

[2023 Annual Summary as written in CSP YR 3]

Transformational Entry Engagement (TEE) Quality Enhancement Plan (QEP)

As part of the 10-year reaffirmation process through the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC), the College is required to develop a five-year Quality Enhancement Plan (QEP). Through the College's ongoing, comprehensive, strategic planning and evaluation processes, entry enrollment gaps—based on student populations—were identified. As such, the College seeks to better align its advising strategies to its mission: identify and implement equitable advising strategies (*“educational opportunities of the highest quality”*) to meet the needs of various student populations (*“all we serve”*). The primary focus is to increase student success through student-centered entry engagement and at its heart is *“heightening access and success for students.”*

QEP topics initially emerged and were selected from the College's *Strategic Plan of Operations*, which is based on college strengths, needs, and concerns gleaned from annual program reviews and outcomes assessments. The College used both quantitative (institutional data and surveys) and qualitative (focus groups, surveys, campus meetings) research methods to develop the QEP. College stakeholders—students, faculty, staff, the community—were engaged in the process, and faculty and staff were asked to cast the final vote on topic selection.

The primary goal of the QEP is to increase student completion by creating equitable entry advising strategies for all students—both Curriculum and Workforce Continuing Education. To do this, the College has formalized a front-end, intentional entry advising model for all incoming students through three specific strategies:

1. **Entry Engagement** begins from the moment a student initiates an interest in the College. Once a student submits a complete college application, a College Navigator is assigned and connects with the student to learn more about the student's needs and interests.

Year 3 Action Steps and Successes:

- The Division of Student Services and Enrollment Management was reorganized and repurposed to create a student-centered entry advising model. Additionally, Workforce Continuing Education staff was relocated to Stone Hall to facilitate a One College entry advising approach.
- The Department of Student Onboarding and Engagement and the College Navigator positions—to include Curriculum and Workforce Continuing Education—were created to connect students early-on with the resources and supports needed to prepare them for enrolling, advising, and entering on the first day of classes.
- Twenty-two office moves in Stone Hall have resulted in a more welcoming and seamless entry for students into the College and more strategic placement of key personnel.

- The Entry Engagement strategy was piloted in the last two months of the College's annual 10-month Curriculum enrollment cycle. In just that month, College Navigators worked with 431 students, and of those, 211 students opted to meet face-to-face versus over the phone or virtually. Forty-seven students were registered for Workforce Continuing Education courses, which is significant considering that those students would not have otherwise registered for WCE courses under the old enrollment process. Perhaps most importantly, 91% of students who were navigated and completed the newly created entry survey indicated that they need supports with and beyond the enrollment process, thereby providing greater staff awareness of individual student support needs.
2. **Entry Support & Resources.** Based on the information the student provides through the entry survey and conversations, a College Navigator assists the student with the support and resources needed to begin at the College.

Year 3 Action Steps and Successes:

- Student Services and Enrollment Management staff built a customer relationship management system/dashboard ("The Dash") to track individual student results.
 - The "Dash" allows staff to align students with support resources based on survey results and conversations with Navigators.
 - To date, the most common resources student need are:
 - Mental health counseling
 - Financial insecurities
 - Food and housing insecurities
 - Program/career selection
3. **Program Selection.** Students often enter underprepared, or even unprepared, to make decisions and select the credential or degree that will help them meet their personal and career goals. Through this new strategy, students are connected to resources and the appropriate faculty and staff who will help them with their program selection.

Year 3 Action Steps and Successes:

- Through the reorganization of Student Services and Enrollment Management, the Purpose Center was created as a dedicated resource for students who are unsure of their career and academic directions.
- The PowerU workshop was developed and launched to help students identify their strengths and interests and then align them with a program of study and career path.
- Through the newly created "Navigational Guide," students can clearly see how an educational path leads to a career. The guide provides a visual pathway showing how the College's short-term Curriculum

certificates/diplomas and Workforce Continuing Education credentials lead to long-term Curriculum associate degrees and even four-year degrees.

- Purpose Center staff are working with faculty to encourage student program and career exploration.

To assess achievement, the College has identified four outcomes:

Outcome	Baseline Data	Goal
<p>Student Self-Efficacy: Students will feel more confident in mapping their career goals with academic programs and/or workforce credentials.</p>	<p>Not yet set—will be based on Fall 2023 data.</p>	<p>Not yet set—will be based on Fall 2023 data.</p>
<p>Credit Completion Rate: Student credit completions will increase by accurately placing students in programs at the beginning of their academic careers.</p>	<p>80.09% (based on highest percent of attempted credits completed in last five academic years)</p>	<p>Credit completions will increase 1% annually: 2023-24: 81% 2024-25: 82% 2025-26: 83% 2026-27: 84% 2027-28: 85% 2028-29: 86%</p>
<p>Program/Career Cluster Changes: The number of times a student changes program (career) clusters will decrease.</p>	<p>9.32% (based on highest percent of career cluster changes in last five academic years)</p>	<p>Percentage of student population that changes programs during the academic year will decrease by 0.5% annually: 2023-24: 9.0% 2024-25: 8.5% 2025-26: 8.0% 2026-27: 7.5% 2027-28: 7.0% 2028-29: 6.5%</p>
<p>Curriculum Student Completion: Long-term student completion will increase. Based on the North Carolina Community College State Performance Measure: First-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours</p>	<p>44.27% (based on highest cohort performance in last five academic years)</p>	<p>Four-Year Goal: 50%</p>

As the QEP develops, faculty and staff are provided status updates through regular newsletters highlighting strategy action plans and results.