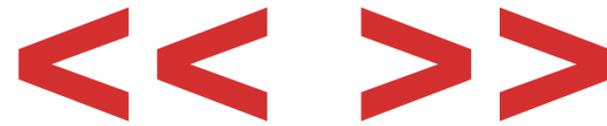


TRANSFORMATIONAL ENTRY ENGAGEMENT (TEE)



HOW DID WE GET HERE?



The foundation for this TEE plan emerged from research and our ongoing planning and evaluation process including:

1. multiple **campus-wide committees**,
2. **listening forum feedback** from students, faculty, staff and community members,
3. department **program reviews** and **outcomes assessments**, and
4. the ***College Strategic Plan of Operations***.

Finally, faculty and staff played the crucial role of casting the **final vote** to select TEE as our QEP topic.

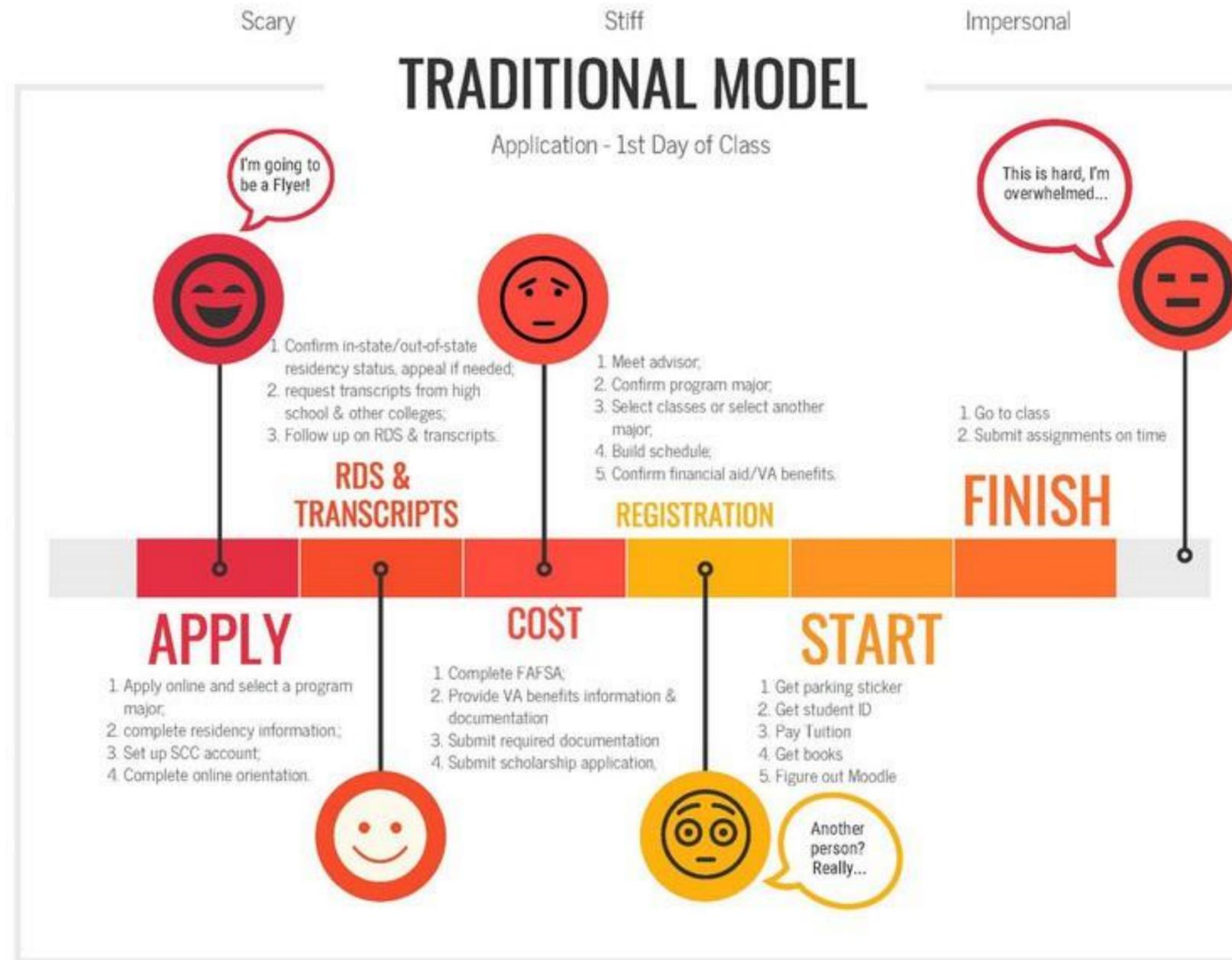
The College recognizes the importance of aligning our entry enrollment strategies with our mission “to provide educational opportunities of the highest quality to all we serve.” This includes offering equitable services that meet the diverse needs of our student body.



Enhance student success by implementing three new student-centered entry enrollment strategies

FOCUS





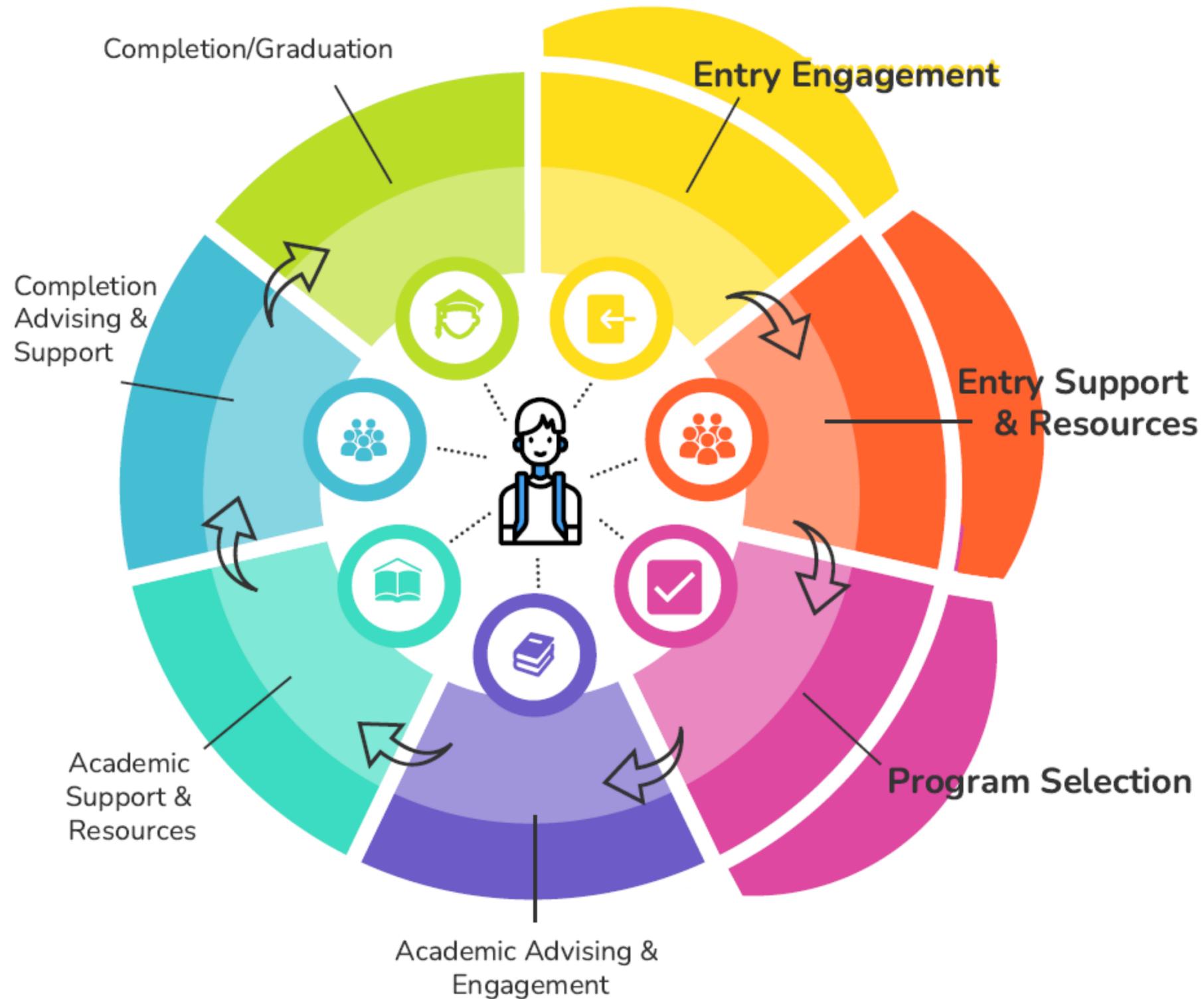
...linear fashion... ...multiple handoffs...
...many chances for students to fall through the cracks
before enrolling and registering for classes...

Intentional

Quality

Personal

Transformational Entry Engagement



● Entry Engagement

The student initiates an interest in SCC and is connected with a college representative to learn more about the student's needs and interests.

● Entry Support & Resources

Based on the information the student provides, a college representative assists the student with the support and resources needed to begin SCC.

● Program Selection

The student is prepared and decides what credential or degree will be most impactful in helping them meet their personal and career goals.

● Academic Advising & Engagement

The student works with their advisor, mentor, and instructors to successfully navigate program requirements.

● Academic Support & Resources

The student is connected and engaged with the necessary resources and individuals on campus to ensure academic success.

● Completion Advising & Support

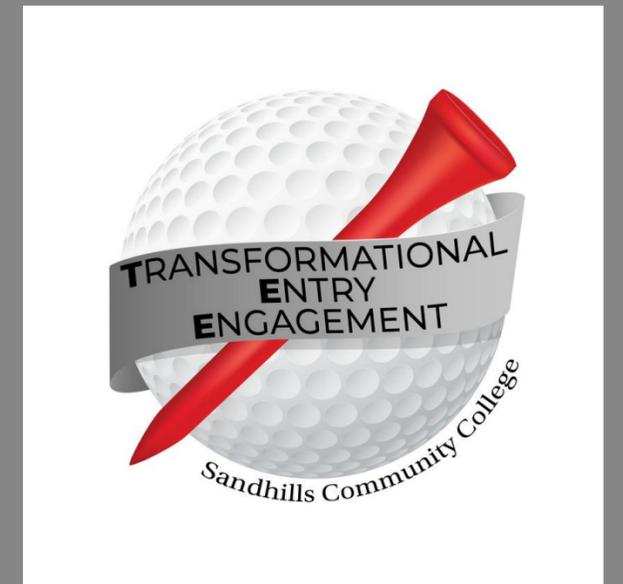
The student understands and is prepared to successfully earn their credential or degree.

● Completion/Graduation

The student successfully completes and takes the next step required towards meeting their personal and career goals.

THE WAY

THE TEE WAY



Our new entry advising process is **intentional, proactive, and focuses 100% on the student.**

Through a **restructure of the Student Services and Workforce Continuing Education** divisions, we have formalized a **front-end, holistic, and equitable entry advising model** for all incoming students through three specific strategies:
Entry Engagement, Entry Support & Resources, Program Selection.

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.**



ENTRY ENGAGEMENT

Strategy 1

Action Plans

- Relocate Entry Departments
- Establish College Navigator roles
- Create entry student survey
- Begin working Navigator student caseloads

Updates

Since July 24, 2023:

- 361 students have been navigated
- 187 students have been navigated face-to-face
- 36 Workforce Continuing Education students have been registered
- 92% of student survey respondents indicated they needed additional support with the enrollment process and/or assistance with navigating life challenges.

ENTRY ENGAGEMENT

Strategy 1



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.

ENTRY SUPPORT & RESOURCES

Strategy 2

Action Plans

- Build a customer relationship management system (“The Dash”)
- Align students with support resources based on survey results and conversations with Navigators
- Common resources include:
 - Purpose Center
 - Mental Health Counseling
 - Financial Insecurities
 - Food and Housing Insecurities

Updates

- The College is now exploring the purchase of a customer relationship management system, which will be included in this year’s *College Strategic Plan of Operations (Dec. 2023)*.
- The Student Success Learning Institute (SSLI) Campus-Wide Committee has been tasked with product research in 2023-24.

ENTRY SUPPORT & RESOURCES

Strategy 2

Our 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**.



PROGRAM SELECTION

Strategy 3

Action Plans

- Establish the Purpose Center
- Develop and launch the PowerU workshop
- Continue developing Workforce Continuing Education credential and academic program mapping
- Collaborate with faculty to encourage student program and career exploration

Updates

- The Purpose Center is fully operational.
- PowerU workshop was launched and is being piloted.
- Based on student feedback, the workshop has been condensed to one day.
- The Purpose Center Director is sending regular QEP newsletters updating the campus on progress.
- Purpose Center Director is working with faculty to continue developing program mapping.

PROGRAM SELECTION

Strategy 3

4 OUTCOMES



1 | Student Self Efficacy

Students will feel more confident in mapping their career goals with academic programs and/or workforce credentials.

2 | Credit Completion Rate

Student credit completions will increase by accurately placing students in programs at the beginning of their academic careers.

3 | Career Cluster Changes

The number of times a student changes program (career) clusters will decrease.

4 | Curriculum Completion

Long-term student completion will increase.

OUTCOME 1



Student Self Efficacy

Students will feel more confident in mapping their career goals with academic programs and/or workforce credentials.

QEP Strategy Alignment

Program Selection

Questions Measured

1. I understand my personality, my strengths, and my values.
2. I have established my goals, dreams, and have a clear vision for my future.
3. I feel confident making decisions about my life and my future.
4. I know who I want to be and what I want to do.
5. I have decided which major I will pursue at Sandhills, and I am confident in that decision.

OUTCOME 1



Baseline

Baseline data will be reviewed after the start of the second eight-week fall 2023 courses (10/11/2023).

Goal

After a review of the baseline data, a goal will be selected.

OUTCOME 2



Credit Completion Rate

Student credit completions will increase by accurately placing students in programs at the beginning of their academic careers.

Strategy Alignment

Entry Engagement &
Program Selection

Assessment Method

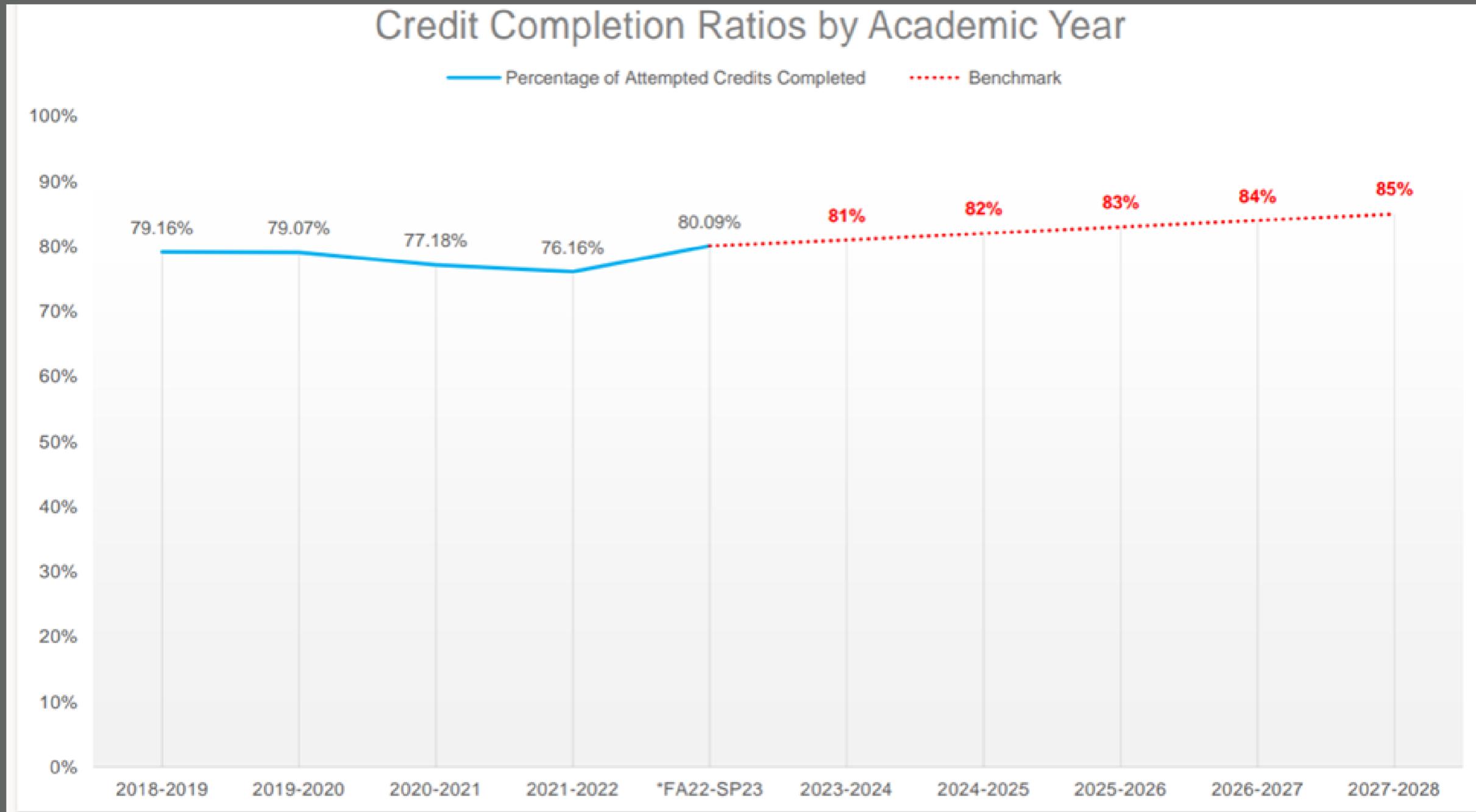
Credit completion ratios (completed credits/attempted credits) will increase by 1% annually.

OUTCOME 2

Baseline Data:
80.09%

Annual Goal

- 2023-24 >> 81%
- 2024-25 >> 82%
- 2025-26 >> 83%
- 2026-27 >> 84%
- 2027-28 >> 85%
- 2028-29 >> 86%



based on 2022-2023's percentage of attempted credits completed >> highest in the last five academic years



OUTCOME 3



Career Cluster Changes

The number of times a student changes program (career) clusters will decrease.

Strategy Alignment

Entry Support and Resources &
Program Selection

Assessment Method

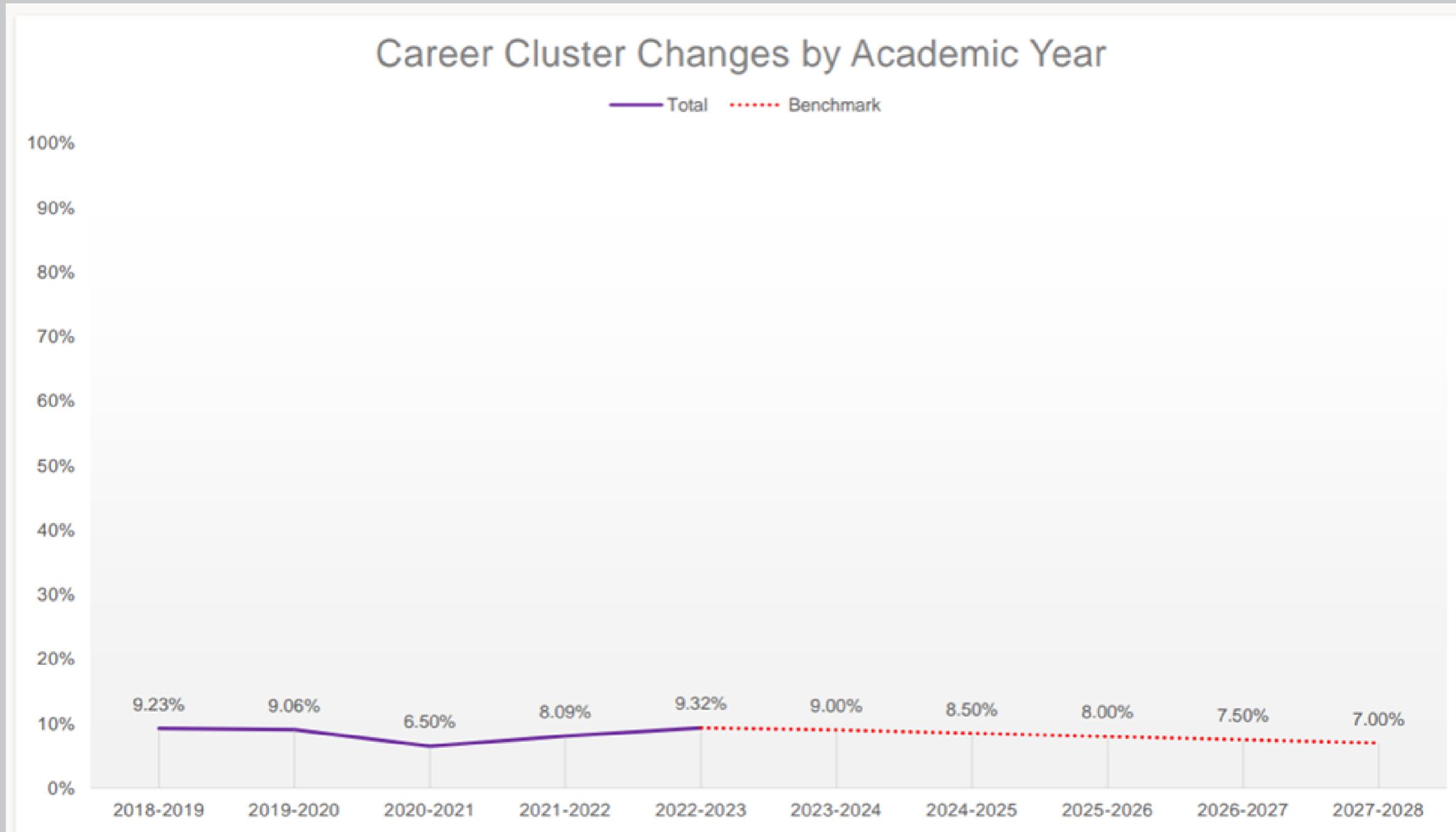
Percentage of student population that changes programs during the academic year will decrease by 0.5% annually.

OUTCOME 3

Baseline Data:
9.32%

Annual Goal

- 2023-24 >> 9.0%
- 2024-25 >> 8.5%
- 2025-26 >> 8.0%
- 2026-27 >> 7.5%
- 2027-28 >> 7.0%
- 2028-29 >> 6.5%



based on 2022-2023's career cluster change percent >> highest in the last five academic years



OUTCOME 4



Curriculum Completion

Long-term student completion will increase.

Strategy Alignment

Entry Engagement,
Entry Support & Resources, &
Program Selection

Assessment Method

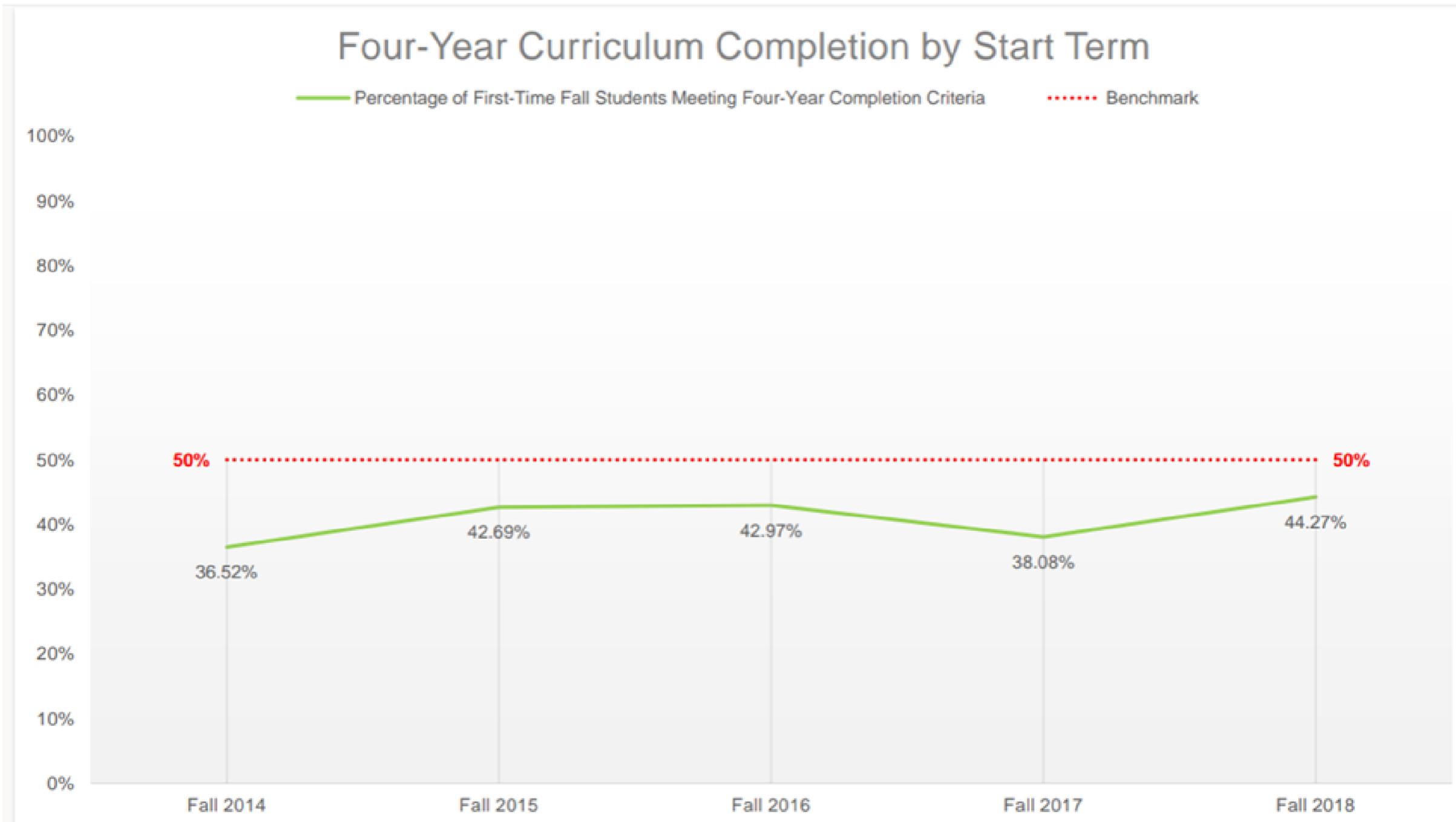
First-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours

(North Carolina Community College State Performance Measure)

OUTCOME 4

Baseline Data:
44.27%

**Four-Year
Goal:**
50%



based on Fall 2018 cohort >> highest in the last five academic years



INSTITUTIONAL COMMITMENT

The College has allocated both human and financial resources for all stages of implementing, completing, and institutionalizing the QEP.



Dr. DJ Farmer
Executive Vice President

PERSONNEL

- QEP Director
- Support Staff (Director of Student Onboarding & Engagement, Navigators, Purpose Center Associate, Data Analyst)
- QEP Committee and Subcommittees

FINANCIAL

- Bulk: \$12,000 earmarked annually for PowerU instructor stipends; however, offset as it shifts to Workforce Continuing Education course earning FTE
- Ongoing staff trainings and credentials
- New: Customer Relationship Management System

**THANK YOU
SO MUCH!**

