

Roderick Heath, *Director, Men's Achievement Center & African American Male Initiative, North Carolina Central University*

Shaun Andrews, *Academic & Civic Engagement Coordinator, North Carolina Central University*

Championing General Education: A Model for Faculty Engagement in the General Education Assessment Process

Azalea

Assessing general education competencies can be a challenging task, particularly in closing the loop and using evidence to make improvements to support student learning. In this session, we present an innovative model and outcomes for enhancing collection and use of General Education Competency data on our campus, which leverages a key faculty engagement and development component, the General Education Competency Champions, to creatively collect data, share findings, and provide support to other faculty in improving student learning in each of NC State's five General Education Competency areas. The Office of Assessment at NC State has identified a "Faculty Champion" for each of its General Education Competencies. The role of General Education Competency Champions is to engage with faculty across disciplines and encourage improvement in student learning through teaching and use of assessment data. Faculty then use these data to make decisions about courses and curricula related to the competency. Champions work closely

with the Office of Assessment to collect evidence of how faculty across campus are specifically using data to improve student learning. Faculty Champions were selected as for these roles based on their content area expertise and their interest in assessment and faculty development.

Samantha Rich, *Assistant Director-Office of Assessment, NC State University*

Stephany Dunstan, *Associate Director-Office of Assessment, NC State University*

Justin Post, *Director of Online Education & Teaching Associate Professor, NC State University*

Casie Fedukovich, *Director of the First-Year Writing Program & Associate Professor, NC State University*

Equipping UNC Institutions with Resources to Improve Student Success

Windflower

The Student Success Innovation Lab is designed to help UNC System universities develop and test new strategies for promoting student success. The grants support innovative practices in three areas (teaching and learning, student advising and supports, and financial aid) and require each institution to partner with a third-party UNC System faculty member to measure and evaluate the impact of these strategies. Join this session to hear more about SSIL and the winners of the inaugural grant competition.

Andrew Kelly, *Senior Vice President for Strategy & Policy, UNC System Office*

Derek Maher, *ECU Associate Dean Undergraduate Studies, East Carolina University*

John Smail, *Associate Provost for Undergraduate Education, UNC Charlotte*

Carl Westine, *Assistant Professor, UNC Charlotte*

1:20 – 2:20

Breakout Session 2

Micro-Scholarships at ECU: Paving the Way for College Success

Dogwood

Session sponsored by RaiseMe. Today, scholarship opportunities are offered too late in the enrollment process to influence college ambitions or application decisions for high school students. But what if that wasn't the case?

In this session, East Carolina University will discuss how they leverage their micro-scholarship program with RaiseMe to drive student engagement and college access for under-served students in North Carolina. RaiseMe partners with universities to offer micro-scholarship programs designed to increase access and promote student success for high school students. Through earlier engagement and financial aid transparency, these programs help drive behaviors that lead to successful applicants and better prepared enrolled students. ECU and RaiseMe will spend time highlighting their program goals, approach, and results.

RaiseMe has helped more than two million students achieve scholarship opportunities, including over

55,000 students in North Carolina. The presentation will also include an overview of how RaiseMe is now helping universities use the micro-scholarship approach to drive retention for current college students by designing "student success pathways." Presenters will discuss how RaiseMe uses behavioral economics to keep students engaged and motivated "to and through" college, and how ECU partnered with RaiseMe to increase access.

Chris Silberman, *Director of Student Success, RaiseMe*

Stephanie Whaley, *Assistant Vice Chancellor, Director-Undergraduate Admissions, East Carolina University*

Angela R. Anderson, *Assistant Vice Chancellor, University Registrar; Interim Vice Provost for Academic Success, East Carolina University*

A Program-Based Solution for Increasing the Retention and Graduation of a "Vulnerable" Student Population

Mountain Laurel

Project funded by a grant from the Student Success Innovation Lab. This session will focus on the designing, preparation and implementation of the

summer success academy. It was envisioned as a solution for retaining the “vulnerable” student population identified at the North Carolina Agricultural and Technical State University. In this session, emphasis will be placed on the joint work efforts with the expert evaluation team and the execution team and how important the communication among these groups were to the success of the project. There will be discussion on the “how” and the “why” of the identified student population. Additionally, we will provide some preliminary findings from the first year’s implementation of the summer success academy and lessons learned for the next cohort of students.

Regina Williams-Davis, *Assistant Provost for Student Success and Academic Support, North Carolina A&T State University*

Julie Edmunds, *Program Director for Secondary School Reform, SERVE Center, UNC Greensboro*

Nicole Pride, *Vice Provost for Academic Strategy & Operations, North Carolina A&T State University*

Calculating Student Success across Campus: The UNC System Math Pathways Project

Azalea

This session will provide an overview of the work of the UNC System Math Pathways Task Force, to date. It will highlight the cross-institutional, collaborative work that has been done in drafting the initial Task Force Recommendations. The follow-up discussions and activities that are leading to large scale course and program redesign and faculty development efforts across the UNC and NC Community College systems provide a versatile framework that can be used to establish collaborative working groups across other disciplines. As an example of the activities that are leading to large scale course and program redesign, faculty from UNC Greensboro will discuss their Foundations of Calculus I course, the corequisite support course for Calculus I. Details of the design, implementation, evaluation, and successes and challenges of the course will be discussed.

Tracey Howell, *Senior Academic Professional, UNC Greensboro*

Thomas Redd, *Associate Professor, North Carolina A&T State University*

Elizabeth Lewis, *Visiting Assistant Professor, UNC Greensboro*

Tamar Avineri, *Math Instructor, NC School of Science and Mathematics*

Rinav Mehta, *Division Director-Mathematics, Central Piedmont Community College*

Is North Carolina’s CAA Showing Promise for Student Success?

Windflower

This session is designed to provide an overview of research on how the implementation of North Carolina’s Comprehensive Articulation Agreement (CAA) influenced excess credit earning and other indicators of success among students who transferred from a North Carolina Community College (NCCC) to a University of North Carolina (UNC) System institution. Presenters will engage the audience in conversation surrounding on-going research regarding the state of transfer in North Carolina, particularly research related to the CAA, and will provide a platform for discussion surrounding attendees’ experience with advising transfer students and subsequent student outcomes, such as excess credit earning. This discussion will help to facilitate a conversation around promising practices for transfer students that NCCC and UNC system institutions are currently implementing to help support this student population and prevent negative educational outcomes, such as excess credit earning and credit loss.

Melissa Whatley, *Postdoctoral Researcher, NC State University*

Rachel Worsham, *Research Associate, NC State University*

Addressing Brick Monsters & Bureaucracy through Student-Centered Collaboration

Bellflower

Every school has processes that unintentionally hinder a student’s progress – and our institution is no different. This workshop will focus on reducing institutional processes that serve as barriers to student success, identifying key stakeholders to engage in creating solutions, and developing student-centered processes. As an example, presenters will share how

they improved student access to enrollment and financial aid while also becoming more efficient by merging the appeals process for both academic and financial aid probation. The session will also include examples of process improvement techniques.

Katie Cartmell, *Senior Associate Director, Academic Advising & Undergraduate Education, UNC-Chapel Hill*

Jessica Lambert Ward, *Counselor and Coordinator for Academic Appeals, UNC-Chapel Hill*

Jacquelyn Copeland, *Senior Associate Director, UNC-Chapel Hill*

2:30 – 3:30

Breakout Session 3

Removing Obstacles to Student Success: A Data Informed Approach

Dogwood

Session sponsored by Rapid Insight: High school records and test scores give an indication of how likely a university student is to succeed, but they don't provide a complete picture. That's where predictive analytics comes into play.

In this session, the UNC Greensboro Institutional Research Team will discuss how they identified threats to student success by monitoring student activity along their path to graduation. The team gained insight that equipped faculty and advisors with critical information on how best to aid a student who may be in danger of failing.

Using Rapid Insight's Veera platform to compile and prepare their data, the researchers created visual dashboards in Tableau which enabled identification of students approaching academic landmines. This knowledge allowed staff to intervene and keep at-risk students on track for success. Learn how you can build a more informed and effective response to academic roadblocks through gathering and applying these insights on your campus.

Ryan Orlando, *Account Manager, Rapid Insight*

Mark Davenport, *Senior Research Associate - Office of Institutional Research and Analytics, UNC Greensboro*

Dana Zhang, *B&T Applications Analyst - Office of Institutional Research and Analytics, UNC Greensboro*

Early Outreach: Enabling Timely Interventions Through a Homegrown Survey for New Students

Mountain Laurel

This session will explore the development, implementation, refinement, use and assessment of

the New Mountaineer Form, which was designed by Appalachian's Student Success Team. Presenters will take participants through Appalachian's decision to jettison a commercially-available early alert platform and unpack our decision to develop a homegrown early alert tool. Presenters will review the development process for the New Mountaineer Form along with the numerous ways faculty and staff across campus use the New Mountaineer Form dashboard to inform timely outreaches to individual students or groups of students. Further, presenters will discuss campus partnerships and the vital role they play in the successful usage and evolution of the New Mountaineer Form.

Virginia Moench, *Enrollment Management Business Intelligence Analyst, Appalachian State University*

Greg Lester, *Executive Director of Academic Advising and Student Success, Appalachian State University*

Pathway to Practice: The Benefits of Institutional Partnerships to Develop, Launch, and Grow an Innovation Residency Licensure Program

Azalea

Pathway to Practice NC (P2PNC) is an online, competency-based licensure completion program for Residency licensed teachers in NC. Developed collaboratively between the NC State University College of Education and the University of North Carolina at Chapel Hill School of Education, the program is designed to meet the unique needs of residency teachers through its self-paced, classroom-focused and standards-aligned modules. P2PNC is an NC State Board of Education approved educator preparation program (EPP) that supports teacher development and induction to help curtail teacher attrition while supporting teacher leadership development. Since its launch in October 2017,

Pathway to Practice has enrolled approximately 120 teachers in middle and high school math, science, social studies, and ELA. Last November, to meet the growing demand of Residency License teachers in other licensure areas, we added Elementary and Special Education. Such program growth has been made possible by engaging stakeholders, such as the State Employees Credit Union Foundation and the Burroughs Welcome Foundation. In this session, we will our state's on-going need for an innovative, research-based, and practice-based Residency Licensure program.

It will identify the process, design, and growth of Pathway to Practice, including the benefits of an institutional partnership and administration support to meet these needs.

Alison Winzeler, *Alternative Licensure Director & Program Director for NC TEACH, NC State University*

Reimagining Institutional Scholarship Management from Soup to Nuts

Windflower

The session will share UNC Greensboro's journey through understanding the current institutional scholarship process and how to achieve the objectives set in terms of increasing student access, increasing transparency in the process, and utilization of all available funds to meet departmental and institutional goals. There will be a discussion of the scholarship management software tool selected to help with this task and the implementation and integration of the software as well as a look ahead to the future.

John Lucas, *Associate Director for Student Success, UNC Greensboro*

Deborah Tollefson, *Director, UNC Greensboro*

Supporting Student Success through Textbook Affordability Initiatives

Bellflower

As the cost of higher education has increased, we have also seen a corresponding rise in textbook costs. According to the Bureau of Labor Statistics (2016), textbook costs have increased by 87% between 2006 and 2016, which is three times the rate of inflation during the same time period. In a recent study from Florida Virtual Campus (2018), 64% of students are choosing not to purchase required textbooks due to cost. As a result, students are taking fewer classes, earning poor grades, and even failing courses (Florida Virtual Campus, 2018). Libraries from across the UNC System are working together through the University Library Advisory Council (ULAC) to address textbook costs. The ULAC initiatives include facilitating faculty and librarian trainings on Open Educational Resources, collaborating with NC LIVE's Open Education North Carolina, joining the Open Textbook Network, and providing small stipends for faculty reviews of open textbooks. Additionally, many individual campuses have local textbook affordability initiatives. In this session, we will share various textbook affordability initiatives and how they connect to student success. We will also discuss recent trends and challenges related to textbook affordability, including other university system and statewide initiatives.

Jeanne Hoover, *Head-Scholarly Communication, East Carolina University*

Will Cross, *Director of the Copyright & Digital Scholarship Center, NC State University*

Jeff McAdams, *Engineering Librarian, UNC Charlotte*

Jacqueline Solis, *Director of Research & Instructional Services, UNC-Chapel Hill*

3:40 - 4:40

Breakout Session 4

Data vs. the Hunch: Letting Data Lead Innovation in Course Design

Mountain Laurel

Is there a battle between innovation and best practices? In this session, we demonstrate how student feedback and other data helped confirm some assumptions about redesigning an engineering

course, but also opened up new windows to innovation and viewing common problems like engagement and faculty time constraints from different angles.

Chris Willis, *Assistant Director, DELTA Planning & Assessment, NC State University*

Jakia Salam, *Instructional Designer, NC State University*

Maximizing the Canvas LMS to Develop Resource Training Support to Understand Financial Aid in Academic Departments

Azalea

Learning Management Systems like Canvas aren't just for student learning and can be used in many ways to organize and disseminate information effectively. Federal Financial Aid regulations and award criteria for students are often challenging to understand for those who do not work in a Financial Aid Office. Communicating the regulatory changes to academic advisors, faculty, and staff are even more of a challenge on many campuses. A recent collaboration between the Office of Financial Aid and the Center for Innovative and Transformative Instruction at Winston-Salem State University developed learning modules that will train and assess campus personnel who need to know information about how financial aid policies and regulations works. Created in Canvas these learning modules were, which include visual presentations, power point slides with explanatory information, video presentations, documents that outline federal regulation, and mini assessments that the participants can take to affirm understanding of the information, simultaneously providing evidence/documentation to the departments that communication lines are open and effective. This session will describe the importance of such a process and how other campuses can replicate this process and scale it to the needs of individual campuses.

Wanda White, *Director-Center for Innovative & Transformative Instruction, Winston-Salem State University*

Robert Muhammad, *Director-Office of Financial Aid, Winston-Salem State University*

Strengthening First-Year Student Success by Designing Intentional and Integrated Partnerships

Windflower

Prior to the start of the 2016 academic school year, the Chancellor of the University of North Carolina at Wilmington charged the Directors of Housing & Residence Life and the Director of University College with creating a strategy for how the two departments could work more closely together in identifying and supporting freshman students early on experiencing minor to moderate struggles. This resulted in the formation of the Housing & Academic Advising Team (HAAT). The team's goal is to provide timely interventions through support and appropriate resource referrals so that students can more easily overcome barriers that may impact their college success.

This interactive session, led by the co-chairs of HAAT, will educate participants on the team's three year evolution, including best practices, data trends, lessons learned, student impact and new initiatives.

Michelle Vliem, *Coordinator of Advising Practices for University College, UNC Wilmington*

Keith Wickliffe, *Associate Director, UNC Wilmington*

Road to Resilience: Achieving Student Success Through Community and Collaboration

Bellflower

The goal of this presentation is to share a current best practice for students not meeting all standards for Academic Good Standing. The program will detail how this small group for students on warning and probation is currently helping students return to Good Standing through the development of academic skills such as stress management, improved time management, discussion of campus and community resources. An added benefit is the sense of community that students develop during this semester long small-group.

Sarah Stanfield, *Counselor & Coordinator for Academic Interventions, UNC-Chapel Hill*

Poster Sessions

A Fraction of a Fraction: Supporting Foster Alumni Success

This presentation will explore some of the documented challenges facing foster students (enrolled undergraduate or graduate students who have aged out of or participated in the foster care system) in their pursuit of a college degree, and three facets of the support that Western Carolina University has implemented to provide holistic support for this population during their collegiate career. We will discuss strategies for identifying foster students on campus using self-disclosures and awareness marketing. Additionally, we will explore ways to support foster students academically and socially via intensive advising, case management, and nontraditional support mechanisms. Finally, we describe several strategies that have been effective at WCU for addressing the practical, financial, and logistical needs of foster students using both university resources and off-campus partnerships. We will also discuss the unique resource Homepage, a partnership between the university and Baptist Children's Homes of North Carolina. Our hope is that we can facilitate a discussion that will enrich our own foster support initiatives while also providing participants with potential ideas to apply to their own campuses.

Lowell Davis, *Vice-Chancellor for Student Success, Western Carolina University*

Jack Kelly, *Director-MAPS, Western Carolina University*

Adulting 101: Information Literacy to Help You Live Your Best Life

Librarians at the R.B. House Undergraduate Library, part of the University Libraries, at UNC-Chapel Hill, provide opportunities for students to develop information literacy skills outside the academic classroom. One way is through the Adulting 101 workshop series. Learn how librarians partnered with campus units to provide programming covering financial, health, and civic literacy to help students

build their adulting confidence and how library staff engaged students - both as instructors and participants.

Suchi Mohanty, *Head-R. B. House Undergraduate Library, UNC-Chapel Hill*

ECSU Rise Up: Our Viking Voyage to Success!

"Viking Pride" is a phrase used at Elizabeth City State University (ECSU) to show our love and respect for faculty, staff and students. It reflects on our deep commitment to community and highlights the importance of collaboration across campus to support student success. Academic and Student Affairs has come together to design a new structure and practices to integrate our efforts. As we have seen an increase in transfer, online and military students, we have renewed our approach to support various challenges students face as they move throughout their academic journey. The presenters on this panel will share lessons and best practices learned to empower academic and student affairs professionals to support retention and persistence strategies for students on their respective campuses. ECSU saw an increase in our returning students leading us to have an enrollment increase of 5.7% which is the second highest in the system. Recommendations for institutional approaches, practices and programs will be shared to help administrators develop a toolkit to assist students. Our panel presentation will engage the audience by discussing how to navigate challenges based on preconceived notions of academic and student affairs culture. The intended presentation audience:

academic and student affairs professionals, faculty, mid and senior level administrators.

Melinda Anderson, *Associate Vice Chancellor for Student Success-Interim, Elizabeth City State University*

Kevin Wade, *Associate Vice Chancellor for Student Affairs, Elizabeth City State University*

Tarsha Rogers, *University Studies Chair, Elizabeth City State University*

Faculty Teaching Effectiveness: A Digital Badge Program to Incentivize Faculty

Rigorous longitudinal research completed by the Spencer Foundation in 2015, indicates that faculty learn by attending workshops on teaching as intended and translate the intended learning in their classroom practice. An additional analysis on student achievement revealed gains in student writing, critical thinking and quantitative reasoning in classes taught by faculty who learned and applied new teaching techniques gleaned from workshops. This poster session describes a sustained workshop program at North Carolina A&T State University that utilizes a Digital Badge program in Teaching and Learning Practices. Faculty can earn a Bronze, Silver and Gold Badge by participating in 7, 10 and 16 courses offered by the Center for Teaching Excellence and completing a Measurement of Understanding. Digital badges serve to recognize faculty achievement, and establish credibility in across the university community. As a result of this program which was launched in the Spring of 2019, approximately 300 workshops slots have been filled by faculty with approximately 50 faculty currently enrolled in the Badge program.

Audrey Dentith, *Director of the Center for Teaching Excellence, North Carolina A&T State University*

Using Advising Technologies to Implement a Personal Librarian Program

Transfer students are a first-year student population that often miss out on key, introductory opportunities to learn about library resources and services. To bridge this gap, we developed a personal librarian program where each incoming transfer was assigned a librarian who they could turn to if and when they had questions. We incorporated this program into our university's advising technology system which allowed us to create campaigns for the program and allowed students to access our synced calendars to make appointments. The response to the program exceeded expectations and uniformly received positive feedback from both students and faculty. The incorporation into advising technologies also led to more collaborative opportunities with campus advisors.

Lara Herzallah Fountaine, *Student Success & Engagement Librarian, NC State University*

Utilization of Technology to Overcome Silos to Better Engage Students and Improve Student Success Outcomes

This breakout session will highlight efforts by the Winston-Salem State University (WSSU) Advising and Academic Support units of University College and Lifelong Learning (UCaLL) in developing and implementing support services and resources that keep students on track to degree completion. The strategies utilized by UCaLL involve the use of two student success digital platforms that have played pivotal roles in transforming the care model and enhancing the student academic experience. WSSU has adopted a three-prong approach to the use of EAB Navigate consisting of triage, assess, and intervention. UCaLL Academic Success Counselors (ASCs) have a well-established triage approach that is driven by early-alert campaigns that allow faculty and other care units to identify students who are "at risk". Proactive student engagement coupled with informed assessment of student profile and performance information, allows for more intentional and targeted academic support interventions. Tutoring services has made an asserted effort to promote the 24/7 virtual assistant student services platform, Upswing. Impact studies reveal Upswing is responsible for ~5% increased retention of user as compared to non-users. Additionally, Upswing saved WSSU ~\$24,000 due to an increase in the rate of Fall to Spring persistence during the 2018-2019 academic year.

Stephanie Dance-Barnes, *Associate Provost & Dean, Winston-Salem State University*

Cynthia Joel, *Coordinator of Tutorial Services, Winston-Salem State University*

Georgette Crawford-Brooks, *Assistant Dean of Student Interventions, Engagement & Retention, Winston-Salem State University*

Friday Conference Center Map

