

THE GREAT 58 CONNECTION

NORTH CAROLINA MATHEMATICS
ASSOCIATION OF TWO-YEAR COLLEGES

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Spring 2026 Newsletter

This Spring Newsletter highlights our Cape Fear hosted conference with pictures, the NCCCS Perkins Project and Career Conversation Event occurring April 20-21, our NCMATYC committee updates, two Cape Fear Conference session highlights, reports from NCCCS on Developmental Education and Dual Enrollment changes that are taking place, and a Save the Date for our 2027 NCMATYC Conference.

NCMATYC Conference 2026 - hosted by Cape Fear Community College

What a fantastic NCMATYC conference hosted by Cape Fear Community College! The event was filled with meaningful connections, engaging sessions, and a shared commitment to student success.

A heartfelt **thank you** to Caroline and her incredible team, who served as gracious hosts throughout the entire conference. Their attention to detail and welcoming spirit made the experience truly memorable for all who attended.

We are also deeply grateful to our exhibitors. Their support played a vital role in making this conference such a success and we simply could not have done it without them.

What makes NCMATYC one of the strongest state affiliates in the nation? It's our sense of community. We are more than colleagues!! We are a family united by a shared passion for improving mathematics education across North Carolina's community colleges.

The photos below capture just a few of the many moments of connection, collaboration, and fun we enjoyed together in Wilmington.







Perkins Grant Update – CORD and NCMATYC Collaboration

Submitted by Jay Martin, Wake Tech Community College (retired)

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Three of this year's conference presentations showcased the exciting work of the NCCCS Perkins Project: CTE in Math. Now in its first year, this statewide initiative brings together six community colleges to develop and integrate industry-based math tasks into MAT 110, MAT 143, and MAT 152. If you're looking for meaningful ways to demonstrate how mathematics is used in today's North Carolina workforce, this project offers valuable resources. Be sure to explore the Launch Videos for each industry project, currently available at [PerkinsCIMI YouTube channel](#) . For access to student tasks and Amplify lessons, please reach out to me directly.



Collaborating College	Industry Partner	Lesson Title
Wilson CC (MAT 152)	CMP Pharma	From Tablet to Liquid: Making Medicine easier to take
Wayne CC (MAT 110)	Franklin Bakery Co.	The Perfect Roll: Keeping the line moving
Catawba Valley CC (MAT 143)	Johnny on the Spot Heating & Air	Indoor Air Quality: Measuring Airflow with CFM
Randolph CC (MAT 152)	Randolph DSS	Food & Nutrition Services: Determining Eligibility
Gaston CC (MAT 152)	Terracon Engineering	Concrete Strength: From field testing to load calculations
Stanly CC (MAT 143)	Advocate Health	Ventilator Settings: Respiratory Therapy

In addition, the project is offering a unique opportunity for students to connect with industry professionals through the **Career Conversations Event**, a virtual experience taking place April 20–21. Students may attend any of five one-hour panel sessions featuring North Carolina industry partners. Panel discussions will explore questions such as:

- What math and soft skills are most important in today's workplace?
- How is AI being used across industries?
- What advice do professionals have for community college students entering the workforce?

This event is a great way to engage your students! Consider registering your class to attend together or assigning participation individually. Please see the Career Conversations Event flyer below and register using this link: [REGISTRATION LINK](#). We hope you and your students will join us!

Career Conversations

Real Jobs! Real Advice! Real Math!

Hear directly from successful local NC industry professionals!

Bring your questions and get inspired!

Join us virtually for a panel discussion where industry partners share insights about their careers, what they really do on the job, and what soft skills are needed for today's workforce! Get valuable tips for starting your career and being successful! Choose from one of the five sessions freely offered!



You are invited to a Zoom meeting: NC Career Conversations with Industry Partners.

Session 1: April 20, 11am - noon

Session 2: April 20, 12:30pm – 1:30pm

Session 3: April 20, 3:00pm – 4:00pm

Session 4: April 21, 11:30 am – 12:30pm

Session 5: April 21, 1:00pm – 2:00pm

To register your math class for attendance, please complete the google form below. You will be sent the ZOOM link on April 16th to share with your class.

[REGISTRATION FORM](#)

NCMATYC–NCCCS Advisory Committee Update

Submitted by Caroline J. Cook, Committee Chair, Rowan Cabarrus Community College

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The role of the **NCMATYC–NCCCS Advocacy Committee** is to write requests from faculty to the NC Community College System. We welcome anyone with interest in helping us advocate for faculty! If you would like to join our committee, please email me or just attend our next meeting in April!

[Zoom Meeting](#) @ 4:00 PM on Thursday, April 9th.

Our committee met throughout 2025. Additionally, we held a meeting at NCMATYC conference at Cape Fear. We discussed the fact that better technology is needed in our classrooms to facilitate improved Hyflex classes. Additionally, there is a lot of concern that Mat 035 in its current format is too much for students. This is especially true for those colleges utilizing the 8-week format. We would like to advocate for the class to be 4 contact hours rather than 3. Giving the students more time to be successful in the course would be very beneficial. Lastly, of serious concern is the lack of proctoring in online classes at community colleges across North Carolina. How do we address this growing area of concern? We welcome input and look forward to hearing from you!



NCMATYC - State Legislative Advocacy Committee

Submitted by Joseph D. Lloyd, Committee Chair, Wake Technical Community College

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It was a pleasure meeting with those who attended our session at the NCMATYC conference. During the meeting, we gathered valuable feedback on the open letter draft to be shared with the State Legislature, focusing on key topics such as program funding, faculty compensation, and health insurance.



Additional feedback highlighted the following areas:

- **Program Funding:** Testing centers; student assessment and transfer credibility
- **Compensation:** Cost-of-living adjustments; pay structure (salary schedules/step increases); K–12 compensation disparities
- **Health Insurance:** Premium costs; dependent and spousal coverage; prescription drug costs

Our initiative is at its final stages. Currently, the new and improved draft has been submitted to the NCMATYC Board for further consideration.

In alignment with our goals, we will continue tracking state-level policy decisions as well as communicating and informing faculty on related key issues.

The North Carolina General Assembly reconvenes on April 6th, so it will be interesting to see what changes and progress is made on the state budget. The information provided to the public from these meetings, and the response to our letter, will help form our next proposed initiative

Thanks again to everyone who has expressed interest and support as we build momentum for this committee. We invite anyone with an interest in legislative advocacy to join us! Whether you want to help shape the letter, share policy updates, or simply stay informed, we would love to have you involved. We plan to meet virtually in late summer or early fall. To be added to the committee contact list, email me at jdllloyd@waketech.edu.

Project Access – An AMATYC Opportunity for New Teachers

Submitted by Nolan Outlaw, Wake Technical Community College

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Have you heard about AMATYC's Project ACCESS? This outstanding program is designed specifically for early-career faculty teaching courses typically offered within the first two years of college. It provides meaningful opportunities to strengthen teaching practices, build a national network of colleagues, and engage deeply with the AMATYC community.



ACCESS—*Advancing Community College Careers: Education, Scholarship, and Service*—is a cohort-based program for faculty in their first five years of full-time teaching at a community college. Participants benefit from a structured, supportive experience focused on professional growth, collaboration, and scholarship.

The application cycle is now open, with priority consideration by April 15 and a final deadline of April 30.

Selected participants receive an impressive range of benefits, including:

- Attendance at two consecutive AMATYC national conferences (Philadelphia in 2026 and Spokane in 2027)
- A built-in network of peers from across the country
- Mentorship and collaboration with experienced faculty
- The opportunity to design and complete a teaching-focused research project
- Presentation of that research at a national conference
- Significant financial support, including AMATYC membership, conference registration, and hotel accommodation for two years

Project ACCESS is an exceptional opportunity for new faculty to grow professionally and become more deeply connected to the broader mathematics education community. If you are early in your teaching career, I strongly encourage you to apply.

Administrators are also encouraged to share this opportunity with new faculty—this program offers high-impact professional development with lasting benefits for both instructors and their institutions.

For more information, please visit the Project ACCESS webpage:

<https://www.amatyc.org/professional-development/project-access/>

Two NCMATYC Conference Session Highlights

Submitted by Sue Sheets, Sandhills Community College

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MathGPT.ai

At the recent 2026 NCMATYC conference, I had the chance to explore MathGPT.ai. One of the things so many instructors are trying to figure out is how to respond to AI in our classrooms. What I appreciated most is that MathGPT.ai doesn't feel like an AI tool that replaces teaching, it feels like a well-designed instructional assistant that helps extend the reach of the instructor. The platform includes an AI-powered assignment manager that allows instructors to build and customize homework from their own materials or market leading textbooks like Blitzer's Precalculus or



Stewart's Calculus, while automatically grading and providing analytics about where students are struggling. For faculty managing multiple sections, that kind of efficiency is incredibly valuable. Having projects that students upload graded is a game changer for me.

Those of us teaching at two-year colleges know the challenges: wide variation in student preparation, heavy teaching loads, limited tutoring resources, and the constant need to support students who are balancing work, family, and school. What stood out about MathGPT.ai is that it directly addresses these realities. Instead of making it easier for students to bypass the learning process, it reinforces it through guided problem solving and thoughtful feedback. And from a faculty perspective, the combination of customizable assignments, and built-in analytics could save an enormous amount of time while keeping instructors in control of the course.

Even more interesting is the built-in Socratic AI tutor. Instead of simply giving answers, it guides students step-by-step with questions and hints, encouraging them to think through mathematics themselves. For students who may hesitate to seek help or who are studying late at night after work, having access to that kind of guided support 24/7 could make a real difference.

Honestly, it was one of the most interesting things I learned about at the conference. If you were at NCMATYC and didn't get a chance to check it out, it's worth exploring. I have a feeling we'll be hearing a lot more about MathGPT.ai in the coming year.

Way to Succeed

I also had the opportunity to attend a session introducing the Way to Succeed program (waytosucceed.com), and I came away extremely impressed with both the philosophy behind the program and the practical tools it offers educators and students.

This program focuses on developing the habits, mindset, and learning strategies that help students thrive academically and personally. Many students come to school without strong study skills or an awareness of how much effort to put into their coursework. What stood out most in the presentation was the program's emphasis on teaching students how to learn, not just what to learn. By helping students develop skills such as goal setting, time management, persistence, and self-reflection, the program equips them with tools that extend far beyond a single course.

The presenters, a husband-and-wife team, demonstrated how the program integrates easily into existing curricula. Rather than requiring a major overhaul of course content, Way to Succeed provides structured modules and activities that instructors can incorporate into their classes to support student success. This flexibility makes it especially appealing for institutions that want to improve student outcomes without placing additional burdens on faculty.

Another strength of the program is its focus on student engagement. The materials encourage students to actively reflect on their learning processes and to take ownership of their academic progress. By connecting mindset and motivation with concrete strategies, the program helps students build confidence and resilience—qualities that are essential for success in challenging subjects such as mathematics.

I also appreciated the program's emphasis on real-world applicability. The skills emphasized by Way To Succeed—such as organization, perseverance, and effective study habits—are not only valuable for academic success but also for long-term personal and professional development.

Overall, the session provided an inspiring look at how intentional instruction in learning strategies can make a meaningful difference for students. Way to Succeed appears to be a thoughtful, well-designed program that supports both instructors and students in creating a culture of persistence, reflection, and achievement. I left the session with several ideas that could be implemented in my own teaching, and I would strongly encourage other educators to explore what the program has to offer.

Navigating the Shift: Early Insights and Future Directions from the 2025 NC Developmental Education Framework

Submitted by Ashley Parrott, State Director of Developmental Education & College Readiness, NCCCS

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The North Carolina Community College System initiated a significant shift in its developmental education framework, beginning full implementation as of fall 2025. This transition moves away from traditional, multi-semester remedial sequences toward an accelerated, student-centered approach. The primary goals of this initiative are to increase student momentum, remove educational barriers, and empower local college autonomy.

Flexible Instructional Models Colleges are expected to implement a selected instructional model for three academic years, with a requirement to maintain it for a minimum of one academic year before any changes can be made. The approved framework provides three flexible instructional designs to best serve diverse student populations:

The Prerequisite Model: This sequence requires students to successfully complete foundational math and English courses prior to progressing to the gateway course. It focuses on targeted, foundational skill-building.

The Corequisite Model: This model features direct gateway course enrollment combined with required concurrent support. Students enroll in the gateway course and a corresponding support course simultaneously.

The Hybrid Model: This tiered approach utilizes two GPA thresholds to combine both prerequisite and corequisite methods. Students with lower GPAs build foundational knowledge in prerequisite courses, while those in the mid-range receive targeted, just-in-time support in corequisite courses to maximize their success.

Placement The unweighted high school GPA serves as THE primary standard indicator of college readiness and course placement. However, local colleges retain the flexibility to administer placement tests of their choosing for specific groups, such as students without a GPA, those challenging their placement, or other targeted populations. It is important to emphasize that placement tests should only be used for small groups and with the goal of placing students up and out of developmental education, directly into college-level courses.



Proactive Advising A cornerstone of this new framework is proactive advising. This strategy moves beyond simple course registration to include ongoing, targeted student check-ins with advisors, student success coaches, or developmental education faculty. Holistic advising connects students to their chosen instructional models and vital wrap-around services—such as tutoring centers, CARE Centers, and basic needs support—early in their academic journey.

First-Term Insights: Systemic Wins and Observation Points Preliminary data from the fall semester indicates strong student engagement and encouraging early outcomes across the three framework models. While results naturally vary depending on the specific course and instructional design, these initial trends show that a majority of students are successfully completing their early foundational requirements. The data also reflects anticipated variations, particularly within certain higher-level foundational math courses where success rates currently represent an area for continued growth and focus. These specific trends underscore the importance of our ongoing efforts to evaluate student needs and provide targeted, wraparound supports as we continue to refine the implementation statewide.

Preliminary feedback from the Fall 2025 rollout highlights both promising practices and areas that require continued focus.

Promising Factors: The framework has successfully provided colleges and faculty with greater autonomy regarding model selection and instructional methods. Furthermore, there is a positive return to faculty-led, direct instruction, which reduces the reliance on software-based learning. Finally, the new *"no stacking"* guideline is successfully helping students advance into their gateway and program courses more rapidly.

Emerging Challenges: While it is still very early in the implementation process and we have only just begun to dive deeply into formal data, initial conversations with faculty have surfaced a few areas we are monitoring closely to ensure continuous improvement. For example, as we navigate the new course sequencing, we are exploring the most effective ways to support our STEM-track math students who might benefit from additional foundational review prior to engaging with MAT 035 material. Additionally, some early faculty observations point toward a potential trend of lower pass and/or retention rates in online dev ed courses compared to face-to-face formats. Lastly, we have heard from faculty at some institutions as they continue to navigate student attendance challenges, even with the return to assigned letter grades. As we continue to gather and review the data, these verbal faculty insights are invaluable for guiding our ongoing support and professional development efforts.

Continuous Improvement and Next Steps Rigorous evaluation and robust professional development will guide the future of this implementation. In the summer of 2026, the System Office will produce descriptive statistics regarding enrollment and success trends by GPA, demographics, and model. This will be followed by an interim report in the fall and winter. Building upon these initial findings, Dr. Emily Smail and Ashley Parrott will deliver a comprehensive presentation at the North Carolina Community College System Conference in October 2026. This session will provide a much deeper analysis of the developmental education data, highlighting detailed first full year of implementation results and a thorough exploration of emerging statewide trends.

Professional development remains a top priority, with the continuation of *"Coffee & College Readiness"* meetings occurring every other Tuesday afternoon from 3:00 to 3:45 pm. Furthermore, during the spring of 2026, efforts are underway to form a new Developmental Education Committee. This committee will be comprised of *"Dev Ed Regional Leads"* representing math, English, and College & Career Readiness (with faculty and administration also represented) to help facilitate better communication across the state. Additional training and site visits are planned for the summer and fall based on the specific needs of our colleges.

EdNC Perspective: A New Bridge to Dual Enrollment for North Carolina High School Students

Submitted by Aaron Mabe, State Director of Dual Enrollment, NCCCS and Ashley Parrott, State Director of Developmental Education & College Readiness, NCCCS

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North Carolina is a national leader in career-connected learning, but rural and economically distressed communities continue to face barriers to access and workforce preparation programs. As the System continues to advocate for its new funding model, [PropelNC](#), which will dramatically support workforce education programs, it is also rapidly implementing a new dual enrollment pathway to engage high school students in a new way. This new pathway seeks to augment and expand existing secondary-postsecondary workforce pathways by aligning public schools, community colleges, and workforce partners around a common model for talent development.



In 2011, the North Carolina General Assembly consolidated existing dual enrollment opportunities into one codified state supported program called [Career and College Promise](#) (CCP). Reframing dual enrollment, with an emphasis on “structured opportunities for qualified high school students” with meaningful outcomes that provide access to “certificate, diploma, degree, or State and industry-recognized credential”. Over the past decade, CCP has provided thousands of qualified high school students with educational experiences and tuition-free college credit, industry-recognized credentials, and increased high school graduation rates, while simultaneously expediting success in post-secondary education. In the most recent CCP report published by the NC Community College System, in partnership with the NC Department of Public Instruction, enrollment continues to trend upward by 38% in the last five years, with just about 95,000 students in the 2024-2025 reporting year. Students in all academic pathways continue to ascertain high school and college credit while outperforming their peers, who do not enroll in CCP.

So, what's the problem? Like other States, dual enrollment has become synonymous with a high school grade point average or standardized test score. While contrary to the initial intent and purpose of CCP, eligibility benchmarks have traditionally served as a litmus test for college readiness, resulting in many students standing at the edge of this opportunity. Other challenges may include the out-of-pocket cost for textbooks, transportation to a campus, or a lack of program awareness.

While these challenges aren't unique to North Carolina, national trends in dual enrollment have unearthed similar disparities and the implications for students. We've become acutely aware of these local challenges and have looked to our core values and founder, Dr. Dallas Herring, for a solution. Dallas was famously quoted as saying that “we must take people where they are and carry them as far as they can go”. Much like our public schools, community colleges are founded on the core principle of serving all citizens, driven by the understanding that education is vital for success, and that every student deserves the opportunity to grow.

In the 2025 February State Board of Community Colleges meeting, a new CCP pathway was unanimously approved, taking an innovative approach focused on high school-to-college transitions. The approved [Career and College Ready Pathway \(CRP\)](#) under the CCP program represents more than just an academic reform; it is a commitment to equity, academic preparedness, and the future of our workforce. The pathway seeks to dismantle access barriers by offering intentional on-ramps for any rising high school junior or senior, without the stress of a high school GPA requirement, but rather connecting students with hands-on learning experiences and access to industry-recognized credentials.

A focus on career exploration and work-based learning

With a balanced approach of embedding career exploration and work-based learning opportunities that empower students to identify their passions, this pathway connects student learning to workforce credentials and real-world outcomes. Our goal is to expand Career and Technical Education pathways in high-demand workforce sectors by aligning curriculum with industry-recognized credentials and scaling pre-apprenticeship opportunities. Over the past year, Southeastern Community College has led a collaborative effort to restructure academic coursework to include pre-apprenticeship programs. Whether in advanced manufacturing, information technology, or public safety, and other PROPEL NC aligned focused areas, Southeaster's work will lead our state's dual enrollment program into a phase.

College Preparation

Within the new [developmental education](#) courses, students can engage in developmental English and math curricula tailored to their readiness levels, eliminating the need for foundational coursework in college later. These courses are not academic hurdles, but rather launchpads to any program a local college may offer. According to the [National Postsecondary Study Aid Study](#), one in three college students take remedial courses. A majority of students in need of supplemental support or foundational courses are also Pell Eligible. In 2015, the North Carolina General Assembly enacted the [Career and College Ready Graduate \(CCRG\)](#) program ([see most updated information here](#)), providing students with remedial high school courses in preparation for post-secondary education. After a decade of implementation, the community's college system's concerns about academic preparation and its potential impact on completion of workforce credentials continue to loom. For community colleges, we want students to understand that math and English courses provide the necessary skills that build on technical skills gained in workforce education programs. This was the inception of the new CCP pathway to support students intentionally through these courses, with all the wrap-around support the high school and the college can provide.

The Most Accessible Dual Enrollment Option

The North Carolina Department of Public Instruction reports that 38% of all public high school students participate on average in Career and College Promise, are far more likely to enroll in college after high school. NC families are keenly aware of the rising cost of higher education and the increased need for learning and training beyond high school to be able to advance in careers. With a focus on underrepresented or disadvantaged students, we hope this pathway may be the catalyst to support all young learners, connecting them with their future career goals. As a result of several months of work in collaboration with the NC Department of Public Instruction and leaders across the

state's education spectrum, we continue to align efforts with key statewide initiatives, including [Propel NC](#), the new [developmental education framework](#), and the [Access to Achievement](#) program, serving students with Intellectual Developmental Disabilities.

Full Implementation of the new CCP pathway begins in the fall of 2026. Colleges may elect to take a year to begin building this program, hiring adjunct faculty, and engaging with business leaders regarding internship opportunities. The System is excited to partner with our colleagues at the NC Department of Public Instruction on this new endeavor.

For more information on North Carolina's [Career and College Promise](#) program, contact your local community college or visit the system's [website](#) to be connected with a team member.

Save The Date – 2027 NCMATYC Conference

March 11-12, 2027



Calling all math instructors! We're excited to announce the **NCMATYC 2027 Conference at Wilkes Community College on March 11–12, 2027**, hosted on the Wilkes Campus. This annual gathering brings educators from across North Carolina together to exchange ideas, explore innovative teaching practices, and connect with peers who share a passion for mathematics. When sessions wrap up, take time to explore Wilkesboro to enjoy scenic views and outdoor recreation at **W. Kerr Scott Reservoir**, stroll through **downtown shops and local dining**, or dive into regional history at the **Wilkes Heritage Museum**. We can't wait to host you—more details coming soon!



Fall Issue Request for Articles

To submit articles for the Spring Issue of The Great 58 Connection Newsletter, please send your article to Jay Martin at jamesemartin59@gmail.com no later than September 15, 2026.