

## ***Implementation Study of North Carolina Multiple Measures***

**Project Director:** Sue Clery

**Period of Performance:** July 2014 – June 2017

In this implementation study, Coffey Consulting is working with Guilford Technical Community College (GTCC) and a consortium of community colleges in North Carolina as the colleges adopt the use of multiple measures to determine students' developmental education needs. Recently, the North Carolina State Board of Community Colleges approved a policy change allowing the use of high school GPA as an alternative placement measure. For the duration of this three-year grant, six North Carolina community colleges developed and implemented student support interventions aimed principally at students who placed into college-level classes but were considered academically at-risk. The Coffey team is monitoring the progress of the student supports and assessing their effects on student success in their gateway math or English classes. The research is designed to identify and understand student course outcomes as well as the challenges and supports that had implications for effective implementation of the student supports.

Setting up the colleges' programs and strategies in tandem with the study methodology posed some challenges for the evaluation team. The colleges' programming needs resulted in Coffey needing to be flexible and making ongoing adjustments to their methodologies and evaluation plan. Coffey worked diligently to develop and implement the best methodologies that will most strongly support an effective and appropriate evaluation.

Key outcomes sought and interim/final results achieved:

*Strategy Institute and Sourcebook and Guide:* A one-day, Strategy Institute was held for the colleges' teams as a kick-off for the project. Nationally recognized experts in community college education, and members of the Coffey research team, provided targeted technical assistance during the convening. Key outcomes included developing strategic action plans tailored to each college's intervention to guide implementation and assessment of the learning support. A range of tools, templates, and best practice examples were also provided to the community college practitioners in a comprehensive Sourcebook and Guide that was developed by the Coffey team for the project.

*Interim Report:* Mid-project, the Coffey research team prepared an implementation analysis capturing the colleges' development and launch of their learning support strategy. The analysis looked at the operation of the programs and their implementation progress, program outputs; conditions that challenged or supported program operations and sustainability; gathered preliminary information on the targeted student population; and captured initial lessons learned from participants.

*Final Report:* An in-depth analysis of student outcomes and the program implementation process will be developed as the final deliverable for the project. The report will provide a summative discussion and presentation of all key findings from across the group of six colleges. It will present key findings pertaining to learning support outcomes at both the student and program level. A cross-college analysis will be conducted in order to map

common as well as distinctive elements of the initiative and to provide a global review of student outcomes. It will also examine how these elements are related to and differ by the various strategies colleges chose to implement. The final report will be available in 2017.

*Outcomes Reports:* A series of data reports reflecting the student outcomes for each college are created twice per year, at the culmination of each data submission cycle. The purpose of these reports is to provide support and information for the participating colleges to monitor their progress and make any adjustments needed to their strategies, or as a base to conduct more comprehensive data exploration.