

McDowell Technical Community College

Student Success

Hear Our **ROARR**

Improving Registration, Orientation, Advising, Retention and Referral



Quality Enhancement Plan

September 21-24, 2020



54 College Drive • Marion, North Carolina 28752

TABLE OF CONTENTS

Table of Contents	2
List of Tables	3
List of Abbreviations	4
Executive Summary	5
Introduction: Institutional Profile: History, Characteristics, and Demographics	6
MTCC Mission Statement	8
MTCC Strategic Plan 2015-2020.....	8
Chapter 1: Selection of the QEP Topic.....	10
MTCC’s QEP Topic	17
Chapter 2: Best Practices Literature Review of ROARR Topics	20
Research Process.....	20
Registration	21
Orientation.....	21
Advising	22
Retention	24
Referral.....	25
Chapter 3: The QEP Action Plan	27
The First R in ROARR is for Registration.....	28
Streamlining the Admission/Registration Process	29
Follow Up with Prospective Students.....	31
The O in ROARR is for Orientation	32
New Student Orientation and Program Specific Orientation.....	32
Make Orientation Mandatory.....	34
The A in ROARR is for Advising.....	35
Implementing a Hybrid Model of Advising.....	36
The Role of the Professional/Onboarding Advisor.....	36
The Role of the Faculty Advisor.....	38
Steps for Implementing the Hybrid Advising Model.....	39
Creating a One-Stop Center	42
The Second R in ROARR is for Retention	43
Early Alerts for All Students.....	44
Include Success Coaches	45
Recognizing Student Progression and Success.....	46
The Last R in ROARR is for Referral	47
Preparing Vocational/Technical Graduating Students for the Workplace.....	48
Transitioning College Transfer Students	49
Benefits of the Hear Our ROARR Plan	50
Chapter 4: Resources for the Hear Our ROARR Plan	51
Personnel Resources	52
Financial Resources	54
Physical Resources.....	55
Academic Resources.....	55

Software/Technical Resources.....	56
ROARR Timeline and Resources	57
Chapter 5: Assessing the Success of the ROARR Plan	58
Student Success Outcome #1	59
Assessments	59
Student Success Outcome #2	60
Assessments	60
Student Success Outcome #3	61
Assessments	62
Student Success Outcome #4	63
Assessments	63
Student Success Outcome #5	64
Assessments	65
Student Success Outcome #6	66
Assessments	66
Conclusion	69
References.....	70
Appendix A: NCCCS Performance Measures Summary.....	74
Appendix B: Detailed Resource Allocations: Action Items, Personnel, Budget with Timeline.....	78
Appendix C: QEP IE Plan.....	93
Appendix D: Photos of QEP Brainstorming Session.....	97

LIST OF TABLES

Table 1: MTCC Demographic Data	7
Table 2: Curriculum Completion from NCCCS Performance Measure Summaries	11
Table 3: MTCC Graduate Survey Results 2014-2017	11
Table 4: MTCC Class Report for Course/Instructor Evaluations	13
Table 5: MTCC Student Retention Data from IPEDS	14
Table 6: Student Survey for QEP Topic	16
Table 7: ROARR Budget and Timeline Summary	54

List of Abbreviations Used in QEP Document

Hear Our ROARR: Registration, Orientation, Advising, Retention, and Referral

<u>Abbreviation</u>	<u>Meaning</u>
ADN	Associate Degree in Nursing
CRC	Career Readiness Certification
CTE	Career & Technical Education
DEM	Director of Enrollment Management
DER	Director of External Relations
EARCT	Early Alert/Retention Core Team
ESAP	Employability Skills Alignment Project
HRD	Human Resources Development
IE	Institutional Effectiveness
LMS	Learning Management System
MTCC	McDowell Technical Community College
NACADA	National Academic Advising Association
NCCCS	North Carolina Community College System
NOSS	National Organization for Student Success
NSO	New Student Orientation
POS	Program of Study
PSO	Program Specific Orientation
RAT	Retention Action Team
RISE	Reinforced Instruction for Student Excellence
VP	Vice-President

Quality Enhancement Plan Executive Summary

McDowell Technical Community College

Hear Our ROARR: *Improving Registration, Orientation, Advising, Retention, and Referral*, addresses retention, completion rates, and student success, topics that are in keeping with the mission of McDowell Technical Community College (MTCC). The QEP will increase student completion and success by providing comprehensive student support to students throughout their educational journey at MTCC.

Identification of Key Issues: The QEP topic was formed through a year-long process in which faculty, staff, students, administrators, the Board of Trustees, and community members reviewed and discussed institutional data. Data sources included: North Carolina Community College System Performance Measures for Student Success, retention rates, graduate surveys, course evaluations, and student surveys. The issues that emerged from these conversations most frequently included student retention to completion and graduation, degree completion, and preparing graduating students for transition to the workforce or transfer to senior institutions.

Focus of the Plan: The QEP goals are to: 1) Increase student retention rates, 2) Increase completion rates, and 3) Prepare MTCC completers and graduates for transition to the workplace or senior institutions. The QEP plan, **Hear Our ROARR: *Improving Registration, Orientation, Advising, Retention, and Referral***, incorporates research-based best practices and strategies to support students while at MTCC, improving retention rates and completion rates, and as they transition from the college to the workforce or university. MTCC will streamline the processes of admissions and registration and improve orientation and advising, offering high-quality, face-to-face and virtual opportunities for each. Orientation will be mandatory and will provide both general and program-specific orientations. A hybrid advising model, incorporating both professional and faculty advisors, will be developed with professional advisors responsible for onboarding new students. A one-stop center will house student services staff, professional advisors, success coaches, and Human Resource Development staff who will provide comprehensive support to students and faculty advisors. Early alerts will be used to encourage high achieving students while ensuring that students with academic difficulties receive the extra support they need to succeed. An ACA 220 *Professional Transition* course will be added to vocational/technical programs to teach soft skills to graduating students, as requested by local employers. MTCC will also provide college fairs and transfer workshops for college transfer students.

Institutional Capacity: Successful implementation of MTCC's QEP will depend upon leadership, resources, personnel, and a realistic timeline. The current administration and QEP Director have successfully implemented a previous QEP and several other campus-wide projects. The responsibilities of this QEP will be shared among the administration, the QEP Team, and other teams that will be created during the implementation. While the plan relies heavily on the reallocation of resources and personnel, additional financial resources have also been identified to implement and sustain the plan.

Assessment and Evaluation: The QEP Institutional Effectiveness Plan will be used for planning, assessment, and evaluation. Three institution goals, six student success outcomes, and associated measures of success are clearly defined. Data will be evaluated each year to assess progress achieving student outcomes and improving student success.

Institutional Profile: History, Characteristics, and Demographics

McDowell Technical Community College opened in 1964 as the Marion-McDowell Industrial Education Center (M-MIEC) as a satellite unit of Asheville-Buncombe Technical Institute. In 1967, M-MIEC became an independent unit of the Department of Community Colleges giving more local autonomy to the Board of Trustees. In 1971, the institution's name was changed to McDowell Technical Institute and in 1975, MTI began operation at the current location at the intersection of Interstate 40 and NC Highway 226 in Marion. To more accurately reflect the comprehensive educational opportunities the school provides, McDowell Technical Community College (MTCC) has been the school's name since 1988.

Today, MTCC offers curriculum programs and a range of Continuing Education options including Adult High School, Law Enforcement Training, an Annual Fire & Rescue College, and Human Resources Development Services along with ongoing development of options as needed for the community. MTCC is a public, comprehensive post-secondary institution whose primary service area is McDowell County in Western North Carolina. Degrees awarded include Associate in Arts, Associate in Science, Associate in Engineering, and Associate in Applied Science along with diploma and certificate programs. MTCC offers 37 degree programs, 14 diploma programs, 38 certificate programs, and 45 NC Career and College Promise pathways. Curriculum headcount for the fall 2019 semester totaled 1,178 with approximately 48% of students enrolled as dual-enrollment (high school) students. During the fall 2019 semester, MTCC employed 89 full-time and 111 part-time faculty members.

Enrollment has remained relatively stable during the 2016 to 2019 academic years, with an increase in dual enrollment students. Demographic student profile data from fall semesters 2016 to 2019 is compiled in Table 1. The majority of curriculum students take less than a full-time course load. While over 90% come from the College's designated geographical service area, several hundred commute to MTCC from surrounding counties. More than half of enrolled curriculum students receive some type of financial aid.

Table 1. MTCC Demographic Data

Enrollment	Fall 2016	% of total	Fall 2017	% of total	Fall 2018	% of total	Fall 2019	% of total
Fall Enrollment	1,157		1,072		1,138		1,178	
Gender								
Female	716	61.88%	677	63.15%	698	61.34%	714	60.60%
Male	437	37.77%	395	36.85%	440	38.66%	464	39.40%
Race/Ethnicity								
White	1,003	86.69%	911	84.98%	967	84.97%	1,001	84.97%
Hispanic	64	5.53%	98	9.14%	96	8.44%	102	8.66%
African American	39	3.37%	27	2.25%	34	2.99%	31	2.63%
Asian/Pacific Islander	31	2.68%	24	2.24%	16	1.41%	28	2.38%
American Indian/Alaska Native	5	0.43%	4	0.37%	9	0.79%	8	0.68%
Other	15	1.30%	8	0.75%	16	1.41%	8	0.68%
Age								
Under 18	26	2.25%	114	10.63%	200	17.57%	387	32.85%
18 – 23	590	51.00%	562	52.43%	565	49.65%	454	38.54%
24 – 29	218	18.84%	154	14.37%	135	11.86%	133	11.29%
30 – 35	124	10.72%	95	8.86%	91	8.00%	74	6.28%
36 – 44	93	8.04%	71	6.62%	72	6.33%	73	6.20%
45 – 56	73	6.31%	47	4.38%	50	4.39%	39	3.31%
57+	33	2.85%	29	2.70%	25	2.20%	18	1.53%
Program Area								
Career & Technical Education	372	32.15%	318	29.66%	361	31.72%	573	48.64%
Health Sciences	139	12.01%	126	11.75%	115	10.11%	110	9.34%
High School/Dual Enrollment	313	27.05%	393	36.66%	492	43.23%	564	47.88%
University Transfer	485	41.92%	500	46.64%	545	47.89%	495	42.02%
Special Credit	81	7.00%	47	4.38%	48	4.22%	38	3.22%

McDowell County has a current population of 45,756 (2019 projection): 87.3% white, 6.3% Hispanic or Latino, 4.1 % African American, and 1.1 % Asian. The median household income is \$40,913 with 15.4% of the residents living below the poverty level. The largest employer is Baxter Healthcare with approximately 2,500 employees. The unemployment rate was 3.8% in May 2019 and rose to 4.3% in May 2020 due to the COVID-19 pandemic. Unemployment numbers would be even higher except that

some manufacturers are hiring on a temporary basis during the pandemic.

Overall, the educational levels of McDowell County residents are low. This is reflected in the fact that nearly 16% of the service area population over 25 years of age has less than a high school education. Of the population 25 years of age or older, 83.8% has at least a high school education but only 16.9% has a Bachelor's degree or higher.

Jobs that require little education are no longer readily available in McDowell County. Therefore, the college has an incentive to retrain displaced workers with needed skills. Fundamental skills such as reading, writing, mathematics, and the use of technology become increasingly important as we prepare students for the economy of the future.

MTCC Mission Statement

The mission of MTCC is to provide Lifelong Learning Opportunities by:

- Offering comprehensive academic transfer, professional/technical, developmental, basic skills, and continuing education programs through traditional and non-traditional delivery methods;
- Providing comprehensive student support services;
- Interacting and assisting with others to encourage, promote, and facilitate economic growth and community development;
- Recruiting, retaining and developing a highly qualified and diverse faculty and staff who are dedicated to quality education and service to the college and the community;
- Enhancing student life by sponsoring a variety of educational, cultural, and community services and activities.

MTCC Strategic Plan 2015-2020

The MTCC strategic plan for 2015-2020 has the following long-range goal implications:

- Address Low Education levels of McDowell County citizens.
- Address the Critical Skills Gap and Workforce Development to meet current and future employment demand.
- Address the projected shortage of teachers and teacher assistants in McDowell County.

- Address critical shortages and demands of Health Care Industry.

The mission and strategic plan implications clearly illustrate a college-wide commitment to the educational and economic development of McDowell County. With the mission and long-range goals in mind, MTCC has developed a QEP that will serve the needs of local residents and currently enrolled students and act as a natural extension of the mission and strategic plan of the College.

Selection Process of a QEP Topic

Choosing a QEP topic to improve student learning and student success at MTCC proved to be an inclusive campus-wide effort. MTCC faculty, staff, students, Board of Trustees, Curriculum Advisory Teams, McDowell Early College faculty and staff, and the McDowell Workforce Pipeline took this assignment to heart and worked to develop a QEP topic focused on the creation of andragogical student success processes that are replicable. The QEP topic selection process began in 2018 with a goal of choosing a QEP topic by January 2019 to allow ample time to develop a solid, meaningful QEP.

Before choosing a QEP topic, information was gathered to provide a snapshot of MTCC's student learning and success. Then these data were presented, allowing and encouraging discussions to occur. Data were collected from the North Carolina Community College System (NCCCS) Performance Measures for Student Success, MTCC graduate surveys (2014-2017), MTCC Class Report for Course/Instructor Evaluation (2016-2018), MTCC Fall to Fall Retention Rates (2014-2017), and Full FTE for 2017-2019.

The NCCCS Performance Measures for Student Success focus on seven measurements of success. These measurements include Basic Skills Student Progress, Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First Year Progression, Curriculum Completion, Licensure and Certification Passing Rate, and College Transfer Performance ([see Appendix A](#)). Since Basic Skills Student Progress is integrated into the Continuing Education program at MTCC, these data were not used for the QEP selection of a topic.

MTCC is proud of the fact that it has performed above average, met, or exceeded the excellence level and is among the top state-wide performers in five of the Performance Measures: Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First Year Progression, Licensure and Certification Passing Rate, and College Transfer Performance. The one measurement that MTCC falls below the NCCCS Performance Measure for Student Success average is Curriculum Completion so this called for a closer look for the QEP.

The Curriculum Completion Performance Measure for Student Success shows the percentage of

first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years. These data were reviewed for the years 2008 to 2011. MTCC dipped below 40% in 2009 and only reached its highest completion rate of 42.1% in 2011. The data are shown in Table 2. The NCCCS baseline is 35.9% and the NCCCS total that includes all students is 43.9%. MTCC falls below the average of all 58 NC community colleges but is still above the baseline set by the NCCCS.

Table 2. Curriculum Completion from NCCCS Performance Measures Summaries

Totals – Completers & Non-Completers					
Cohort	Total # of students in Cohort	# Students as completers	% Completers	# Students as non-completers	% Non-completers
2008	388	157	40.5%	231	59.5%
2009	422	164	38.9%	258	61.1%
2010	274	112	40.9%	162	59.1%
2011	240	101	42.1%	139	57.9%

The MTCC Graduate Survey Results from 2014 to 2017 were reviewed and discussed by the College stakeholders. Overall, the satisfaction rates were very high but there were two areas, the Library and student activities, that were lower than 90.0% as shown in Table 3.

Table 3. MTCC Graduate Survey Results 2014 - 2017

Q.4. My experiences at MTCC contributed to my knowledge, skill, and personal development in the following areas:				
Listen and communicate effectively, orally and in writing.				
	2014	2015	2016	2017
Very Satisfied/Satisfied	95.7%	96.0%	95.1%	95.4%
Neutral	4.3%	4.0%	2.8%	3.8%
Dissatisfied/Very Dissatisfied	0%	0%	1.7%	0%
Demonstrate competence in reading.				
Very Satisfied/Satisfied	94.2%	93.0%	89.5%	94.6%
Neutral	5.7%	7.0%	8.3%	4.6%
Dissatisfied/Very Dissatisfied	0%	0%	1.7%	0%
Perform effectively in your chosen occupation.				
Very Satisfied/Satisfied	90.9%	90.5%	92.8%	91.2%
Neutral	7.6%	8.5%	5.0%	6.3%
Dissatisfied/Very Dissatisfied	0%	0.5%	1.1%	0.4%
Demonstrate positive interpersonal life skills.				
Very Satisfied/Satisfied	93.3%	93.0%	92.8%	93.3%

Neutral	6.2%	6.0%	5.0%	5.9%
Dissatisfied/Very Dissatisfied	0%	1.0%	1.7%	0.4%
Demonstrate quantitative competencies.				
	2014	2015	2016	2017
Very Satisfied/Satisfied	93.9%	94.0%	92.3%	96.2%
Neutral	6.2%	6.0%	6.1%	3.3%
Dissatisfied/Very Dissatisfied	0%	0%	1.1%	0%
Demonstrate skills in using a personal computer.				
Very Satisfied/Satisfied	88.5%	91.5%	89.5%	93.3%
Neutral	11.4%	8.5%	7.7%	5.4%
Dissatisfied/Very Dissatisfied	0%	0%	1.7%	0.4%
Use information to analyze problems and make logical decisions.				
Very Satisfied/Satisfied	96.6%	97.5%	94.5%	96.7%
Neutral	3.3%	2.5%	3.9%	2.9%
Dissatisfied/Very Dissatisfied	0%	0%	1.1%	0%
Q.8. How would you rate each of the following?				
Quality of instruction in program area courses.				
Very Satisfied/Satisfied	98.1%	96.5%	97.8%	97.5%
Don't know	0.5%	1.0%	0%	0%
Dissatisfied/Very Dissatisfied	1.5%	0.5%	1.7%	0%
Quality of instruction in other courses.				
Very Satisfied/Satisfied	95.3%	92%	93.9%	92.1%
Don't know	4.3%	5.0%	3.9%	4.6%
Dissatisfied/Very Dissatisfied	0%	0.5%	1.7%	0.8%
Overall quality of the academic program.				
Very Satisfied/Satisfied	97.6%	95%	97.3%	95.8%
Don't know	1.0%	0%	0%	0.8%
Dissatisfied/Very Dissatisfied	1.0%	2.0%	1.7%	0.4%
Quality of Academic Advising.				
Very Satisfied/Satisfied	93.8%	93%	92.3%	94.1%
Don't know	1.9%	2.5%	1.1%	2.1%
Dissatisfied/Very Dissatisfied	3.9%	2.0%	6.1%	0.8%
Quality of the Library.				
Very Satisfied/Satisfied	90.5%	91.4%	91.2%	88.7%
Don't know	6.7%	4.5%	6.1%	6.7%
Dissatisfied/Very Dissatisfied	2.4%	1.5%	2.2%	1.7%
Quality of Registration.				
Very Satisfied/Satisfied	94.2%	92.5%	95.8%	93.7%
Don't know	1.0%	4.0%	0.6%	1.7%
Dissatisfied/Very Dissatisfied	4.3%	1.5%	1.1%	1.7%
Quality of Admissions				
Very Satisfied/Satisfied	94.8%	91.0%	96.2%	95.8%
Don't know	1.9%	4.5%	1.1%	0.4%
Dissatisfied/Very Dissatisfied	2.4%	2.0%	2.2%	1.3%
Quality of Student Activities.				
Very Satisfied/Satisfied	87.6%	85.4%	89.5%	87.0%
Don't know	6.2%	8%	4.4%	6.3%
Dissatisfied/Very Dissatisfied	4.8%	4.5%	5.5%	3.3%

Quality of Campus Security.				
	2014	2015	2016	2017
Very Satisfied/Satisfied	89.1%	86.9%	86.7%	90.4%
Don't know	8.1%	7.0%	8.8%	3.8%
Dissatisfied/Very Dissatisfied	1.9%	4.0%	3.9%	3.3%
Quality of Financial Aid services.				
Very Satisfied/Satisfied			87.9%	90.4%
Don't know			7.7%	5.4%
Dissatisfied/Very Dissatisfied			5.6%	2.1%
Overall quality of the college.				
Very Satisfied/Satisfied	97.2%	96.0%	95.5%	95.8%
Don't know	1.0%	0.5%	0.6%	1.3%
Dissatisfied/Very Dissatisfied	1.0%	0.5%	3.3%	0.4%

Data from the MTCC Class Report for Course/Instructor Evaluations for 2015 to 2018 were also reviewed and discussed. These evaluations are distributed each spring semester to students in classes with an enrollment of five or more students. Students are asked to evaluate the instructor, the course, and the course objectives. The highest score is five. The majority of the overall score (mean) ratings were four or higher but two course evaluation areas consistently scored around three: writing more effectively and improving computer skills as shown in Table 4.

Table 4. MTCC Class Report for Course/Instructor Evaluation Summaries 2015-2018

General Course Questions	2015	2016	2017	2018
1. The course was intellectually challenging.	4.06	4.13	4.10	3.94
2. Course objectives were clearly stated in the syllabus.	4.39	4.46	4.45	4.33
3. The grading criteria were clearly stated in the syllabus	4.37	4.41	4.44	4.33
4. Assignments were valuable in helping me master the stated course objectives.	4.28	4.33	4.32	4.19
5. The required textbook(s) was/were valuable in contribution to my overall understanding of the course content.	3.81	3.87	3.73	3.55
6. Other course materials (not texts) were valuable in contributing to my overall understanding of the course content.	3.98	4.08	4.01	3.99
7. Technology (such as CDs, slide shows, multi-media, streaming audio/video) was used effectively in this course.	3.84	3.91	3.89	3.86
8. This course enabled me to write more effectively.	3.17	3.33	3.17	3.13
9. This course helped me develop or improve my computer skills.	2.77	3.09	2.99	2.97
10. This course enabled me to effectively use research resources (e.g., library databases, Internet search engines) to complete course requirements.	3.45	3.56	3.53	3.56
11. The course encouraged me to develop a more global or intercultural perceptive.	3.40	3.64	3.51	3.47
12. This course enabled me to improve my critical thinking skills.	4.07	4.30	4.18	4.09
13. The lab activities contributed to my learning.	3.75	3.83	3.79	3.77
14. The instructor was well prepared.	4.44	4.44	4.40	4.37

15. The instructor presented the subject matter clearly.	4.43	4.42	4.39	4.29
16. The instructor stimulated my interest.	4.29	4.36	4.27	4.18
17. The instructor graded my work fairly.	4.47	4.49	4.48	4.45
18. The instructor gave me helpful feedback on my assignments and projects.	4.37	4.39	4.35	4.29
19. The instructor was accessible to me.	4.38	4.44	4.40	4.32
20. The instructor demonstrated concern for my progress in the course.	4.31	4.33	4.32	4.21
21. I would recommend this course to other students.	4.27	4.31	4.23	4.14
22. I would recommend this faculty member to other students.	4.42	4.40	4.41	4.32
23. My personal goals were met by the course.	4.18	4.16	4.15	4.05
24. My professional goals were met by the course.	4.16	4.18	4.14	4.06
25. The structure/design of the course contributed to my overall learning.	4.19	4.22	4.23	4.12
26. This course encouraged student-to-student interaction.	4.18	4.27	4.24	4.15
27. This course enhanced faculty-student interaction.	4.19	4.22	4.21	4.11
Overall Mean for survey items 1 – 27	4.14	4.19	4.15	4.07

Retention rates for MTCC students for the academic years 2014-2015 to 2016-2017 were reviewed and discussed (see Table 5). These data were retrieved from the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports. Comparing these data to the Curriculum Completion Performance Summary the results are very similar. This indicates that retention is a concern for MTCC and needs to be addressed.

Table 5. MTCC Student Retention Data from IPEDS

Fall to Fall Curriculum Student Retention	
Years	Retention
Fall 2014 to Fall 2015	52%
Fall 2015 to Fall 2016	57%
Fall 2016 to Fall 2017	52%

Full Time Equivalent (FTE) data were reviewed for the 2017-2018 and 2018-2019 academic years; the data for 2018-2019 were estimated. During the 2017-2018 academic year, MTCC earned 1250 full FTE and it was projected that there would be 1166 full FTE for 2018-2019, a loss of 84. This represented a decrease of 6.72% which was the largest decrease among the 58 community colleges in NC.

Data were presented to the entire MTCC staff and faculty at a professional development meeting

in August 2018. In order to have a good discussion, attendees were placed at assigned tables to ensure equal representation of departments and program areas. After the data were presented, attendees were encouraged to join in conversations about the choice of the QEP topic. Summaries of their discussions were listed on whiteboards and flip charts. Next the entire group worked to categorize the ideas. The topics included Retention and Technology, Using Resources in the Library, Strengthening Orientation, Advising, and Retention (SOAR), Critical Thinking/Analysis Skills, Written and Oral Communication Skills, Foundations and Skills for College Success and Lifelong Learning, Personal and Social Responsibility, and Faculty Development for 21st Century Teaching and Learning. Everyone then voted for their top choice in order to narrow down the selections. The top choices were SOAR, Critical Thinking/Analysis Skills, and Written and Oral Communication Skills.

All the data were also presented by the QEP Director to MTCC Curriculum Advisory Teams, the MTCC Board of Trustees, the McDowell Workforce Pipeline, and the McDowell Early College faculty during early fall 2018. After reviewing the data, all these MTCC stakeholders were encouraged to ask questions so that their “votes” for a QEP topic would be well informed.

The MTCC Board of Trustees is made up of community leaders including members of business, industry and education. Their top three choices were Written and Oral Communication Skills, Critical Thinking/Analysis Skills, and SOAR: Strengthening Orientation, Advising, and Retention.

The McDowell Workforce Pipeline is comprised of local employers, public school administration and Career Technical Education (CTE) faculty, MTCC administration and faculty, and other community leaders who are interested in McDowell County’s workforce and employee training. The McDowell Workforce Pipeline’s top three choices were Critical Thinking/Analysis Skills, Written and Oral Communication Skills, and Teamwork and Problem Solving.

McDowell Early College faculty and staff chose Math/Science Knowledge/Quantitative Literacy and Teamwork and Problem-Solving as their top two choices. The group had multiple topics vying for the third choice.

The Curriculum Advisory Teams are composed of representatives from Nursing, Early

Childhood, and Business/Technology. Information from the group was solicited especially as the Nursing program is part of the Health Sciences area, one of the most effective on-campus programs. Their top three choices were Critical Thinking/Analysis Skills, Teamwork and Problem Solving, and Personal and Social Responsibility.

The value of student input in choosing a QEP topic is also vital; therefore, a survey asking questions about MTCC processes and departments, student skills, and a sense of college support was developed and distributed throughout campus and online. In order to avoid duplication, the survey was distributed during one class period when the majority of the classrooms were filled with students. Using a prepared prompt to ensure the message was clear, faculty explained the importance of the QEP to the students and then gave out the surveys to their class. The survey was also distributed to all online students with the request to only complete the survey once. The results are shown in Table 6. In all, 380 students completed the survey. Areas that received a high percentage of fair or poor ratings were New Student Orientation, Distance Learning Orientation, Financial Aid, the Bookstore, Student Government activities and their knowledge of using computers and other technology while a small number of students surveyed did not feel that MTCC faculty and staff cared about their success as a student.

Table 6. Student Survey for QEP Topic

Student Survey for QEP Topic Fall 2018 – Results				
Please complete the following survey in order to assist McDowell Technical Community College (MTCC) in selecting an appropriate topic for the Quality Enhancement Plan (QEP). The QEP must focus on student learning and/or student success. The QEP is a significant part of the accreditation process and your input is important to us. Thank you.				
Please rate the following processes or departments at MTCC (if you have no knowledge about a process/department, please leave it blank):				
<u>Process/Department</u>	<u>Great</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Admissions	146 (42.8%)	167 (49.0%)	25 (7.3%)	3 (0.9%)
Advising	148 (43.3%)	158 (46.2%)	36 (10.5%)	0 (0.0%)
New Student Orientation	118 (35.6%)	171 (51.7%)	40 (12.1%)	2 (0.6%)
Blackboard/Distance Learning Orientation	130 (37.0%)	175 (49.9%)	40 (11.4%)	6 (1.7%)
Financial Aid	124 (39.7%)	131 (42.0%)	39 (12.5%)	18 (5.8%)

Bookstore	135 (38.7%)	134 (38.4%)	64 (18.3%)	16 (4.6%)
Library	175 (50.4%)	131 (37.8%)	37 (10.7%)	4 (1.2%)
Academic Resource Center	161 (50.0%)	130 (40.4%)	30 (9.3%)	1 (0.3%)
Student Government Activities	71 (28.2%)	116 (46.0%)	51 (20.2%)	14 (5.6%)
Classroom Instruction	192 (52.2%)	145 (39.4%)	30 (8.2%)	1 (0.3%)
Student/Teacher Interaction	217 (57.1%)	121 (31.8%)	36 (9.5%)	6 (1.6%)
Distance Learning Course/Instruction	133 (42.4%)	136 (43.3%)	35 (11.1%)	10 (3.2%)
Please rate your knowledge (could you perform them in a job setting?) in these areas:				
Using computers and other technology	175 (46.8%)	150 (40.1%)	44 (11.8%)	5 (1.3%)
Problem solving and critical thinking	185 (48.9%)	170 (45.0%)	21 (5.6%)	2 (0.5%)
Using resources (including library)	188 (50.4%)	144 (38.6%)	39 (10.5%)	2 (0.5%)
Skills required for employment	182 (49.1%)	160 (43.1%)	26 (7.0%)	3 (0.8%)
Please answer truthfully:				
Do you feel that the faculty/staff at MTCC care about your success as a student?				
Yes/No If NO, please explain: 366 (96.3%) Yes 14(3.7%) No *18 gave explanations				
Is there anything that MTCC could do to help you be more successful in being better prepared to complete your future goals? (Feel free to write on the back.) 140 students gave suggestions				

MTCC's QEP Topic

All collected data from the different groups were tallied, summarized, and then presented at a college-wide meeting in October 2018. Attendees were once again seated at assigned tables to encourage conversation and equal input from multiple areas. After the data and survey results were presented, a discussion was encouraged and then each table shared their thoughts and insight. After a vote, the top three choices were SOAR, Critical Thinking/Analysis Skills, and Written and Oral Communication Skills with the first choice of SOAR. MTCC decided to focus on improving retention by improving the admission/registration process, orientation, and advising. However, the group was not finished.

After the QEP topic was selected, more discussion occurred and the entire group agreed that students also need assistance in gaining employability and computer/technology skills. Therefore, SOAR

was changed to ROARR: Recruitment (front end), Orientation, Advising, Retention, and Recruitment (back end). The recruitment at the “back end” of the project will help graduating students take the next step upon graduation, ensuring that they are ready to enter the workforce or transfer to a four-year university. The “recruitment” pieces were awkward so the QEP topic was finally revised by the QEP Team to *Hear Our ROARR: Registration, Orientation, Advising, Retention, and Referral*.

The QEP topic helps to fulfill MTCC’s mission and goals by strengthening and improving the comprehensive student support services, assisting students in obtaining the necessary skills to enter the workforce or transfer to a four-year university, and improving overall student success and goal completion.

Upon selecting the QEP topic, an overwhelming number of MTCC staff and faculty volunteered to be on the QEP Team. They included six faculty (Advertising & Graphic Design, Biology, Communications, Health Information Technology, Mathematics, and Nursing), the Registrar, a Financial Aid officer, the pre-nursing advisor, the Distance Learning Coordinator, a representative from Continuing Education, and a representative from Information Technology. The QEP Director and Director of Institutional Effectiveness & SACSCOC Liaison rounded out the QEP Team. As the QEP Team worked on developing the plan, the Director of Enrollment Management and three students joined the QEP Team.

In fall 2019, after the selection of the QEP topic, MTCC staff and faculty met again as a large group and were engaged in developing proposals for the QEP topic. The group was divided once more into diverse table groups. Best practices were presented and then each table came up with ideas for each part of the ROARR plan, writing their proposals for the QEP Team to review. Fifty-four faculty and staff worked on proposals which shows how invested MTCC is to creating an effective QEP plan. Once all the groups submitted their proposals, the QEP Team reviewed them for common elements and the possibility of implementation. Pictures from the brainstorming session can be found in [Appendix D](#).

The involvement of so many entities working on the QEP shows strong evidence that MTCC is committed to improving retention and student success and will work diligently to ensure that every student is prepared to step out in confidence onto their life pathway when they graduate from MTCC.

The topic selection process was broad-based and the fact that the QEP Team is so diverse gives testimony to the fact that MTCC staff and faculty are willing to listen, collaborate, and move into action to ensure student success. Hear our ROARR!

Best Practices Literature Review of ROARR Topics

The retention and degree completion of college students has been an important topic and concern for colleges for many decades. Vincent Tinto brought this topic to the forefront in the 1970's and it is still relevant today. However, today there has been a shift from improving retention to improving student persistence. The shift moves from institutional actions to retain students to students' perseverance in completing their educational goals. The students must be motivated to complete their degree regardless of which college they attend. Therefore, colleges must ask the two-fold question: How should the college act to retain students and how should colleges act so that more students will persist to the completion of their goals (Tinto, 2016). Tinto narrows the experiences that shape student motivation or persistence to three that are central for student success: students' self-efficacy or confidence that they can succeed, sense of belonging, and the perceived value of the curriculum or degree. These three elements for success were kept in mind as the QEP Team researched and developed a plan for student success at MTCC.

Research Process

Upon selection of the Hear Our ROARR: Improving Registration, Orientation, Advising, Retention, and Referral topic, the QEP Team divided into five teams to work on an area of ROARR. Researching the best practices for their area of ROARR was first on the agenda. Pertinent research was uploaded to MTCC's online Learning Management System platform (Blackboard then Open LMS) allowing for easy sharing of data and information. The QEP Team shared their research with all MTCC staff and faculty in May 2019 at a professional development meeting.

Additional research and information gathering occurred at two separate conferences. Four members of the QEP Team attended the 2019 SACSCOC Summer Institute in Dallas, Texas. They strategically divided up and attended many different sessions devoted to the ROARR topic. An additional group of four attended the 2019 National Academic Advising Association (NACADA) Annual Conference in Louisville, Kentucky. Again, the attendees split up to gather information from 64 different sessions focused on advising. After each conference, the attendees shared their information with the

entire QEP Team. After completing the research, the QEP Team divided the information on best practices and strategies into areas of Registration, Orientation, Advising, Retention, and Referral.

Registration

Many new community college students struggle navigating the registration and admissions process. They are asked to make complex decisions about their future in a short amount of time and find it overwhelming. Qualitative evidence from a study on Macomb Community College's admission and advising processes found that the complexity of the academic decision-making results in student mistakes or the student decides not to attend the college (Jaggars and Fletcher, 2014). In another study, 42% of community college students indicated that they did not have enough information about requirements and prerequisites (Rosenbaum et al., 2006). Simplification and consolidation of major student services and offering excellent customer service can reduce the stress, confusion, and frustration that students feel (Jaggars and Fletcher). In addition, offering a central location for admissions, recruitment, financial aid, paying tuition, and other functions cuts the time that students spend waiting for help (Guth, 2018).

Technology can play a vital role in the intake process with social media and mobile adaptable websites as necessary tools for institutions to have when recruiting and retaining students (Bouse, 2016). The face-to-face interactions that occur on campus must also occur in e-platforms. This can be accomplished through personalized videos, zoom meetings, and live-chat boxes.

Many prospective students fail to complete their application to community college. Even with receipt of partial contact information, phone calls and emails can be made that may help the prospective student complete the application process and enroll in the institution (Qing, 2016). This implies that a strong communication plan and an effective enrollment management strategy are necessary to help the "late and lost" student (Evon, 2003).

Orientation

It is common practice for four-year institutions to offer orientation sessions to newly admitted freshmen (Koch and Gardner, 2014). According to Tinto (2006), the first month of college enrollment is critical to the retention rate as the first year is the critical year in which decisions to stay or leave are most

often made. Colleges must ensure that all students have the necessary tools that are needed for success. New students must also have the opportunity to ask questions to gather the information that they need (Guth, 2018). Many two-year community college students lack the proper preparation and expertise to seek out the needed information on their own and are starting out without the necessary tools or knowledge for success if there is no formal orientation to the college (Grubb, 2006). In a study performed by Hatch and Garcia (2017), it was found that first time students enrolling at a community college who attended new student orientation were significantly more likely to re-enroll and persist in their studies than those who did not attend orientation.

By ensuring that all students attend orientation, the institution can begin to outline their expectations for students – challenging them to commit to the role they play in their own success while connecting them with the resources in place to support their efforts. Orientation provides the college an opportunity to set clear expectations for students related to academics, student responsibility, appropriate conduct, and the role technology will play in a student’s experience. A mandatory orientation program establishes an institutional baseline of knowledge for entering students (Ward-Roof, 2010).

To better prepare entering students, community colleges must address the needs of the students. Many face-to-face interactions now take place in the virtual world (Chan, 2017). New student orientations must be made available in a variety of formats, especially online. Some new student orientations are delivered via an online Learning Management System (LMS) environment while others are hosted on the institution’s website. Students often narrate or appear in the online modules, suggesting that the designers of the e-orientations agree that it is critical to understand the student population and to keep key stakeholders involved in the e-orientation design and implementation process (Chan, 2017).

Advising

Effective academic advising has a positive impact on both persistence and academic achievement at community colleges (Damrose-Mahlmann, (2016). Advising consists of two pillars: knowledge and rapport (Samuels, 2016). Advisors must be knowledgeable of the admission requirements to the institution in addition to specific programs such as nursing. Because students often enter community

college without a specific plan or career in mind, it is imperative to place them into an appropriate program. Also, according to Samuels, entering students who are placed as early as possible in the correct program to complete their goals are most likely to persist to graduation. Therefore, it is vital that advisors are knowledgeable of programs and course requirements for degree completion to ensure students complete their degrees in a timely manner.

Advisors must also develop and establish rapport with their advisees (Samuels, 2016). Establishing rapport can easily be accomplished if the Appreciative Advising model is adopted. Appreciative Advising focuses more on individual students by helping identify and build on their strengths and helping them plan for the future (Damrose-Mahlmann). This type of advising focuses on the “whole person” and allows the advisor to provide guidance and encouragement which are contributing factors for building rapport (Samuels, 2016). Adopting the Appreciative Advising model turns academic advising into a process instead of an event; advising is not a passive activity (Habley and Bloom, 2007). For students to be successful, both the advisor and advisee must recognize it is a partnership. The Appreciative Advising models for community college advisors support development within the advisor/student relationship (Damrose-Mahlmann).

Advising is a teaching/learning relationship for both the student and the advisor. For the advisor to be an effective teacher in the advising process, the advisor must be trained and have the necessary tools to assist students. An important tool is an advising syllabus. An advising syllabus offers many benefits that can enhance the advisor’s work with and for students. Creating an advising syllabus can serve as a catalyst that leads to important discussions and explorations about the role of advising on a college campus (Trabant, 2006). Trabant defines an advising syllabus as “a tool which allows individual advisors or offices to outline the advising relationship and experience for their advisees.” (para. 2)

Central Piedmont Community College (CPCC) in Charlotte, North Carolina, created a highly successful comprehensive academic advising model. They required first-time college students to attend at least three separate advising sessions during their first year in college; two sessions were required in the fall and one in the spring semester. With the help of the advisors, students were also required to create a

personalized educational plan for the entire first year. It was found that students who attended two or more advising sessions had higher cumulative grade point averages, completed more credits attempted, and were more likely to be retained to the next semester than the students advised once (Bennett, 2016). CPCC also made recommendations that included: a centralized advising center for undecided/exploratory students, a decentralized advising model for students who knew their educational path, more professional development for faculty advisors, rewarding advising and incorporating it into the evaluation process, and collaboration across the college to make comprehensive academic advising more visible and valued.

Retention

Offering first-year, orientation style academic success courses where students learn about the institution and study skills promotes retention. Early engagement with new students through this type of class promotes student persistence and adding a grade to this course provides students with a tangible measurement of their ability to succeed in a college class (Engle & Tinto, 2008). In addition, grades in a first-year success course are better predictors of success than high school grades and SAT scores (Schofield & Dismore, 2010). Retention rates at Fayetteville Technical Community College in Fayetteville, North Carolina, increased when their admission counselors made sure that new students were placed into an academic student success class in their first semester (Castleman, 2019).

Keys to student success include supporting and intervening quickly and proactively when issues and concerns become insurmountable (Varney, 2012). Using early alerts as a tool to indicate academic difficulties, or successes, is one way to trigger intervention. Early alerts can impact student success by enhancing the lines of communication among the student, instructor, and advisor (Faulconer et al., 2014). In a study at East Carolina University in Greenville, North Carolina, Faulconer and her team studied the effects of an early alert system and found that retention and student persistence is improved when students believe that their professor is paying attention to their performance. Two types of early alerts were sent to students: academic difficulty alert and a kudos alert. Ninety-three percent of students who received the kudos alert indicated that it was a great positive motivator. In addition, 85% of students receiving the academic difficulty alert indicated that they took action. Faculty found the academic difficulty alerts

helped to start a larger conversation with struggling students who rarely visited the faculty offices. The students also believed that the faculty who sent the alerts were more engaged and cared about their success.

Academic or success coaching in higher education is a fairly new concept but has already proven to be a useful tool in improving student success. Definitions of success coaching include performance experts (Spaulding & Smith, 2012), encouragers (Lyons & Pinnel, 2004), co-learners (Froelich & Puig, 2007), and service-providers (Hasbrouck & Denton, 2007). Jessica Robinson (2015) surveyed 160 higher education institutions who utilized academic/success coaches in supporting and guiding student efforts and developed this definition for academic/success coaching:

The individualized practice of asking reflective, motivation-based questions, providing opportunities for formal self-assessment, sharing effective strategies, and co-creating a tangible academic plan that offers students an opportunity to identify their strengths, actively practice new skills, and effectively navigate appropriate resources. This process ultimately results in skill development performance improvement, and increased persistence. (p. 126)

Ultimately, the responsibility of an academic/success coach is to tailor to the needs of the students they are serving. They are available when the students need them and are able to meet the needs of the students because they are knowledgeable of the services and programs that can be utilized to offer support to the students.

Referral

More than 80% of students enroll in a higher education institution to improve their odds in obtaining a job (Eagan et al., 2015). According to the Strada-Gallup 2017 College Student Survey, only 34% feel confident to participate in the job market while 36% feel they have the skills required for the workplace (Gallup & Strada, 2017). Many colleges have career services on their campus but only 20% of undergraduate students reach out to their school's career centers for advice in finding jobs (Gallup & Strada). Excuses for not using college career services vary from the career center is too far from main campus to the online database of jobs was difficult to navigate (Fadulau, 2018).

Success coaches, career services, and curriculum faculty must systematically align student experiences from entry to completion to better prepare graduates for the workplace or transfer to a higher education institution. Employers are encouraged to build long-term relationships with college students by connecting with students in the classroom or at student organization/club meetings, conducting mock interviews on campus, or making presentations on college campuses (Stowers, 2019). Helping to prepare and build business connections with students before they graduate will help build skills and confidence to assist the graduate in transitioning to the workplace.

College transfer students who plan to transition to a higher education institution also need assistance in order to be successful. Montgomery County Public Schools in Maryland have success coaches who support students to make a smooth transition from high school to Montgomery College to The Universities at Shady Grove. These coaches provide students with test preparation, tutoring, assistance with college applications and financial aid/scholarship applications, readiness programming, college visits, career exploration, college transfer workshops, and other advising/coaching services. Students who took advantage of coaching services had higher GPAs and 20% higher rate of retention than their peers who did not use the coaching services (AACC, 2018).

As shown in this literature review, the overarching goal of the MTCC QEP is to facilitate retention, increase job or transition preparedness, increase completion rates, and imbed policies and actions based on student success best practices from successful institutions. The creation of ROARR as an acronym for “Recruitment, Orientation, Advising, Retention and Referral” is a deliberate choice to mandate and implement institution-wide strategies for student success.

The QEP Action Plan

Hear Our ROARR: Improving Registration, Orientation, Advising, Retention, and Referral

The goals for the ROARR plan are to: 1) Increase student retention rates, 2) Increase completion rates, and 3) Prepare MTCC graduating students for transition to the workplace or senior institutions. According to the North Carolina Community College System (NCCCS) Performance Measures for Student Success, MTCC's completion and retention rates are among the lowest in North Carolina. Students apply to MTCC but get lost in the enrollment process and do not continue. New students do not attend orientation and do not know about the resources that are available to them. Students do not take control of their educational process because they lack a plan and are unmotivated due to a lack of goals. MTCC can and must do a much better job preparing graduating students to take the next step. The ROARR plan addresses all of these issues.

Over the past twenty years, MTCC has had one program area that stands out from the rest of the school in terms of retention, persistence, completion, and student success: Health Sciences. Our Health Sciences programs have excellent student success and retention. These programs incorporate many of the best practices and strategies to improve student persistence and student success that surfaced during the QEP research process. MTCC's Practical Nursing Education (PNE) diploma program and Associate Degree in Nursing (ADN) program use a hybrid advising model with a professional pre-advisor and knowledgeable faculty advisors, provide general and program-specific orientations, hold course orientations at the beginning of every semester to ensure that students understand the expectations, require remediation for students who are struggling, and provide support and assistance in preparing students for the licensure exam and creating a job résumé. MTCC's ROARR plan implements and scales up the student success strategies used by the nursing programs for the entire campus. Along with new strategies, ROARR increases retention, student persistence, and overall student success.

The ROARR plan supports MTCC's mission and long-range goals. ROARR, when implemented, improves student accessibility and the services needed to support a student from enrollment to completion at MTCC. MTCC will better prepare students for both the workforce and transfer to four-year

institutions, meeting the demands of both personal and employment concerns of the residents, businesses and industries in the McDowell County area. The ROARR plan supports the mission of MTCC by improving the current comprehensive student support services both in-person and online. Adding specific program orientations at the beginning of a student's journey and a transition course and/or workshops to help guide graduating students to the next step will enhance academic programs and provide comprehensive support. Additionally, ROARR addresses the critical skills gap and workforce development by guiding student progress with program majors and employability skills. Students will be more successful in completing their goals and MTCC's retention/completion rates will improve.

To develop effective student success outcomes, assessments, the action plan, the resources needed and the budget, ROARR was divided into five parts: Registration, Orientation, Advising, Retention, and Referral. Retention Action Team (RAT) Patrols for each section, led by QEP Team members and including campus-wide faculty and staff representatives, worked together to develop a mission statement and student success outcomes to lead and guide the process. These statements and outcomes were brought to the entire QEP Team and developed further. Each student success outcome is addressed in each part of the plan through the rest of this chapter.

The First R in ROARR is for *Registration*

Registration Mission: *MTCC will nurture student confidence in their ability to engage in their career choice by making the admission/registration process informative, accessible, and comprehensive by working collaboratively with Enrollment Management offices.*

Student Success Outcome: *All new students will successfully navigate the admission/registration process.*

The admission/registration process should be simple, accessible, and easy to follow so that prospective students can successfully navigate the enrollment requirements and enter classes without getting frustrated and lost in the process. In spring 2020, there were 123 new applicants. Sixty applicants never registered for classes indicating that only 51.2% of the new applicants started classes in the spring 2020 semester. What happened to the 48.2% of the new applicants who showed interest in coming to

MTCC, started the process, but never entered the classroom? For the summer 2020 semester, calls were made to new applicants who had not registered for classes and these prospective students were coached through the process if they were still interested in attending. Several indicated that they had completed the application, completed the financial aid application, and had received an acceptance letter. However, they did not know what to do next. This is a problem that MTCC must fix. Improving the admission/registration process will help new students be more successful in entering into the classroom and, more importantly, completing their educational goals.

The registration student success outcome ties directly to MTCC's mission in making college, student services, and educational programs student accessible. In order to achieve this outcome, MTCC will improve the admission/registration process using two strategies: (1) simplify the admission/registration process so that it is easy to navigate both in-person and online and (2) follow up with prospective students to ensure that they complete the admission/registration process.

Streamlining the Admission/Registration Process

Information about the admission/registration process was gathered through discussions with student focus groups in fall 2019. Students indicated that if they spoke to a person directly, they were able to navigate the process but if they tried to follow it online by themselves, it was confusing. Therefore, the first course of action is to simplify the admission/registration process and guide the students more effectively through the process.

Prospective students need to explore career options before deciding on an academic major or program of study. Career exploration is suggested in the current admission/registration process but this step occurs after the prospective students complete the application and fills in their choice of major. Career exploration will now be placed first in the list of enrollment steps to help prospective students make a wise decision about the correct program of study at MTCC. Specific information will be provided about MTCC programs offered in the career fields indicated as good choices from the career exploration activity.

As a new step, new applicants will be required to meet with an “onboarding” advisor. The onboarding advisor will: 1) ensure the new student has selected their preferred program of study, 2) go over information about financial aid and other student services, 3) help the student sign in to their school Gmail account and the WebAdvisor student portal, and 4) register the student for classes. This plan of action should reduce the number of students who get lost in the process and will increase the completion rate of enrollment of prospective students.

MTCC currently has a “STOP” document, in paper form and online, that provides a non-interactive checklist for students to follow as they navigate the admission/registration process. It is a great tool, but many prospective students are not using it; the lack of ease of use along with the name of this document does not motivate students to follow the steps. Therefore, the ROARR plan will create a new paper and interactive online “Path to Success” that will help guide students through the admission/registration process. The Path to Success will effectively guide students through the process to alleviate missed steps. The online Path to Success will provide a simple, quick reference to the step-by-step process with check-off capability and clickable links. The paper form of the Path to Success will not be interactive but will include an additional page that outlines the process in detail and provides contact information for every step so students know who to contact if they get lost or confused during the process. The QEP Team plans to model this interactive Path to Success after examples from Asheville-Buncombe Technical Community College, Eastern Iowa Community College, and Guilford Technical Community College. The Director of Enrollment Management, student members of the QEP Team, and members of the Registration RAT Patrol will work collaboratively to create this document. The design of the Path to Success will begin fall 2020 with a goal of implementation in fall 2021.

Student success stories, called VOICES, will be collected to highlight successful student stories as role models for change. The VOICES faculty and staff team will gather submissions from across all programs and areas. Advertising & Graphics Design and Communication classes will work on the VOICES project and, with the help of the webmaster, these stories will be uploaded on MTCC’s website. This effort will be implemented fall 2021.

The majority of MTCC's program information is not available on the school website except for a few program webpages and the online catalog which is difficult to navigate. The ROARR plan includes the comprehensive creation of MTCC program pages, highlighting requirements, description of the program, and sample semester plans for every program offered by the College. These uniformly-designed program pages will assist in easy exploration from one program to the next. The QEP Team plans to use a format similar to Appalachian State University's program pages. A team of MTCC staff and faculty members will create these webpages for a small stipend. The webmaster will be responsible for loading the pages onto the website by spring 2022.

An evaluation process for the annual review of the admission/registration process will be developed. A sample of students who completed the process and successfully attended classes as well as a sample of prospective students who did not successfully register or attend classes will be contacted and surveyed to discover if changes or updates are needed. The Director of Enrollment Management (DEM) and the Registration RAT Patrol will be responsible for implementation of this effort and it should be active by summer 2022.

Follow Up with Prospective Students

A communication management plan will be created to follow up with prospective students who started but did not complete the admission/registration process. The communication management plan will include email and text messages to encourage the completion of the application process. Students respond to personal connections so phone calls will be made to encourage completion of the process. The first phone call will be made within the first week after a prospective student starts or completes the application. The DEM will be trained in early fall 2020 in this area and will be responsible for making sure that the communication management process is implemented with the help of the student services staff. As a pilot, phone calls were made to some prospective students for the summer 2020 semester with some success. Starting in spring 2021, every new or prospective student will be contacted through the communications management process.

The O in ROARR is for *Orientation*

Orientation Mission: *The New Student Orientation (NSO) facilitates the successful transition of new students to McDowell Technical Community College. Aligning with the institutional mission, we help prepare students for their academic experience, promote student involvement and engagement, and provide information about student services and academic resources.*

Student Success Outcome: *Students will discover information about college personnel and resources that will prepare them to start classes and help support their educational/personal goals.*

On the first day of class, MTCC faculty and staff are usually busy helping apprehensive students find their classrooms and directing them to the Bookstore. It is probable that if they had attended New Student Orientation (NSO), they would not be asking for directions. Preparing students and helping them start a new journey with confidence and proper information is key to their success and persistence.

MTCC currently offers NSO but it is not mandatory. It has been proven by low attendance numbers that students do not attend non-required/optional events. The MTCC nursing programs have mandated that their students attend the nursing orientations and the success rate of these students is high. Taking the cue from the MTCC nursing programs, the ROARR plan will have all new students attend both a NSO and a Program-Specific Orientation (PSO).

To ensure that the student success outcome will be achieved, the ROARR plan will be implementing two strategies: (1) providing both New Student Orientation and Program Specific Orientation and (2) making Orientation mandatory.

New Student Orientation and Program Specific Orientation

New Student Orientation (NSO) is generally offered the day after late registration but before the first day of class. In the past, new students gathered in the Crane Resistoflex Auditorium for a 45-minute informational session and then went on a tour of the campus if they desired. With improvements made through the ROARR plan, the students will receive more information that will help them be successful while at MTCC and the campus tour will be a standard component.

New students will be greeted outside the auditorium and will be invited inside for a 30-minute session to go over general policies and procedures. Once the general session is over, the students will be split into two separate groups to rotate through two concurrent sessions, guided by faculty and current student leaders. In the first session, students will learn how to log into their college Gmail and WebAdvisor accounts. This session will be held in a computer lab and the students will be able to physically log into these accounts. The students will also be instructed to send an email to their advisor and a college orientation Gmail account as proof that the students know how to use their email account and forward it to another email, as an effort to improve student use of college email accounts. The other concurrent session involves touring the campus to find their classes and other important areas like the Bookstore. The tour will include a stop in both the Library and Academic Resource Center to learn about their support services. Each session should take about 1/2 hour so the total time for the NSO is about 1 1/2 hours. The DEM, Orientation RAT Patrol, Registrar, Director of Library Services, and Director of Student Enrichment Center will be responsible for planning and implementing the NSO each semester.

Upon completion of the concurrent sessions, new students will be directed to a central location to pick up a survey, a welcome bag with MTCC “swag” items, and some refreshments. Faculty will be on hand at this point to take their program students to the Program Specific Orientation (PSO). Faculty will share information specific to their programs with the students including program requirements, expectations of students, expected time of completion for the program, and special equipment needed for classes. Faculty will receive training on how to create and conduct both a face-to-face and virtual PSO prior to offering the PSO to the new students. A pilot of the NSO and PSO were held in spring 2020 and the student survey results were complimentary of the described process. The students, staff, and faculty made suggestions about improving the concurrent sessions and have been reflected in this document. The Dean of Arts and Sciences, the Dean of Career and Technical Education (CTE), and all relevant faculty members will ensure that the PSO occurs each semester.

MTCC has learned through the COVID-19 restrictions, that everything that is offered face-to-face must be made available in an online format. Currently, there is a NSO available online that was created

by the DEM. It is good but must match the face-to-face NSO so that students who complete NSO virtually have essentially the same experience as those who complete the NSO personally on campus. The current NSO needs to include videos to make it more personable and inviting. A virtual tour of the campus will be produced as well as videos explaining the resources found in the Library and Academic Resource Center. MTCC has video equipment and staff to video, edit, and upload these videos. The NSO must also be easy to find on the website. Currently it is under the Current Student tab and that is not obvious for new students. The DEM, Director of Library Services, Director of Student Enrichment Center, and the Director of External Relations will work collaboratively to ensure the implementation of the online NSO.

Make Orientation Mandatory

Making NSO and PSO mandatory will give students the basic foundational information about MTCC's campus and resources so that they will know who to reach out to when they need assistance. It is all about building relationships; if the students feel that they can trust someone, then they will reach out and ask for help when they need it. Orientations are a great opportunity to build relationships between students and MTCC staff, faculty, and other students. If the students do not attend an orientation, then that opportunity is lost and the students will not have the basic information that they need to know about MTCC. Therefore, NSO and PSO must be mandatory for all new students.

With mandatory orientation, new students need to know when and where they are held. The plan is to communicate with new students in multiple ways: social media announcements, email, postcards sent through the mail, newspaper, the MTCC website, and the acceptance letter. There will be signs placed around campus and the TVs in each building will convey information about upcoming orientations. The onboarding advisor will also remind the new students of the orientation opportunities during the new student onboarding advising session.

Attendance will be tracked for both the NSO and PSO, whether it was completed in person or virtually. There will be two deadlines: April and October each year. If a student does not attend NSO and/or PSO on campus or online by the deadline, then that student will be considered a "non-completer"

and a flag/hold will be placed on the student record in Colleague/Datatel (MTCC's student record management system) that will prevent the student from registering for the next semester. Phone calls and emails will be made to the non-completers so that they will still have the opportunity to complete the NSO and PSO online before the next semester. If a student still fails to complete the orientations by the beginning of the next semester and they want to register, they will be directed to complete the online orientations at that time. The Director of External Relations, DEM, and Student Services staff will be responsible for the promotion of the orientations each semester. The DEM and the Registrar will be responsible for flagging non-completers and removing the flags when students successfully complete orientation.

The A in ROARR is for *Advising*

Advising Mission: *MTCC will provide prospective and current students guidance through both professional and academic advising that is student-centered and on-going, resulting in an educational plan managed by the student to meet personal and academic goals.*

Student Success Outcomes:

- 1. Students will develop productive relationships with their advisors.*
- 2. Students will take personal responsibility for the educational process.*

At MTCC, we understand that the relationship between students and their advisors is one of the primary means that we have to influence college student engagement, retention, success, and completion. For at least the past 20 years, we have used a faculty advising model—one in which students were assigned to a faculty member's caseload based on the student's program of study (POS). If there are multiple faculty members in the program (for instance, in the College Transfer POS), the students were then assigned to a specific advisor based on the first letters of their last name. In actuality, though, students often sought advising based on a relationship that developed in the classroom or simply by who was available when the student needed help.

During this time period, the Health Sciences programs (Associate Degree in Nursing, Licensed Practical Nursing, and Health Information Technology) were the only POS that utilized a hybrid model of

advising. Together, these programs shared a full-time, professional advisor for pre-POS advising, transitioning students to a faculty advisor following matriculation into the major POS. The Health Sciences program staff attribute successful student preparation for the rigorous coursework in their POS in part to the high-quality, specific advising offered by the Health Sciences professional advisor.

The student must take the lead in their educational journey and proper advising can provide the student with tools to do this. Through advising and the relationships that students and advisors develop in the advising process, students will become more self-directed and responsible for their educational process. The strategies that will be used in the ROARR plan to ensure a positive result for the student success outcomes include: (1) Using a hybrid advising model and (2) creating a “One Stop” Center for new and current students.

Implementing a Hybrid Model of Advising

Through activities of the QEP processes, faculty, staff, and students voiced their dissatisfaction with the current faculty advising model that has been employed in the non-Health Sciences POS. Following a review of the recent scholarly literature on advising and interaction by a small group of MTCC faculty with presenters and attendees at the 2019 NACADA conference, it was determined that MTCC will transition to a hybrid model of advising for all programs.

The Role of the Professional/Onboarding Advisor

Upon submission of an application to enroll at MTCC, students will be assigned to one of three professional advisors and success coaches. These professional advisors will meet with students either face-to-face or via web conference to guide the student through the many steps required to finalize the application process, including securing transcripts, completing the residency determination process, applying for financial aid, and selecting a POS.

Students who need guidance in selecting a POS or in exploring potential careers may rely on the advisor to assist them with taking and interpreting personality and career inventories available through the College Foundation of North Carolina (CFNC) website at www.cfnc.org. Once a student has determined their POS, the professional advisor will assign the student to a faculty advisor based on the student’s

interests and the faculty member's qualifications and specialties. The professional advisor will also guide the student in selecting and registering for the first semester's coursework utilizing the pathway guidance developed by faculty in each POS.

Finally, the professional advisor will connect the student directly to their faculty advisor, either through a face-to-face introduction or by an email. If the faculty advisor is off-campus for an extended period of time, for instance, gone for summer break, the professional advisor will engage the student in a video introduction filmed by the advisor. Through the time-consuming and sometimes discouraging "onboarding" tasks demanded by state and federal regulations, the student relationship to the college will be nurtured and maintained by a professional advisor who understands these processes well and is trained in the theory and practices of student and career development. Then, the relationship will be transferred to the faculty advisor as seamlessly as possible.

Once the student has transitioned to a faculty advisor's caseload, the professional advisor will remain as a resource to the student. The professional advisor, who will also serve as a success coach, may contact their caseload of former advisees with information related to career development opportunities (job fairs, college fairs, internship opportunities, etc.) as well as invitations to engage in student life activities and other campus events. The student will also rely on the professional advisor if academic issues arise within the POS. For instance, a student who wishes to drop a course, take an incomplete in a class, change their POS, or drop out of the college will be expected to meet with the professional advisor prior to the action being taken. This will allow the professional advisor/success coach to gauge the level of concern any underlying issues pose to student progress and completion and to engage resources available at MTCC or in the surrounding community toward student success, including access to social services, college completion grants, food pantry assistance, work-study opportunities, etc. The goal of this meeting is to ensure that students who are able to remain on track to degree completion with only moderate to minor assistance have every possible opportunity to succeed rather than take an action that will slow their momentum toward a degree or worse, terminate their progress altogether.

The Role of the Faculty Advisor

A team of faculty in each POS will develop an advising syllabus, based on a model advising syllabus secured from NACADA that will be used college-wide. The advising syllabus will be used to guide the development of the relationship between a student and the faculty advisor. In a student's first semester, the student and faculty advisor will meet twice. The first meeting will be to establish the relationship and begin the conversation about the student's goals in earning a college degree, career goals, and to discuss the details of the POS. At the conclusion of this advising session, the student will be tasked with developing an educational plan—the sequence in which the student will take courses and complete the POS and (for college transfer students) with narrowing down the list of transfer colleges. These tasks will be supported by activities in ACA 115: *Success and Study Skills* and ACA 122: *College Transfer Success* which students are required to take in their first semester.

The student will bring a copy of the educational plan to the second advising session, convened prior to registration for the following semester, for review and discussion with the faculty advisor. In this discussion, the faculty advisor will probe for the student's performance in coursework, satisfaction with the POS choice, and the likelihood of completing the educational plan on schedule. Additionally, the faculty advisor will provide assistance in developing a schedule of courses for the coming semester and will review the process for registering for class. Following this second meeting, the hold on registration will be cleared and the student will be able to register. If the student shows up to the second meeting without an educational plan, they will be instructed to complete it, with the help of a professional advisor or success coach, and make another appointment with the advisor for review.

In the student's second semester of classes, the student and faculty advisor will have only one required meeting, primarily to check in on the satisfaction with the POS choice and to confirm that the student remains on track to complete the POS. Additional meetings may be scheduled if either the student or the faculty advisor (because of an early alert or other concern) requests one. Following this meeting, the registration hold for the coming semester will be cleared.

If, at the end of this second-semester advising session, the student is determined to be on track, future synchronous advising will not be required. After this, the student may send an email, call, or text the faculty advisor listing the classes in which the student intends to register. Then, following the review of the list of classes, the faculty advisor will either respond with suggestions or clear the registration hold for the student. The advisor will remain available for meetings at the student's request or if the student is flagged through the early alert system, but advising meetings will no longer be required. As the student nears the end of the program of study, the faculty advisor will follow up with the student to confirm that the student applies to MTCC Student Services for a degree audit and degree completion and (for college transfer students) has applied to a four-year college or university.

Steps for Implementing the Hybrid Advising Model

In order to fully implement the hybrid advising model, MTCC will engage in the following activities:

- **Select members of the Advising Team, ensuring broad representation from across the MTCC campus.** The advising team will act as the steering committee for the development and implementation of the hybrid advising model. The team will be led by two faculty co-chairs and membership will be chosen from among the professional advisors, curriculum faculty advisors from among the career and technical programs and college transfer faculty, career coaches, and student services staff members. The QEP Director and the Vice-President for Learning & Student Services will hold ex-officio positions within the team to ensure effective communication of team activities to members of the MTCC administration.
- **Develop an *Advising Syllabus*.** Among its first activities, the advising team will develop two advising syllabi: one for onboarding advising conducted by the professional advisors and one for the faculty advising provided by faculty in the POS. These syllabi will describe the goals and objectives of each of the components of the hybrid advising model, the benchmarks at which these objectives will be accomplished across a student's time at MTCC, and the activities that will be conducted throughout the advising relationship.

- **Develop MTCC *onboarding advising folder*.** This folder will include information on applying for financial aid, using MTCC’s student Gmail account, and logging into and navigating WebAdvisor. It will be used by the onboarding advisor and the new student during their initial meeting to acclimate the new student to MTCC. The new student will keep the onboarding advising folder for future reference and guidance.
- **Develop simple, consistent *Program Course Requirements* for all programs.** To help students more easily understand the courses required to complete a program of study, the advising team will develop a general template that each program chair can populate with required and elective courses for the programs they represent. These *Program Course Requirements* will be posted to individual program webpages and posted together on the advising webpage.
- **Develop advising modules for ACA 115 and ACA 122; required in the first semester of every program.** ACA 115: *Success and Study Skills* and ACA 122: *College Transfer Success*, have long been required courses in technical and college transfer programs. All too commonly, though, students make it to their final semester and only then enroll in the required academic success course. Beginning in fall 2021, all students in the first semester of a vocational/technical program will be required to enroll in ACA 115 and their counterparts in college transfer programs will be required to enroll in ACA 122. During spring 2021, a subgroup of the advising team will develop modules for these two courses to support the college planning tasks assigned to the students by their advisor—developing an individual education plan and exploring potential careers and/or transfer colleges.
- **Determine functions required to implement the One-Stop Center.** In fall 2020, a subgroup of the Advising work team will meet to determine the functions that will be gathered into and performed by the staff members of the MTCC One-Stop Center. Among the tasks that are

anticipated to be required are onboarding advising, career development programming, early alert response, success coaching, and administrative support.

- **Identify professional and faculty (full/part-time) advisors.** Following identification of the functions required for the One-Stop Center, the Vice-President for Learning & Student Services will use this list of functions to identify current college staff members who can be assigned to the One-Stop Center and develop job descriptions for onboarding/success coaches. Department Chairs or other responsible parties will identify the faculty within their unit who will serve as faculty advisors.
- **Determine advising caseloads (who advises whom, # of advisees, etc.).** The Vice-President for Learning & Student Services will determine advising caseloads and responsibilities for the professional advisors working in the One-Stop Center. Department Chairs and other responsible parties will identify the advising caseloads for the faculty advisors in their units.
- **Develop faculty advisor training.** In fall 2020/spring 2021, a subgroup of the Advising Team will determine outcomes for faculty advisor training and develop the training modules and activities.
- **Implement and evaluate faculty advisor training.** Following the development of the faculty advisor training, the Advising Team will deliver the training. A survey instrument will be used to evaluate the training.
- **Implement advising program.** The QEP-developed advising program will begin with the fall 2021 cohort of new students. These students will begin their advising experience with one of the professional advisors, be transferred to a faculty advisor, and develop an individual education plan and investigate careers and/or transfer colleges through either ACA 115 or ACA 122 in which they will be enrolled.
- **Evaluate student advising program.** The Advising Team will develop a comprehensive evaluation program during spring 2021 that will include: student evaluation of the advising

experience with both the professional and faculty advisors, advisor evaluation of the advising experience, student evaluation of the ACA 115/ACA 122 course experience, and ACA 115/ACA 122 instructor evaluation of the course experience.

Creating a One-Stop Center

Navigating all the moving pieces involved in the admission/registration process is difficult enough for students without being shuffled around to many locations on campus during the process. This process would be simpler if everyone who helps with the application, onboarding advising, financial aid, and other services were all in one location. With the ROARR plan, a One-Stop Center will be created that will “house” all the personnel who are involved with the admission/registration process, along with career exploration/advising and onboarding advising, in order to ensure success in students completing the process.

The Vice-President for Learning & Student Services, along with the QEP Director and the Vice-President of Finance & Administration, will work together to identify the personnel who will be placed in the One-Stop Center. The job descriptions for the One-Stop Center staff will be developed by the Vice-President for Learning & Student Services, the QEP director, and the advising team. The job responsibilities/functions will include: onboarding advising, career exploration/advising, success coaching, early alert and withdrawal response, job résumé writing, mock interviewing, and administrative support. The One-Stop Center will serve both new and current students: new students will go there to complete all their enrollment activities and current students will go there to receive success coaching and to gather information about resources available to fulfill their needs as students and future graduates.

Many of the job responsibilities required for the admission/registration process are already performed by Student Services personnel and, for the most part, they are already in one central location, though in cramped quarters. However, onboarding advising, career exploration/advising, success coaching, job résumé writing, mock interviewing, and early alert and withdrawal response are new functions and these are not currently housed in the student services location, nor will the majority of these “fit” in the current location. A larger space is needed for the One-Stop Center.

Several locations on campus were explored as options for the One-Stop Center. With the guidance of the administration, it was decided to wait until the Student Services and Business Office spaces are renovated, approximately by fall 2023. Student Services and the Business Office occupy one large location on the second floor in the Cedar building. The cosmetology program is currently located under the Student Services and Business Office but will be moving to a new building in spring 2021. Once that move is complete, Student Services or the Business Office will move downstairs and both upper and lower locations will be completely renovated. The ROARR plan will be used to ensure that space is allocated in the Student Services area to make a One-Stop Center. For now, the plan is to put the onboarding advising, career exploration/advising, success coaching, early alert and withdrawal response, job résumé writing, and mock interviewing in place and have these functions working in other locations in the Cedar building before the One-Stop Center is created. By doing this, students will have these services available to them quickly and this means that they will be more successful. In addition, the cost of the renovation will not be part of the QEP budget because this cost will be covered by MTCC's renovation budget. The Vice-President for Learning & Student Services, along with the Vice-President of Finance & Administration, will be responsible for the completion of the One-Stop Center by fall 2023.

The Second R in ROARR is for *Retention*

Retention Mission: *MTCC cultivates a student-centered culture in which students feel valued and inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion by fostering persistence, encouraging participation, and promoting student development both academically and personally.*

Student Success Outcome: *Students will persist at MTCC and complete their educational goal.*

Student persistence and retention is the main issue that the ROARR QEP plan addresses and will improve through additional support to students and intervention strategies. Currently, students can withdraw from a course or the College by simply filling out and submitting a form; many times a faculty member will complete this process for students. Students are asked to indicate why they are withdrawing but this does not always happen. In addition, most of the students who withdraw are not contacted to see

if MTCC could do something to help. This will change with the ROARR plan. MTCC needs to know why students are withdrawing to determine and implement interventions and solutions.

To achieve the student success outcome, the following strategies will be implemented: (1) early alerts for all students, (2) the addition of success coaches/onboarding advisors to student services, and (3) the development of a recognition plan to recognize students who excel and/or meet benchmarks or milestones towards program completion.

Early Alerts for All Students

Early alerts have been used for MTCC's dual enrollment students for several years with promising results. Because of this success, MTCC will expand the use of early alerts for all students. There will be two early alert periods: (1) academic standing at the end of the first three weeks (looking at attendance and first grades), and (2) academic standing at mid-semester. There will be two types of early alerts: (1) academic difficulties for students who have an average class grade of less than a C, and (2) kudos for students who have an average of an A or B. The QEP Team researched the AVISO and Starfish software packages that provide this service but, no matter what system is used, the success depends on faculty input. Therefore, due to budget restraints and the dependence of success on faculty, MTCC will use either current Colleague/Datatel, WebAdvisor, or Open LMS (MTCC's Learning Management System) systems to determine who receives early alerts. Research of these programs has shown that campus capability exists to retrieve the information needed to send out early alerts. The early alerts will be sent to students through their school email. The list of students who receive academic difficulties early alerts will be given to the success coaches/onboarding advisors, and other student services staff for personal phone calls and the sharing of resources that can help the students to be successful.

The first step in implementing the early alerts is to create an Early Alert/Retention Core Team (EARCT) that will be responsible for creating a comprehensive early alert and retention program to meet student needs. The EARCT will consist of six to eight members that will include faculty, professional advisors, success coaches, student services staff, and information technology staff. The EARCT will:

- identify target populations of students for both types of alerts,
- follow up with students who receive academic difficulties alerts to assist them in determining what resources/interventions are needed to be more successful,
- identify patterns among students who have excelled and use the data to inform strategies for closing skills and retention gaps among those at risk,
- develop retention strategies in collaboration with other departments/programs focused on retention,
- make early alerts and retention a focal point of MTCC,
- establish the outcome measures and objectives for early alerts and retention,
- assemble a team for evaluation by inviting stakeholders from different departments for their suggestions,
- focus on improving retention rates in MTCC programs that have high at-risk populations,
- evaluate the program annually and improve as needed.

The EARCT will create and implement the early alert program with a pilot in spring 2021 and full implementation in fall 2021.

Include Success Coaches

Many students do not know where to turn for help when they are struggling; students need a central location to go to where they will find help. Success coaches will be added to student services and eventually the One-Stop Center to help support students who require additional assistance to succeed. MTCC currently has two student services staff who are trained as success coaches but they have not been utilized for several years to provide services in this area. The plan is to retrain these existing success coaches and add on these additional duties to another student services staff member, most likely the same member who is an onboarding advisor. All the success coaches will be provided individual training on success coaching techniques and on the available college and community resources that will help support

the students and improve student success. Under the direction of the Vice-President for Learning & Student Services, the success coaches will be prepared to start providing their services in spring 2021.

Students who plan to withdraw from a course or from the College will be required to see a success coach before withdrawing beginning spring 2021. Faculty and staff will receive training in this area because the current practice involves faculty filling out the withdrawal forms in most cases. Adding the requirement of the student visiting the success coach will allow an opportunity to discover why the student is withdrawing and if there is anything that MTCC can do to assist the student in staying in school. Collecting data on the reasons for withdrawal will allow the EARCT team to make informed decisions on how to better serve students to help them stay in their classes and be successful.

Recognizing Student Progression and Success

Students should be recognized for their success along their educational journey. Recognition provides encouragement and motivation to help students continue until the completion of their goal. MTCC students who earn a 4.0 GPA are placed on the President's List, 3.75 – 3.99 GPA are placed on the Dean's List, and 3.50-3.75 are placed on the Honor's List. These lists are posted on a bulletin board near the library and published in the local newspaper. In the ROARR plan, these students will be invited to attend a President's reception and their names will appear in the Hall of Recognition (bulletin board renamed). They will also receive a certificate and a letter of congratulations from MTCC along with publicity in the local newspaper.

In addition to recognizing high achieving students, all MTCC students who reach a milestone or benchmark of program completion will be recognized. Each certificate, diploma, and degree program will be divided into two or three tiers/milestones. For example, 60 credit hours are required for College Transfer associate degrees. This program could be divided up into three tiers: a total of 30 hours, a total of 45 hours, and a total of 60 hours. For the first two tiers, students would receive "tiered MTCC swag" to congratulate them on their success. The first tiered swag would be smaller in value than the second tiered swag. Of course, when the student reaches the 60 hours, it is time for the biggest recognition of all: graduation! The hope is that these small incentives to keep moving towards program completion will

increase retention and student success. There will be some cost involved for certificates and small gift items but it is a small price to pay if the students persist through graduation. The Registrar, Director of External Relations, VOICES team, and the EARCT team will be responsible for ensuring that this recognition part of the ROARR plan is implemented. This initiative will be implemented by spring 2022.

The Last R in ROARR is for Referral

Referral Mission: *MTCC empowers students and graduates to achieve their occupational and educational goals, providing them with education, information, and resources to transfer to the next step on their life path.*

Student Success Outcome: *Students will demonstrate transfer and/or job readiness skills.*

Referral in the ROARR plan speaks to the need to help students transition from being a student at MTCC to entering either the workplace or senior institution. MTCC's Health Sciences programs once again demonstrate excellence in referring students. For example, faculty help to prepare them for their licensure exam and representatives from the Human Resources Development (HRD) program teach the students how to create job résumés. Nursing students have practiced their skills at clinical sites or in simulation labs. By doing so, they have learned to work together as a team, improved their communication skills, and applied critical thinking skills to solve complex real-world problems. These skills are necessary in the workplace.

Many of the vocational and technical students at MTCC have had opportunities to practice their trade skills but have not focused on the "soft skills" that are needed in the workplace that employers need to see in their employees. In addition, college transfer students need help with choosing a college and filling out college and scholarship applications. MTCC's mission to provide comprehensive academic and professional/technical programs includes ensuring that graduates are prepared for the workforce or senior institutions. Graduating students need to be better prepared to take the next step in their life journey before leaving MTCC and the ROARR plan has strategies to address this issue. The strategies that will be used to ensure student success in gaining transfer and/or job readiness skills include: (1) having a greater presence of HRD staff on the main campus, (2) requiring ACA 220 *Professional*

Transition in all vocational/technical diploma and degree programs, and (3) requiring college transfer students to attend a college fair and/or complete a college exploration activity.

Preparing Vocational/Technical Graduating Students for the Workplace

The Human Resource Development (HRD) program will have a greater presence on the main campus by having a staff member on-site at least once a week, preferably in the One-Stop Center, to help students with job searches, résumé writing, and mock interviews. Currently, these services are available to all graduating students but they must physically go to the Ford Miller Employment and Training Center in downtown Marion to use these services. Having HRD staff present on the main campus will allow students to make appointments to meet with the HRD staff member on campus. Also, the faculty will be able to arrange for the HRD staff member to visit the classrooms to assist students. The Director of HRD and the Dean of Career & Technical Education (CTE) Programs will be responsible for ensuring that this part of the ROARR plan is implemented by spring 2022.

In order to ensure that graduating vocational/technical students have the necessary soft skills that are needed in the workplace, an academic success course, *ACA 220 Professional Transition*, will be added to all vocational/technical diploma and associate degree programs. Students will take ACA 220 when they have one semester remaining in their program or after 45 credit hours. This course could be used for all programs at MTCC; however, the college transfer degree programs are at their maximum number of credit hours and another credit hour cannot be added so these students will be required to attend college fairs and complete college exploratory activities.

The curriculum for ACA 220 will be modeled after the Employability Skills Alignment Project (ESAP), an initiative project by NCCCS. The curriculum includes critical and analytical thinking, problem-solving and decision making, time and resource management, communication, cultural sensitivity, interpersonal skills, teamwork, and reliability and dependability. Current vocational/technical curriculum faculty will be utilized to teach this course and HRD faculty will be available to support the ACA 220 curriculum faculty. The Vice-President for Learning & Student Services, Dean of CTE, and the

Curriculum Committee will ensure that this course is added to all vocational/technical diploma and degree programs by fall 2021.

Transitioning College Transfer Students

All college transfer students must take *ACA 122 College Transfer Success* at the beginning of their program of study. The curriculum focuses on study skills and researching 4-year senior institutions to find the best options for the student. To better prepare college transfer students for transitioning to senior institutions, college transfer students will also be required to attend college fairs to gather information about senior institutions that they are considering attending. This requirement can be fulfilled during any semester that they are enrolled in their program at MTCC but will most likely occur during their time in *ACA 122*. As a graduation requirement, all college transfer students would need to provide proof that they attended a college fair. In addition to requiring college fair attendance, instruction and assignments will be embedded into the *ACA 122* course to include information about completing college/scholarship applications and searching for scholarships.

Two college fairs will be offered each academic year: one during the fall semester and another during the spring semester. These college fairs will be held on MTCC's main campus and will be easily accessible to college transfer students. There is an additional college fair held at the local high school each year and efforts will be made to build a partnership between MTCC and the high school to allow MTCC students the opportunity to attend the college fair on high school grounds. The Director of Enrollment Management will be responsible for coordinating the college fairs and working on the partnership with the local high school. College Transfer faculty will be responsible for distributing information about the college fairs and encouraging their students to attend these events.

College transfer students need help in completing college applications, including writing the essays that many of these applications require. *ACA 122* faculty will ensure that this information is taught to their students and will guide them through this process. In addition, tips and tricks on how to search for scholarships will be shared in the *ACA 122* class. The success coaches and HRD faculty will

act as a support for this effort. The Dean of Arts and Sciences, the College Transfer department chair and ACA 122 faculty will be responsible for the implementation of this part of the ROARR plan.

The college transfer students may need additional support in applying to senior institutions at the end of their program. There will be multiple workshops scheduled throughout the year on completing college/scholarship applications, creating job résumés, and practicing interviewing. These workshops will be available for all MTCC students and will be offered in one-hour, two-hour, and/or four-hour sessions. These workshops will be taught by success coaches, college transfer faculty, and/or HRD faculty in a classroom or in the soon-to-be remodeled library. The Dean of Arts and Sciences, the Director of Enrollment Management, and the Director of HRD will lead the effort ensuring that this piece of ROARR is implemented. All of these college transfer success activities will be implemented by spring 2022.

Benefits of the *Hear Our ROARR Plan*

The success of the Hear Our ROARR plan will benefit students by helping them more easily navigate the admission/registration process, providing foundational information about MTCC's programs and resources. It will provide students advising, guidance, support, and encouragement throughout their educational journey, and better prepare graduates to transition to their next adventure after MTCC. Students will take control of their educational process and will persist in completing their degrees and goals. MTCC will benefit from having more students complete their degrees, thus increasing completion rates. There are financial incentives that MTCC can earn from the state by improving these rates but this benefit is far outweighed knowing that we are better serving our students and community. It will also help our standing in statewide completion rates which boosts morale for faculty, staff, students and McDowell County. The biggest benefit is that administration, faculty, and staff will work as a unified, student-centered team all focused on helping students succeed and reaching their goals at MTCC. With this mindset, everybody wins!

Resources for the Hear Our ROARR Plan

Student success is at the core of MTCC's mission and long-range strategic plan. MTCC is committed to providing the most comprehensive and student accessible programs, student services, and supportive resources to ensure overall student success. By doing so, graduation/completion rates will increase and more MTCC students will achieve their goals and be better prepared to enter the workforce or transfer to a four-year senior institution which is the overarching goal of the ROARR plan.

A QEP Director was hired after the last SACSCOC on-site visit in 2010 and the Director has been in place since that time. The QEP Director works under the direction of the Vice-President for Learning & Student Services and is in constant communication with the Vice-President for Learning & Student Services about the QEP process and resources needed. MTCC administration and the QEP Director, along with the Director of Institutional Effectiveness have worked in unison to ensure that the current ROARR plan is one that can be completed successfully.

The QEP initiative started at MTCC with the QEP Director and the Director of Institutional Effectiveness working together to present institutional research data and laying out the plans to choose a QEP topic. The MTCC administration was in attendance for all the meetings where staff and faculty worked diligently to choose a topic. The administration gave the QEP Director the authority to lead these meetings and to meet with the Board of Trustees, the Advisory Boards, the McDowell Workforce Pipeline, the McDowell Early College faculty, and MTCC students to gather information for choosing a QEP Topic. The administration continued to show their support for the QEP Director and the QEP process by providing the resources needed to research the ROARR topics and best practices.

The administration ensured that the QEP Director attended two SACSCOC annual meetings and Summer Institutes prior to choosing the QEP topic so that the Director would be well equipped to lead the QEP process. Once the ROARR topic and the QEP Team was in place, the administration allowed and allocated money for four members to attend the SACSCOC 2019 Summer Institute and another four members to attend the National Academic Advising Association (NACADA) 2019 Conference in order to research the ROARR topic and best practices. The administration and QEP Director have worked closely

on the budget and timeline for the ROARR project; they have met multiple times over the past months determining what will work best for MTCC in terms of personnel, facilities, job responsibilities, and salaries. The development of such a comprehensive plan has required commitment and hard work and it shows the commitment shared by the team to the ROARR project and to student success.

Personnel Resources

There are many moving parts to the ROARR project but MTCC faculty and staff have expressed a commitment to work together to ensure its success, and most importantly the success of our students. Staff and faculty have already spent an incredible number of hours working on the ROARR plan, without any financial compensation. The QEP Team, which consists of 15 members, has met monthly as a whole and several times a month in smaller groups. The QEP Team members each chose one part of the ROARR plan and met with additional staff and faculty, called Retention Action Team (RAT) Patrols, to work on that part of the plan. The QEP Team is determined to work on the ROARR project throughout its duration. If a Team member must resign from the Team, another person from the same MTCC job area will be asked to serve on the Team so that broad-based representation is preserved.

Additional workgroups will be created to help implement specific components of the ROARR plan. These volunteer members will not receive financial compensation but are passionate about the implementation of the QEP and will work with the QEP Director and the MTCC administration. Groups include the Advising, VOICES, and Early Alert/Retention Core teams. The advising team consists of faculty members who will develop an advising syllabus and advising training and will also facilitate the advising training. The VOICES Team will create student success stories for the MTCC website and other locations. The VOICES team will also enlist the assistance of students in the Advertising & Graphics Design and Communication classes to make sure multiple student voices are included. The Early Alert/Retention Core Team (EARCT) will play an instrumental role in implementing the early alert and student recognition plans. Student service staff and success coaches will work with the EARCT to notify students who receive early alerts. The RAT Patrols will remain in place and will aid the implementation of their respective parts of the ROARR plan by assisting and supporting personnel assigned to these parts.

Some of the parts of the ROARR plan fall within the job responsibilities of existing personnel. The Director of Enrollment Management (DEM), who is a member of the QEP Team, is in charge of the New Student Orientation (NSO) and will continue to be the leader in improving the NSO. The Orientation RAT Patrol will support the DEM in this effort. The DEM is also in charge of organizing and publicizing college fairs on campus and, with help from the Referral RAT Patrol, will organize the additional college fair held according to the ROARR plan. The DEM is also responsible for signage about preregistration, registration, etc.

MTCC has one full-time professional onboarding advisor and success coach for the Health Sciences program. Another staff member in the Student Enrichment Center who helps with testing will split their time and serve as a success coach and onboarding advisor. This is possible because testing has been greatly reduced due to the Reinforced Instruction for Student Excellence (RISE) initiative in NC and this staff member has the time available to accept these additional duties.

Stipends will be paid to up to four faculty and/or staff who will work on designing webpages for all MTCC programs. These will be uniformly designed and uploaded onto MTCC's website. These stipends will be paid over the course of one year. In order to have resources available to students needing assistance with job searches and preparation, a Human Resource Development (HRD) staff member will be present on the main campus once a week. HRD staff members already help students in this way but they are not generally on the main campus; the ROARR plan will require this so there will be an additional cost to the curriculum budget. ACA 220 instructors will be needed but MTCC plans to use current faculty.

The ROARR plan calls for some new employees to be hired: the webmaster and a half-time onboarding advisor/success coach. There is a great need for a webmaster and the MTCC administration has agreed to the new hire in 2021 for the success of the ROARR plan implementation. A half-time onboarding advisor/success coach will be hired for the 2020-2021 year. With the addition of this personnel, the completion of the ROARR plan will be ensured.

Financial Resources

The ROARR plan will require strong financial commitment from MTCC. Some personnel salaries and services are already in place but additional monies will be needed for the implementation of the ROARR plan and for professional development. The addition of two personnel, one full-time and one half-time, along with stipends/overload pay for faculty and staff will require an on-going commitment by MTCC. Salaries will make up the largest part of the financial budget for the ROARR plan.

The MTCC QEP budget summary is shown in Table 7 and is broken into academic years. The biggest jump in expenditures occurs from 2020-2021 to 2021-2022 due to the addition of the webmaster, part-time onboarding advisors/success coaches and ACA 220 instructor salaries. For a detailed budget and timeline, including responsible personnel for ROARR implementation activities, refer to [Appendix B](#).

Table 7. ROARR Budget and Timeline Summary

	Salaries	Supplies	Travel & Training	Other	Total
Prior to SACSCOC on-site visit	\$50,000	\$100	\$22,280	\$5,000	\$77,380
2020-2021	\$137,167	\$4,975	\$15,875	\$4,500	\$162,517
2021-2022	\$223,540	\$675	\$20,175	\$8,250	\$252, 640
2022-2023	\$222,420	\$675	\$15,675	\$9,500	\$248,270
2023-2024	\$222,420	\$675	\$10,175	\$9,500	\$242,770
2024-2025	\$222,420	\$675	\$10,175	\$9,500	\$242,770
2025-2026	\$222,420	\$675	\$10,175	\$9,500	\$242,770

Expenditures for orientations, advising tools, and workshop materials will require only a small amount due to the fact that most of the copies can be made through the Print Shop on campus. Publicity and campus signage for registration, preregistration, workshops, etc. can also be accomplished through the Print Shop at a minimal cost.

Professional development and training are necessary for the ROARR plan to be successful and the MTCC administration has agreed to support these financially. The advising team will travel to other colleges to explore advising best practices and develop an appropriate advising syllabus and training for MTCC. Travel for this process will be covered by the MTCC QEP budget. Faculty and staff who will develop and implement components of the ROARR plan will attend conferences and workshops to learn how to best implement the best practices at MTCC. The travel, lodging, and meals for these events will be covered by the MTCC QEP budget.

Physical Resources

The physical needs for implementing and completing the ROARR plan include the creation of a One-Stop Center. The QEP Team and the MTCC administration considered several locations, all requiring remodeling or renovating. After much deliberation, it was decided to place everyone into the proper job/role according to the ROARR plan and then place them physically into the One-Stop Center once it can be created. Holding off creating the One-Stop Center made the most sense because MTCC is close to completing a new cosmetology building. Once this building is complete, the current locations of the cosmetology and esthetics programs will be renovated and repurposed. The One-Stop Center will essentially “house” the current Student Services with some additional personnel (onboarding advisors/success coaches and HRD staff). When the Student Services area is renovated, it will have a much larger space and will be able to accommodate everyone and all the needed components to create an effective and efficient One-Stop Center. The cost to renovate the current locations of the cosmetology and esthetics programs is not included in the QEP budget because this will be covered by MTCC’s renovation budget.

Academic Resources

Helping graduating students with the next step in their life journey will require some additional services and resources from MTCC. The ACA 220 *Professional Transition* course will use the Employability Skills Alignment Project (ESAP) curriculum that is already created and available from the NCCCS and focuses on teaching soft skills that are essential in the workplace. To support the students

taking this course, MTCC will offer writing résumés and mock interviewing sessions. These may be individual sessions occurring in the One-Stop Center or in groups occurring in the library, Academic Resource Center, or classroom and will be led by HRD staff and/or success coaches. College transfer students will be able to attend college fairs that will be offered twice a year on campus. In addition to the college fairs, college transfer students may receive help filling out college/scholarship applications from the success coaches and college faculty. Again, students can receive this help within the One-Stop Center, the library, or the Academic Resource Center.

Students who receive academic difficulties early alerts will be directed to their instructors and the success coaches. The success coaches will be available in the One-Stop Center and will share information about the resources that are available to help the students be more successful. Some of the resources that are currently available to students include free tutoring, a food pantry, and financial assistance.

Software/Technical Resources

The ROARR plan includes mirroring the face-to-face admission/registration process, new student orientation, and program-specific orientation on the website. MTCC's website is currently managed by the Director of External Relations (DER) and Edlio software is used. The DER, along with a few others on campus, is very knowledgeable about building webpages and adding items to the website in Edlio and will be a great resource in supporting the effort of building webpages and adding student success stories.

To mirror the admission/registration process and orientations on MTCC's website, informational videos will be created to catch the viewer's attention and interest. MTCC has production/editing equipment that will produce videos to be added to the college's website. The Print Shop staff members are knowledgeable of the equipment and do the videotaping for MTCC. They can provide training if additional people are needed to help with making videos.

MTCC will use either Colleague/Datatel or Open LMS for sending out early alerts. Both of these systems are currently used by MTCC and experts in both these systems have been researching the early

alert capabilities of these systems. The systems may be a bit cumbersome to use for early alerts but there will not be an additional fee for a different software program.

ROARR Timeline and Responsibilities

The ROARR plan has many pieces but most are interconnected. This means that they will be developed, created, and implemented at the same time. The timeline for the ROARR plan has everything except the One-Stop Center in place within the first two years, the One-Stop Center will be put in place during the third year and then the ROARR plan will be evaluated for the last two years of the five-year project.

Staff and faculty will have the responsibility of ensuring the implementation of the ROARR pieces but the load has been allocated to avoid burnout and overwork. The QEP Director, QEP Team, the RAT Patrols, the MTCC administration, the advising team, the VOICES team, and the EARCT will have the majority of the responsibilities for completing the ROARR project. With the development of the ROARR plan, MTCC shows the cooperation and dedication necessary for student success and everyone is excited to put the plans in action for student success. A detailed timeline of the ROARR project with assigned responsibilities is found in [Appendix B](#).

Assessing the Success of the *Hear Our ROARR Plan*

A variety of assessments will be used to determine the success of the ROARR plan: standardized, survey results, data from Colleague, and rubrics. Using a variety of instruments to measure student persistence, retention, and preparedness to transfer or enter the workplace will provide a better understanding on how effective the ROARR strategies are working to improve student retention. The standardized assessments are the ACT Career Readiness Certification and the ETS Proficiency Profile. These assessments have been used at MTCC for ten years and will continue to be used. Because of this, an additional standardized instrument will not be purchased. The survey results will be collected from MTCC created surveys. Rubrics will be created by ACA 115/ACA 122/ACA 220 instructors along with the Advising and Referral Retention Action Team (RAT) Patrols. Scoring rubrics will ensure uniformity of data collection even if different instructors are teaching the courses.

The assessment of the ROARR plan is centered on the student success outcomes that were discussed in Chapter 3 of this document. Some of the data will be collected every semester while other data will be available annually. All data will be submitted to the QEP Director in order to complete the yearly Institutional Effectiveness (IE) Plan ([see Appendix C](#)). This IE Plan will be evaluated and compared to the previous year(s) by the QEP Team and presented to the administration to receive their input and direction. This allows for an annual review by the QEP Team to determine if strategies need to be revised or completely changed.

MTCC will track new students who enroll each fall semester through their time at MTCC. Data that will be collected will include completion, withdrawals, no shows, and dropouts. Data will be compared between fall semester cohorts beginning with the fall 2020 semester and ending with the fall 2026 semester. This will provide a clear and complete picture of how the ROARR plan is working.

Parts of the ROARR plan will be implemented during the first two years with full completion of the project in the third year. Data will still be collected on each part as it is implemented to determine if that part of the ROARR plan is effective and/or needs to be revised.

Student Success Outcome #1: All new students will successfully navigate the admission/registration process.

To assess this outcome, data needs to be gathered on how the different offices worked together to offer effective customer service and assist new students in completing all the steps that are necessary to enroll in classes at MTCC. Questions to be asked include: Did students struggle in one or more particular area during the process? Did students receive good directions on the phone, in person, and on the website? These questions can be answered through the assessments that follow:

Assessments:

1. 55% of students who begin the admission/registration process will successfully complete it for the current semester and meet the 10% enrollment as verified by Colleague/Datatel.

The data for this assessment will be collected by the Enrollment Management offices in several different ways by determining if: a) the student has completed the enrollment application, b) the student registered for classes, c) payment for classes is complete, and d) if the student is on the No Show or 10% Withdrawal list as verified by Colleague. All this data will be reported to the Registrar who will disseminate the information to the Registration RAT Patrol for review.

2. 85% of students who complete the admission/registration process will express satisfaction with the Enrollment Management offices support.

The data for this assessment will be collected from three main sources. A survey will be created by the Registration RAT Patrol to assess if students are satisfied with the process or are there areas that need improvement. This survey will be given to all students who are identified as completing the admission/registration process. There will be follow-up contact from the admissions, financial aid, or business office with 15% of the students who completed this process to determine what their experience was like in each of the offices during the process. In addition to following up with registration completers, 15% of prospective students who did not register for classes, dropped their classes before classes started, or did not show up for class will be contacted by Student Services personnel to find out why they did not complete the process and if MTCC

can help in some way to get them into classes. Data from this assessment will be collected by an onboarding advisor to be shared with the Registration RAT Patrol for review. Fifteen percent was assigned to this assessment due to approximately 250 new students applying to MTCC each fall semester: 10% percent was too low and 15% gave a good sample size.

Upon examining and reviewing the data from these two assessments, adjustments can be made to the current admission/registration process to increase the number of students who successfully enroll and remain in the class. This, in turn, gives MTCC an opportunity to support the students through their educational journey to the completion of a certificate, diploma, or degree.

Student Success Outcome #2: Students will discover information about college personnel and resources that will prepare them to start classes and help support their educational and personal goals.

Students need to be well prepared and knowledgeable of the resources that are available to them at MTCC before starting classes. Many new students are first-generation college students and do not have the necessary background or preparation in order to “get off on the right foot” on their college education journey. MTCC must ensure that new students are oriented appropriately and receive as much information as possible before starting their program of study. These students also need to know where to turn or reach out when they run into barriers or find themselves struggling. We can determine if the students have received this information by using the following assessments:

Assessments:

1. 75% of students who attend New Student Orientation (NSO) will be able to access and navigate the WebAdvisor student portal.

The WebAdvisor student portal is available to the student 24/7 and it gives the student access to their financial statements, transcripts, grades, registration, etc. It is important that the students know how to log into their WebAdvisor account and navigate it in order to be successful. Data for this assessment will be gathered during the NSO through an attendance roster and by having the students print off their class schedule at the end of the instruction on how to use WebAdvisor.

The NSO WebAdvisor session leader will be responsible for gathering this data and delivering it to the Director of Enrollment Management (DEM).

2. 75% of students will increase their knowledge of and be able to identify important campus resources and/or services after orientation.

New students will receive information during the NSO on available services and resources that are available to them during their time at MTCC. In order to measure their engagement and understanding of the information that is presented, the new students will complete a survey at the end of the NSO that will contain questions concerning the services and resources that are available. The new students will also complete a matching activity about the services and resources. Surveys will be collected at the end of the NSO and they will be delivered to the DEM to be reviewed by the DEM and Orientation RAT Patrol.

3. 75% of students will demonstrate their ability to communicate with their program advisor.

One of the most important resources for a new student is their advisor. Students need to know how they can contact their advisor if they have questions or need advisement or general support. A question on the NSO survey will ask students for the name of their advisor and contact information. Students will also email their advisor during the NSO session on using their MTCC Gmail account. The NSO Gmail session leader and the advisors will be responsible for reporting this data to the DEM.

Data from this assessment will be reviewed by the DEM and the Orientation RAT Patrol to determine how the NSO and Program Specific Orientation (PSO) can be improved so that students will gain more valuable information about the services and resources that are available at MTCC to ensure student success.

Student Success Outcome #3: Students will develop productive relationships with their advisors.

A student should feel confident and comfortable enough to be able to reach out to their advisor anytime and receive the help needed. The student-advisor relationship is very important to the success of the student and it takes time to develop a good rapport. They must meet often enough to understand the

expectations of both parties involved and to work together towards a common goal. Building a strong, working relationship will allow the student to gain the necessary confidence to seek out the advisor's help when needed and will raise the odds of student success. The following assessments will be used to determine if a productive student-advisor relationship has been developed:

Assessments:

1. 90% of students will develop and file an educational plan with their advisor by the end of their first semester of enrollment.

Students should have a plan for success and this includes an educational plan to achieve their goal/degree at MTCC. Students will work on their educational plan in the ACA 115 *Success & Study Skills* or ACA 122 *College Transfer Success* course that is required in the first semester.

The ACA instructor will help students develop their educational plans but the students must share their plan with their advisor. The advisors will work with their advisees to make sure that the educational plans are manageable and fulfill all the program requirements. Faculty advisors will keep these plans on file and will report completion to the QEP Director.

2. 85% of students will meet with their faculty advisor in person a minimum of three times by the end of the second semester of enrollment.

Many MTCC students go to their advisor when it is time to register for classes. In order to build a strong, productive relationship that also builds trust, students and faculty advisors should meet more often than just one time a semester to register for classes. First-time students will be required to meet with their advisor twice during their first semester and once during the second semester. Advisors will be given checklists, created by the Advising RAT Patrol, to complete with their advisees during the advising sessions. Faculty advisors will keep the checklists on file and will report completion to the QEP Director. Also, feedback from the faculty advisors and the students about these advising sessions will be gathered through advising session surveys and collected by the QEP Director. The information will be shared with the Advising RAT Patrol.

3. 85% of students will confirm their educational plan is appropriate to meet their goals at the end of the second semester of enrollment.

During the second semester advising session, advisees will be asked to confirm their educational plan. Many students change their major quite frequently and good conversations between students and their advisors need to be held concerning this no later than the second semester of enrollment. If students are thinking of changing their major, faculty advisors can refer students to the success coaches so that further career exploration can occur. Faculty advisors will report whether or not a student confirmed their educational plan by the end of the second semester of enrollment to the QEP Director.

Student Success Outcome #4: Students will take personal responsibility for the educational process.

Many times, new students know that they need to go to college but they do not know what steps to take to be successful. Also, they are told that someone will be there to help you. Yes, someone is there to help but the student must eventually take responsibility for their education and completing their goals. Helping students build up confidence to take the next step helps them to accept personal responsibility for the educational process and improve the chances for success. The following assessments will be used to determine if a student has taken control of their educational journey at MTCC:

Assessments:

1. 90% of students will research careers or transfer majors within their program of study.

Many new students do not know what kind of career they want so we must help them figure that out. If you do not know where you are going, you will certainly fail. MTCC will help new students determine where they are going so that they will be more successful. New students will explore and research careers or transfer majors within their program of study while they are enrolled in the ACA 115/ACA 122 class during their first semester. Completion of this activity will be reported to the QEP Director by the ACA 115/ACA 122 instructors.

2. 90% of students will use WebAdvisor to register for second semester classes.

Students must be able to register for classes using WebAdvisor. Many of the current students ask their advisors to do this but doing so does not put the responsibility on the student. Ensuring that students can register for classes on their own is an important step in helping the students take ownership of their educational plan and process. Faculty advisors will report this information to the QEP Director.

3. 90% of students will complete the application for degree completion by the end of their final semester.

Graduating students do not always realize that they must complete an application for degree completion in order to have their degree conferred. They think that they only fill out the application if they want to walk across the stage at graduation. Advisors will talk to the completing student about the requirement for completing the application for degree completion. In addition, students will be reminded of this in the ACA 220 course. The DEM and Registrar will work together to determine the percentage of graduating students who completed the application for degree completion by the end of their final semester and will then share that information with the QEP Director. The Advising Team and Advising RAT Patrol will review the data to make improvements.

Data from these three assessments will be reviewed by the Advising Team and Advising RAT Patrol to make adjustments and improvements in the advising process. They will also use the data to improve advisor training to ensure that students are being advised thoroughly and correctly.

Student Success Outcome #5: Students will persist at MTCC and complete their educational goal.

MTCC's retention and completion rates are very low and, because improving these are goals of the ROARR plan, MTCC needs to assist students in completing their educational goals. Some students graduate without completing their goals while others do not even graduate. MTCC needs to gather more information about this in order to make improvements. Assessments used to measure this outcome include information from the Graduate Survey that all graduating students complete when applying for

degree audit/completion and from the First-Year Progression and Curriculum Completion North Carolina Community College System (NCCCS) Performance Measures for Student Success.

Assessments:

1. 90% of graduates will reflect that their goals for MTCC were accomplished on the Graduate Survey.

Graduating students must complete a Graduate Survey and one of the questions asks if the graduate completed their goals while at MTCC. Answers to that question will be collected by the DEM and reviewed with the Early Alert/Retention Core Team (EARCT) to determine the required action.

2. MTCC will rate 75% or higher on the First Year Progression measure on the NCCCS Performance Measure.

A standardized measure that will be used to determine student persistence and completion of educational goals is the First Year Progression Performance Measure from the NCCCS. Data is collected by the NCCCS and is then reported to all 58 community colleges in NC. MTCC will not only be able to measure its rate of success but it will also be able to compare itself to other community colleges in NC. The Director of Institutional Effectiveness receives this information and will report it to the QEP Director.

3. MTCC will rate 60% or higher on the Curriculum Completion measure on the NCCCS Performance Measure.

Another standardized measure that will be used to determine student persistence and completion of educational goals is the Curriculum Completion Performance Measure from the NCCCS. Data is collected by the NCCCS and is then reported to all 58 community colleges in NC. MTCC will not only be able to measure its rate of success but it will also be able to compare itself to other community colleges in NC. The Director of Institutional Effectiveness receives this information and will report it to the QEP Director.

Using information from the Graduate Surveys and standardized Performance Measures will give MTCC very good information on how it is doing to improve retention and graduation rates. Because the Performance Measures are reported for all 58 community colleges, MTCC can contact colleges that are performing well in the First Year Progression and Curriculum Completion Performance Measures to explore strategies for improvement.

Student Success Outcome #6: Students will demonstrate transfer and/or job readiness skills.

Student success includes being prepared and ready for the next step after completing an educational plan or goal. Students need to gain the skills needed for the workplace and/or for transfer to a senior educational institution. To measure the effectiveness and success of the strategies in the ROARR plan to improve transfer and/or job readiness skills, the following assessments will be used:

Assessments:

1. 80% of students in ACA 220 will earn 70% or higher on a mock interview rubric.
2. 85% of students in ACA 220 will assemble a job application portfolio, earning a 70% or higher as determined by instructors using a common rubric, which includes a résumé and cover letter in response to a job advertisement appropriate to their program of study.

For assessments 1-2, ACA 220 instructors and HRD staff will guide students through searching for appropriate jobs, preparing résumés, and practicing mock interviews. Students will create job application portfolios that will be scored using a rubric. The students will also participate in a formal mock interview that will also be scored with a rubric.

3. 85% of college transfer students in ACA 122 will attend a college fair or complete a college exploration activity with a score of 70% or higher on a rubric.

Students need multiple opportunities to explore college options and MTCC plans to offer two college fairs per year on the main campus. Attendance will be recorded at each college fair and will be given to the QEP Director. This information will be disseminated to College Transfer faculty advisors in order to promote conversations about college choices. Not all students will be able to attend a college fair, so data will be collected from ACA 122 instructors for a college

exploration activity that will be assigned in the ACA 122 class. The activity will be scored by a rubric. The scores for this activity will be given to the QEP Director. The QEP Director will share the data and information from this assessment with the College Transfer faculty and the DEM to determine strategies for improvement.

4. MTCC will earn a weighted index score of 1.07 or higher on the Licensure and Certification Passing Rate Performance Measure.

A standardized measure that will be used to determine job readiness for careers that require licensure or certification is the Licensure and Certification Passing Rate Performance Measure from the NCCCS. Data is collected by the NCCCS and is then reported to all 58 community colleges in NC. MTCC will not only be able to measure its rate of success but it will also be able to compare itself to other community colleges in NC. The Director of Institutional Effectiveness receives this information and will report it to the QEP Director.

5. MTCC's total percentage of students meeting the proficiency or marginal proficiency benchmark in writing (3 levels) on the ETS Proficiency Profile will meet or exceed the regional cohort's (16 colleges in SC, TN, GA, and NC) total percentage in writing.
6. MTCC's mean score for writing on the ETS Proficiency Profile will meet or exceed the writing mean of the regional cohort (16 colleges in SC, TN, GA, and NC).
7. MTCC's mean score for math on the ETS Proficiency Profile will meet or exceed the math mean of the regional cohort (16 colleges in SC, TN, GA, and NC).

For assessments 5-7, the ETS Proficiency Profile will be used. This Profile assesses the level of skill in writing and math by MTCC college graduates as compared to other college graduates at a selected group of colleges. All college transfer students, along with some vocational/technical graduates, must take the ETS Proficiency Profile before their application for degree completion is considered complete. This is a nationally recognized standardized test and the results will be used to determine if improvement is necessary. The scores from this assessment will be collected

by the Student Enrichment Center, where the testing occurs, and will be shared with the QEP Director. The QEP Director will share this information with the College Transfer faculty.

8. MTCC graduates will perform at the national median skill level in the areas of Applied Mathematics, Reading for Information and Locating Information based upon ACT Career Readiness Certification testing and Assessment for MTCC vocational and technical programs (all but College Transfer).

All vocational/technical MTCC graduates are required to take either the ETS Proficiency Profile or the ACT Career Readiness Certification (CRC) test. They were introduced to the CRC test at the beginning of their program of study in the ACA 115 *Success and Study Skills* course where they took pretests and learned how they could practice their skills during their time at MTCC. Students can earn a bronze, silver, gold, or platinum level on the CRC and this is recognized and at times required by employers in McDowell County. A set of skills that the graduating student has “mastered” on the CRC appears on the certificate that can be shared with employers. The scores from this assessment will be collected by the HRD department and will be shared with the QEP Director. The results will be shared with the Dean of CTE programs and vocational/technical faculty to determine strategies for improvement.

The assessments used to measure student preparedness to move to the next step after graduating from MTCC will provide a clear picture of how well the ROARR plan is working. The standardized assessments provide data about MTCC graduating students that can be compared against the performance of other college students in colleges similar to MTCC.

Conclusion

MTCC and its community partners worked in unity to research and select a QEP topic to improve overall student success. The ROARR plan focuses on the following goals: 1) Increase student retention rates, 2) Increase completion rates, and 3) Prepare MTCC graduating students for transition to the workplace and/or senior institutions. Retention has been a concern at MTCC and the ROARR plan provides MTCC with a strategy to improve the likelihood of students remaining in college, completing their programs of study, and transitioning to their future goals. Streamlining the admission/registration process, making orientation mandatory, using the hybrid advising model, creating a one-stop center, using early alerts for all students, adding success coaches, and helping students transition to the next step as they prepare to graduate from MTCC will improve retention and is a plan for success.

The process of ROARR has already begun with the strong commitment of faculty and staff and student input focused on the creation of an effective QEP. As discussed, teams have worked diligently to create our plan and all are determined to overcome hurdles that threaten that process. One potential major pitfall has been COVID-19 with its immediate stop to the monthly face-to-face QEP work meetings. Instead of halting, the entire team readily and immediately moved online for meetings so progress continued seamlessly and with no loss of willing team members. Additionally, a monthly newsletter has been created to disseminate information and updates about the QEP plan to all MTCC constituents to ensure everyone is informed and is excited to be a part of the vision of Hear Our ROARR. Sent virtually and also printed, the newsletters are another way to ensure connectedness.

The success of the ROARR plan means even greater achievement for MTCC students. Providing guidance and support to learners from the moment they apply to MTCC to graduation eliminates barriers to student success. As more students complete their program of study, graduate, and prepare to transfer to a university or enter the workforce, MTCC and all its constituents will Hear Our ROARR as we celebrate student success!

References

- AACC (2018). Aligning for student success: How community colleges work with k-12 to improve college and career outcomes. *American Association of Community Colleges, Association of Community Colleges Trustees, Education Strategy Group*. Retrieved from https://www.aacc.nche.edu/wp-content/uploads/2018/11/ACCT8114_Aligning_for_tudent_SuccessPaper_v6.pdf
- Bennett, A. L. (2016). *A program evaluation of a community college completion advising model* (Order No. 10143697). Available from ProQuest Central. (1824687065). Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1824687065?accountid=12335>
- Bouse, J. (2016). New technologies and communication tools. *College and University*, v91 n2 p41-44, 46-52 Jul 2016.
- Castleman, L. (2019). ACA: It's not just for orientation anymore. Powerpoint presented at North Carolina ACA Conference on 2/22/2019.
- Chan, M. (2017). Have you been oriented? An analysis of new student orientation and E-orientation programs at U.S. community colleges. *College and University*, 92(2), 12-25. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1922864443?accountid=12335>
- Damrose-Mahlmann, C. (2016). *Community college academic advisor experiences with the appreciative advising model* (Order No. 10125538). Available from ProQuest Central. (1807971380). Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1807971380?accountid=12335>
- Eagan, K., Stolzenberg, E.B., Ramirez, J., Aagon, M.C., Suchard, M.R., Rios-Aguilar, C. (2015). The American freshman: Fifty-year trends/1966-2015. Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA. Retrieved from <https://www.heri.ucla.edu/monographs/50YearTrendsMonograph2016.pdf>

- Engle, J. & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. *Pell Institute for the Study of Opportunity in Higher Education*.
- Evon, W. W. (2003). Editor's choice: Becoming student centered via the one-stop shop initiative: A case study of Onondaga Community College*. *Community College Review*, 31(3), 40-II. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/213206059?accountid=12335>
- Fadulau, L. (2018). Why aren't college students using career services? *The Atlantic Daily*, January 20, 2018. Retrieved from <https://www.theatlantic.com/education/archive/2018/01/why-arent-college-students-using-career-services/551051/>
- Faulconer, J., Geissler, J., Mejewski, D., & Trifilo, J. (2014). Adoption of an early-alert system to support university student success. *Delta Kappa Gamma Bulletin*, 80(2), 45-48. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1490972526?accountid=12335>
- Froelich, K. S., & Puig, E. A. (2007). The Magic of Coaching: Art Meets Science. *Journal of Language & Literacy Education*, 3(1), 18–31.
- Gallup & Strada. (2017). College student survey crisis of confidence: Current college students do not feel prepared for the workforce. *Gallup and the Strada Education Network*. Retrieved from <https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx>
- Grubb, N. (2006). Like, what do I do now? The dilemmas of guidance counseling. In T. Bailey & V. S. Morest (Eds.), *Defending the community college equity agenda* (pp. 195-222). Baltimore: Johns Hopkins University Press.
- Guth, D. J. (2018). OPEN FOR BUSINESS. *Community College Journal*, 88(4), 12-17. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/2046740490?accountid=12335>
- Habley, W. R. and Bloom, J. L. (2007). Giving advice that makes a difference. In G.L.Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Josey-Bass.

- Hatch, D. & Garcia, C. (2017). Academic advising and the persistence intentions of community college students in their first weeks of college. *The Review of Higher Education*. Vol. 40, No. 3, pp 353-390.
- Koch, A.K., & J. Gardner. (2014). A history of the first-year experience in the United States during the twentieth and twenty-first centuries: Past practices, current approaches, and future directions. *The Saudi Journal of Higher Education*. 11: 11–44
- Lyons, C. A., & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth: Heinemann.
- Qing, L. (2016). Five practices to recapture market share at community colleges. Retrieved from *The evollution: A Destiny Solutions Illumination* website: evollution.com/attracting-students/enrollment_strategies/five-practices-to-recapture-market-share-at-community-colleges/
- Samuels, H. B. (2016). *Comprehensive academic undergraduate advising services: One university's successful model* (Order No. 10146668). Available from ProQuest Central. (1830448714). Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1830448714?accountid=12335>
- Schofield, C., & Dismore, H. (2010). Predictors of retention and achievement of higher education students within a further education context. *Journal of Further and Higher Education*, 34(2), 207-221.
- Spaulding, D. T., & Smith, G. M. (2012). *Instructional coaches and the instructional leadership team: A guide for school-building improvement*. London: Sage Publications.
- Stowers, J. (2019). Tips for recruiting on college campuses. *Business News Daily*. October 23, 2019. Retrieved from <https://www.businessnewsdaily.com/9853-college-recruiting-tips.html>
- Trabant, T.D. (2006). Advising Syllabus 101. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* website: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Creating-an-Advising-Syllabus.aspx>

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention: Research, Theory & Practice*. 8(1):1-19.

Tinto, V. (2016). How to Improve Student Persistence and Completion. *Inside Higher Ed*,
<https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>

Varney, J. (2012, September). Proactive (intrusive) advising! *Academic Advising Today*, 35(3).
Retrieved from [http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-\(Intrusive\)-Advising!.aspx#sthash.fGDnICzc.dpuf](http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-(Intrusive)-Advising!.aspx#sthash.fGDnICzc.dpuf)

Ward-Roff, J. A. (2010). Designing successful transitions: A guide for orienting students to college (Monograph No. 13, 3rd ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

APPENDIX A NCCCS Performance Measures Summary

June 2015 Performance Summary

	A. BASIC SKILLS PROGRESS	B. GED PASS RATE	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Above College Average, Below Excellence Level	Below Baseline Level
System Excellence Level	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.8%				
System Baseline	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
Average College Percentage	45.1%	79.4%	62.4%	63.6%	67.1%	43.4%	83.3%	87.7%				
System Totals (All Students)	44.8%	78.2%	63.4%	63.0%	67.1%	42.9%	84.6%	88.3%				
Alamance CC	37.2%	71.6%	65.3%	57.1%	73.8%	43.3%	80.0%	89.5%	0	3	5	0
Asheville-Buncombe TCC	53.3%	79.2%	69.8%	58.7%	71.8%	41.2%	85.7%	92.1%	1	4	3	0
Beaufort County CC	43.2%	67.7%	36.7%	69.7%	54.5%	41.4%	89.1%	91.3%	0	3	4	1
Bladen CC	59.8%	81.3%	42.4%	54.4%	56.7%	37.6%	78.3%	72.7%	1	1	5	1
Blue Ridge CC	36.1%	89.4%	65.9%	60.2%	68.5%	46.1%	82.7%	89.2%	2	3	3	0
Brunswick CC	58.1%	76.5%	67.2%	73.5%	73.8%	35.9%	81.8%	82.6%	1	3	4	0
Caldwell CC & TI	44.1%	80.6%	68.5%	66.1%	70.4%	43.0%	79.2%	84.2%	0	4	4	0
Cape Fear CC	43.3%	77.8%	62.9%	65.6%	70.2%	50.0%	92.8%	85.0%	2	3	3	0
Carteret CC	42.3%	90.9%	57.0%	70.2%	65.0%	39.5%	79.9%	88.7%	1	2	5	0
Catawba Valley CC	46.0%	86.0%	82.8%	76.3%	76.3%	40.0%	81.8%	91.3%	4	2	2	0
Central Carolina CC	53.6%	70.7%	58.1%	81.8%	67.1%	47.8%	93.6%	81.9%	4	1	3	0
Central Piedmont CC	49.8%	81.8%	76.9%	63.3%	69.8%	41.0%	87.3%	87.5%	1	4	3	0
Cleveland CC	55.5%	80.0%	66.9%	65.8%	61.2%	38.0%	84.9%	90.5%	1	5	2	0
Coastal Carolina CC	52.4%	83.3%	73.6%	67.8%	78.0%	51.7%	91.0%	95.1%	5	3	0	0
College of The Albemarle	43.8%	77.7%	61.1%	67.2%	68.2%	48.1%	90.8%	93.2%	1	4	3	0
Craven CC	49.3%	95.3%	66.5%	62.0%	73.2%	40.8%	75.0%	90.6%	1	4	3	0
Davidson County CC	53.8%	86.0%	69.2%	59.6%	73.7%	42.3%	87.0%	88.5%	2	4	2	0
Durham TCC	42.1%	79.7%	56.0%	63.4%	61.6%	36.5%	88.1%	91.3%	0	3	5	0
Edgecombe CC	64.5%	69.3%	58.2%	43.6%	52.6%	40.9%	87.2%	93.6%	1	2	3	2
Fayetteville TCC	38.7%	90.8%	54.1%	61.0%	50.2%	38.1%	86.8%	90.4%	1	2	4	1
Forsyth TCC	53.1%	79.7%	65.4%	57.8%	73.1%	41.6%	89.4%	90.7%	1	5	2	0
Gaston College	40.4%	83.9%	66.4%	62.3%	74.9%	42.9%	92.6%	84.0%	3	1	4	0
Gulford TCC	28.4%	86.3%	52.9%	60.9%	63.0%	44.0%	85.9%	86.9%	1	2	5	0
Halifax CC	47.4%	48.1%	73.9%	50.0%	61.4%	48.4%	79.5%	88.0%	1	3	3	1
Haywood CC	46.6%	84.2%	60.0%	52.7%	66.0%	43.8%	69.0%	86.0%	1	2	4	1
Isothermal CC	45.1%	80.6%	78.5%	60.3%	70.7%	43.6%	86.9%	90.2%	1	5	2	0
James Sprunt CC	67.6%	81.8%	56.6%	56.9%	73.6%	47.3%	80.7%	85.0%	2	2	4	0
Johnston CC	44.6%	55.2%	76.1%	61.1%	74.1%	48.1%	82.4%	83.5%	2	1	5	0
Lenoir CC	50.5%	81.4%	56.0%	53.8%	60.6%	45.7%	77.7%	88.9%	1	3	4	0
Martin CC	49.2%	75.4%	48.8%	77.3%	62.7%	41.7%	69.0%	83.3%	1	1	5	1
Mayland CC	40.0%	81.8%	59.6%	78.7%	68.9%	53.5%	77.1%	84.2%	2	2	4	0
McDowell TCC	42.4%	87.5%	62.2%	72.7%	66.7%	40.5%	89.5%	83.9%	1	2	5	0
Mitchell CC	43.1%	86.8%	61.8%	63.5%	65.1%	44.5%	81.1%	89.1%	1	2	5	0
Montgomery CC	50.0%	94.1%	72.9%	36.1%	70.3%	52.1%	100.0%	78.6%	3	3	1	1
Nash CC	38.7%	58.2%	56.7%	72.6%	65.5%	42.1%	77.7%	89.4%	0	2	6	0
Pamlico CC	47.9%	87.5%	50.0%	73.7%	76.7%	56.5%	92.3%	100.0%	5	2	1	0
Piedmont CC	38.2%	79.3%	63.4%	62.6%	78.3%	38.8%	66.2%	88.2%	1	2	4	1
Pitt CC	40.9%	68.4%	64.1%	57.6%	60.7%	43.5%	85.3%	85.2%	0	3	5	0
Randolph CC	26.5%	72.7%	75.2%	68.0%	71.6%	39.3%	80.7%	85.6%	1	2	5	0
Richmond CC	48.4%	79.8%	70.5%	69.4%	68.8%	39.3%	72.3%	79.2%	0	5	3	0
Roanoke-Chowan CC	18.2%	55.6%	50.6%	83.3%	67.0%	44.8%	75.0%	89.3%	1	2	4	1
Robeson CC	45.3%	94.6%	51.0%	54.4%	39.2%	34.9%	82.1%	94.2%	2	1	4	1
Rockingham CC	40.0%	89.7%	55.6%	60.6%	66.5%	38.6%	74.4%	89.7%	1	1	6	0
Rowan-Cabarrus CC	32.9%	79.2%	63.2%	58.1%	60.7%	40.7%	82.6%	85.9%	0	1	7	0
Sampson CC	45.6%	87.9%	40.7%	46.4%	70.6%	45.2%	88.0%	76.8%	1	4	1	2
Sandhills CC	30.7%	68.7%	60.9%	63.0%	70.0%	40.7%	87.8%	90.1%	0	3	5	0
South Piedmont CC	47.6%	72.3%	55.7%	66.3%	60.1%	43.4%	78.0%	92.4%	0	4	4	0
Southeastern CC	51.3%	65.6%	66.7%	68.5%	48.7%	40.2%	78.1%	78.0%	1	2	4	1
Southwestern CC	58.6%	82.4%	62.7%	62.4%	67.3%	43.0%	88.7%	95.8%	3	3	2	0
Stanly CC	49.4%	83.8%	73.5%	80.1%	66.9%	48.4%	80.4%	89.7%	3	3	2	0
Surry CC	42.1%	92.9%	72.3%	69.5%	76.5%	47.4%	89.5%	92.5%	3	4	1	0
Tri-County CC	31.6%	82.5%	72.7%	47.8%	71.9%	39.7%	67.9%	89.1%	1	3	3	1
Vance-Granville CC	34.6%	78.1%	62.3%	63.9%	62.7%	39.8%	80.8%	88.1%	0	2	6	0
Wake TCC	49.0%	75.3%	49.5%	60.6%	67.9%	40.4%	91.8%	91.5%	1	3	4	0
Wayne CC	67.5%	80.4%	63.6%	62.4%	70.0%	52.3%	87.0%	84.8%	2	4	2	0
Western Piedmont CC	17.9%	80.2%	65.6%	72.1%	71.0%	49.9%	86.4%	85.7%	1	5	1	1
Wilkes CC	47.5%	92.2%	65.6%	70.5%	75.8%	45.8%	85.6%	87.0%	3	4	1	0
Wilson CC	51.2%	77.3%	59.3%	62.5%	68.3%	43.0%	86.7%	88.4%	1	3	4	0

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed.

2016

Performance Summary

	Met or Exceeded Excellence Level	Above College Avg, Below Excellence	Above Baseline Level, Below Average	Below Baseline Level	BASIC SKILLS PROGRESS	CREDIT ENGLISH SUCCESS	CREDIT MATH SUCCESS	FIRST YEAR PROGRESSION	CURR COMPLETION RATE	LICENSURE PASSING RATE	TRANSFER PERFORMANCE	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Above College Average, Below Baseline Level	Below Baseline Level
System Excellence Level					68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%				
System Baseline					34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage					56.1%	46.9%	26.9%	68.4%	44.1%	82.3%	82.7%				
System Totals (All Students)					55.7%	48.4%	27.6%	67.6%	43.7%	84.4%	82.4%				
Alamance CC					46.2%	57.5%	33.5%	71.1%	40.6%	82.9%	83.2%	2	3	2	0
Asheville-Buncombe TCC					53.8%	37.6%	29.2%	73.7%	46.1%	90.6%	88.9%	1	4	2	0
Beaufort County CC					51.1%	33.6%	29.4%	63.8%	38.6%	77.3%	82.3%	0	1	6	0
Bladen CC					62.1%	39.8%	22.2%	68.7%	33.7%	77.2%	65.9%	0	2	4	1
Blue Ridge CC					54.4%	41.4%	26.1%	77.3%	35.8%	80.8%	91.3%	2	0	4	1
Brunswick CC					69.0%	62.8%	42.5%	73.3%	41.9%	74.7%	72.7%	3	1	3	0
Caldwell CC & TI					42.1%	48.7%	47.2%	70.4%	43.0%	76.3%	83.1%	1	3	3	0
Cape Fear CC					56.0%	58.0%	39.3%	71.7%	46.0%	89.4%	81.5%	2	3	2	0
Carteret CC					69.3%	55.2%	27.6%	66.0%	36.5%	78.8%	80.0%	1	2	4	0
Catawba Valley CC					50.5%	64.5%	30.3%	74.4%	47.1%	84.0%	88.3%	2	4	1	0
Central Carolina CC					68.2%	37.7%	29.1%	73.4%	45.2%	86.5%	84.3%	0	6	1	0
Central Piedmont CC					54.5%	54.1%	34.5%	68.7%	40.3%	88.2%	78.1%	1	3	3	0
Cleveland CC					80.6%	31.7%	26.2%	71.1%	51.9%	84.8%	83.3%	2	3	2	0
Coastal Carolina CC					82.3%	63.8%	35.1%	74.2%	51.6%	94.7%	88.1%	5	2	0	0
College of The Albemarle					52.9%	45.3%	23.7%	69.5%	44.1%	84.5%	89.8%	1	2	4	0
Craven CC					52.8%	54.5%	24.8%	72.1%	44.9%	82.7%	86.2%	0	5	2	0
Davidson County CC					63.0%	65.2%	30.1%	74.2%	50.1%	87.0%	82.5%	1	5	1	0
Durham TCC					53.4%	47.7%	27.6%	62.6%	37.0%	88.4%	82.4%	0	3	4	0
Edgecombe CC					64.0%	42.9%	16.1%	63.8%	36.5%	70.3%	90.6%	1	1	5	0
Fayetteville TCC					53.6%	34.4%	17.6%	55.7%	44.0%	89.7%	89.5%	1	1	5	0
Forsyth TCC					53.9%	55.2%	27.4%	68.3%	47.3%	89.8%	79.8%	0	4	3	0
Gaston College					57.1%	54.9%	25.4%	71.1%	40.5%	90.7%	79.7%	0	4	3	0
Guilford TCC					38.4%	44.2%	19.4%	59.0%	40.3%	85.2%	75.7%	0	1	6	0
Halifax CC					49.2%	45.9%	12.3%	57.0%	40.6%	74.1%	69.2%	0	0	7	0
Haywood CC					66.4%	45.7%	24.7%	69.9%	37.4%	78.4%	92.0%	1	2	4	0
Isothermal CC					39.8%	58.4%	18.8%	75.1%	41.9%	86.2%	84.5%	2	2	3	0
James Sprunt CC					73.0%	30.9%	21.2%	73.6%	54.7%	80.3%	80.0%	2	1	4	0
Johnston CC					69.3%	50.9%	33.1%	73.0%	41.4%	83.7%	80.2%	2	3	2	0
Lenoir CC					64.1%	30.0%	16.5%	64.0%	42.2%	78.3%	79.4%	0	1	6	0
Martin CC					49.1%	28.6%	27.5%	72.6%	42.6%	66.7%	78.9%	0	2	4	1
Mayland CC					44.9%	39.6%	27.6%	65.0%	44.7%	89.2%	86.2%	0	4	3	0
McDowell TCC					63.0%	55.5%	40.3%	78.4%	38.9%	92.4%	86.1%	3	3	1	0
Mitchell CC					38.5%	44.6%	27.5%	71.1%	47.1%	83.1%	80.7%	0	4	3	0
Montgomery CC					56.6%	47.3%	26.4%	66.7%	43.6%	78.7%	90.9%	1	2	4	0
Nash CC					45.0%	39.3%	33.4%	62.6%	44.1%	73.4%	77.9%	1	1	5	0
Pamlico CC					66.7%	32.4%	29.7%	78.1%	53.2%	76.9%	100.0%	3	2	2	0
Piedmont CC					48.7%	55.8%	26.7%	72.4%	42.7%	60.3%	75.6%	0	2	4	1
Pitt CC					56.5%	41.5%	23.0%	55.1%	44.0%	83.9%	80.1%	0	2	5	0
Randolph CC					47.5%	59.1%	27.8%	72.1%	45.9%	84.3%	83.8%	1	5	1	0
Richmond CC					57.1%	44.3%	30.4%	62.3%	49.1%	73.8%	66.7%	0	3	4	0
Roanoke-Chowan CC					41.3%	28.9%	8.7%	59.5%	55.5%	66.7%	58.8%	1	0	3	3
Robeson CC					59.9%	32.7%	17.3%	52.8%	42.3%	74.5%	75.8%	0	1	5	1
Rockingham CC					66.8%	54.2%	27.7%	63.0%	44.1%	82.6%	83.5%	0	5	2	0
Rowan-Cabarrus CC					48.0%	56.2%	21.2%	61.7%	38.1%	79.4%	81.4%	1	0	6	0
Sampson CC					53.8%	37.8%	28.0%	66.9%	53.7%	84.4%	80.6%	1	2	4	0
Sandhills CC					38.1%	45.1%	22.5%	64.6%	47.1%	92.1%	79.4%	1	1	5	0
South Piedmont CC					53.0%	41.0%	15.9%	67.4%	44.0%	84.1%	88.7%	1	1	5	0
Southeastern CC					58.7%	33.1%	17.9%	63.0%	37.1%	77.2%	87.5%	0	2	5	0
Southwestern CC					63.6%	44.1%	27.5%	72.5%	44.3%	89.4%	88.6%	1	5	1	0
Stanly CC					58.0%	46.3%	33.3%	69.3%	48.7%	86.7%	90.4%	2	4	1	0
Surry CC					43.0%	53.9%	34.5%	72.8%	44.2%	93.0%	85.4%	2	4	1	0
Tri-County CC					46.0%	64.5%	17.3%	67.9%	50.0%	73.2%	89.1%	2	1	4	0
Vance-Granville CC					57.3%	40.9%	9.6%	71.2%	37.6%	79.6%	83.2%	0	3	3	1
Wake TCC					61.8%	48.9%	28.9%	67.8%	42.8%	93.8%	85.3%	1	4	2	0
Wayne CC					68.9%	53.0%	28.3%	72.7%	55.1%	86.9%	80.0%	2	4	1	0
Western Piedmont CC					58.5%	61.6%	36.4%	74.4%	43.4%	87.5%	82.8%	2	4	1	0
Wilkes CC					49.5%	58.0%	44.8%	71.0%	44.7%	86.3%	85.3%	2	4	1	0
Wilson CC					65.0%	39.7%	27.9%	65.5%	50.2%	77.7%	90.0%	1	3	3	0

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed

2017

Performance Summary

	Met or Exceeded Excellence Level	Above College Avg, Below Excellence	Above Baseline Level, Below Average	Below Baseline Level	BASIC SKILLS PROGRESS	CREDIT ENGLISH SUCCESS	CREDIT MATH SUCCESS	FIRST YEAR PROGRESSION	CURR COMPLETION RATE	LICENSURE PASSING RATE	TRANSFER PERFORMANCE	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Above College Average Below Baseline Level	Below Baseline Level
System Excellence Level					68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%				
System Baseline					34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage					59.1%	50.9%	29.0%	70.5%	43.7%	82.0%	82.5%				
System Totals (All Students)					58.3%	52.0%	29.8%	69.7%	44.0%	84.1%	82.8%				
Alamance CC					49.1%	58.2%	33.4%	74.1%	43.0%	76.1%	85.6%	2	2	3	0
Asheville-Buncombe TCC					55.6%	37.9%	26.2%	70.4%	45.0%	93.8%	90.9%	2	1	4	0
Beaufort County CC					44.9%	35.7%	27.5%	66.9%	35.1%	78.6%	81.2%	0	0	6	1
Bladen CC					68.9%	61.3%	43.0%	70.1%	24.1%	84.5%	71.1%	3	1	2	1
Blue Ridge CC					49.1%	50.0%	32.5%	64.3%	38.5%	81.8%	89.7%	2	0	5	0
Brunswick CC					69.7%	64.4%	45.6%	78.0%	41.4%	82.5%	84.3%	4	2	1	0
Caldwell CC & TI					40.5%	49.6%	40.6%	76.3%	39.6%	77.3%	79.3%	2	0	5	0
Cape Fear CC					51.7%	58.1%	36.3%	71.1%	45.3%	91.2%	81.5%	3	2	2	0
Carteret CC					67.6%	57.6%	29.4%	68.6%	42.2%	86.9%	95.1%	2	3	2	0
Catawba Valley CC					60.8%	62.9%	29.3%	78.7%	49.5%	86.8%	83.1%	2	5	0	0
Central Carolina CC					77.0%	40.5%	29.1%	73.1%	41.4%	87.9%	75.9%	1	3	3	0
Central Piedmont CC					55.9%	59.4%	37.2%	71.6%	44.1%	83.2%	81.0%	2	3	2	0
Cleveland CC					79.4%	35.2%	38.4%	78.0%	49.0%	78.7%	77.0%	3	1	3	0
Coastal Carolina CC					73.9%	64.4%	32.3%	76.4%	47.8%	92.1%	86.0%	4	3	0	0
College of The Albemarle					56.4%	54.6%	27.3%	75.7%	48.9%	83.5%	85.6%	1	4	2	0
Craven CC					55.5%	60.6%	26.7%	74.6%	46.2%	80.2%	81.1%	1	2	4	0
Davidson County CC					62.5%	60.9%	33.2%	74.0%	48.3%	86.4%	83.4%	2	5	0	0
Durham TCC					54.7%	55.2%	32.5%	64.7%	30.6%	88.5%	86.3%	1	3	2	1
Edgecombe CC					63.4%	45.3%	14.4%	68.3%	31.7%	72.9%	87.1%	0	2	4	1
Fayetteville TCC					59.9%	36.9%	18.6%	63.2%	42.4%	88.4%	83.3%	0	3	4	0
Forsyth TCC					53.7%	57.5%	27.4%	68.0%	43.1%	88.9%	85.9%	1	2	4	0
Gaston College					58.5%	56.4%	29.3%	72.4%	43.4%	94.2%	78.8%	2	2	3	0
Guilford TCC					40.1%	47.7%	28.2%	60.1%	39.0%	86.8%	76.8%	0	1	6	0
Halifax CC					51.1%	50.4%	21.1%	67.6%	39.2%	74.7%	70.5%	0	0	7	0
Haywood CC					73.9%	50.2%	26.1%	68.3%	44.1%	84.7%	86.0%	1	3	3	0
Isothermal CC					43.2%	60.7%	21.8%	74.5%	42.0%	71.6%	88.9%	2	1	4	0
James Sprunt CC					77.7%	41.2%	24.8%	74.6%	56.2%	84.9%	76.4%	2	2	3	0
Johnston CC					76.0%	53.7%	37.9%	77.0%	49.6%	83.2%	76.5%	3	3	1	0
Lenoir CC					69.8%	43.9%	28.6%	70.2%	43.3%	79.8%	84.3%	1	1	5	0
Martin CC					58.1%	29.8%	31.8%	69.4%	34.5%	56.3%	77.8%	0	1	4	2
Mayland CC					63.4%	27.5%	16.3%	60.5%	50.2%	78.3%	93.2%	1	2	4	0
McDowell TCC					69.6%	66.2%	51.0%	74.2%	40.9%	92.2%	84.8%	4	2	1	0
Mitchell CC					50.5%	56.5%	31.1%	66.5%	53.1%	78.9%	82.3%	2	1	4	0
Montgomery CC					59.2%	64.1%	22.9%	72.0%	44.8%	75.7%	83.3%	1	4	2	0
Nash CC					44.4%	34.6%	33.7%	68.6%	46.4%	80.9%	83.7%	1	2	4	0
Pamlico CC					86.8%	37.3%	35.8%	74.4%	52.2%	80.0%	80.0%	3	1	3	0
Piedmont CC					51.2%	63.0%	29.5%	72.6%	47.7%	70.5%	72.4%	1	3	3	0
Pitt CC					52.8%	44.4%	22.1%	60.0%	39.5%	79.8%	81.2%	0	0	7	0
Randolph CC					58.2%	62.3%	30.5%	74.5%	44.2%	85.9%	87.1%	1	5	1	0
Richmond CC					47.5%	60.0%	40.0%	66.8%	44.0%	83.9%	73.4%	2	2	3	0
Roanoke-Chowan CC					41.4%	36.4%	4.7%	70.9%	47.1%	57.7%	80.6%	0	2	3	2
Robeson CC					58.2%	35.4%	20.4%	51.9%	30.7%	71.2%	71.6%	0	0	5	2
Rockingham CC					76.2%	53.1%	29.1%	66.5%	40.9%	79.2%	85.4%	1	3	3	0
Rowan-Cabarrus CC					54.7%	56.5%	21.7%	64.3%	40.9%	76.2%	81.1%	1	0	6	0
Sampson CC					48.7%	42.5%	26.2%	72.4%	58.7%	87.3%	83.8%	1	3	3	0
Sandhills CC					47.6%	45.5%	20.1%	69.3%	49.7%	88.0%	86.5%	0	3	4	0
South Piedmont CC					50.4%	56.7%	24.4%	68.9%	35.0%	77.4%	89.0%	2	0	4	1
Southeastern CC					53.7%	36.8%	21.1%	56.6%	37.7%	72.1%	83.1%	0	1	6	0
Southwestern CC					64.8%	52.0%	30.2%	74.0%	43.3%	89.4%	88.6%	1	5	1	0
Stanly CC					64.2%	49.0%	31.6%	76.8%	49.6%	81.5%	87.0%	1	4	2	0
Surry CC					43.2%	48.7%	25.6%	74.7%	41.2%	92.1%	84.4%	1	2	4	0
Tri-County CC					52.1%	77.0%	17.7%	77.6%	50.5%	80.6%	88.2%	3	1	3	0
Vance-Granville CC					57.1%	44.0%	19.5%	69.3%	44.7%	88.0%	83.2%	0	3	4	0
Wake TCC					65.3%	52.2%	32.2%	68.1%	47.2%	91.1%	85.4%	1	5	1	0
Wayne CC					80.1%	57.8%	27.3%	68.7%	53.0%	90.7%	84.0%	3	2	2	0
Western Piedmont CC					72.7%	64.6%	38.1%	78.0%	45.3%	86.1%	80.9%	4	2	1	0
Wilkes CC					48.6%	46.0%	37.5%	77.8%	47.0%	74.7%	76.1%	2	1	4	0
Wilson CC					66.7%	40.7%	28.9%	71.9%	42.6%	80.3%	75.3%	0	2	5	0

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed

2018

Performance Summary

- Met or Exceeded Excellence Level
- Above College Avg, Below Excellence
- Above Baseline Level, Below Average
- Below Baseline Level

	BASIC SKILLS PROGRESS	CREDIT ENGLISH SUCCESS	CREDIT MATH SUCCESS	FIRST YEAR PROGRESSION	CURR COMPLETION RATE	LICENSURE PASSING RATE	TRANSFER PERFORMANCE	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average, Above Baseline Level	Below Baseline Level
System Excellence Level	68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%				
System Baseline	34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage	60.1%	53.0%	32.5%	70.9%	43.4%	79.8%	83.7%				
System Totals (All Students)	58.4%	55.0%	33.8%	69.6%	43.9%	81.6%	83.4%				
Alamance CC	49.8%	62.6%	41.1%	77.5%	44.1%	76.7%	80.8%	3	1	3	0
Asheville-Buncombe TCC	55.8%	39.5%	28.2%	71.6%	46.8%	86.8%	90.9%	1	3	3	0
Beaufort County CC	56.3%	49.5%	45.9%	79.4%	36.3%	74.6%	89.7%	3	0	4	0
Bladen CC	62.7%	54.9%	30.9%	57.4%	30.5%	80.7%	83.6%	0	3	3	1
Blue Ridge CC	62.6%	48.4%	28.7%	66.4%	38.2%	75.3%	93.5%	1	1	5	0
Brunswick CC	69.0%	53.1%	44.5%	73.3%	47.8%	87.2%	80.8%	2	4	1	0
Caldwell CC & TI	51.9%	40.6%	36.6%	73.5%	38.7%	88.8%	79.1%	1	2	4	0
Cape Fear CC	51.9%	62.0%	40.8%	67.1%	45.8%	84.0%	81.3%	2	2	3	0
Carteret CC	53.9%	53.7%	30.9%	67.9%	43.7%	79.8%	83.1%	0	2	5	0
Catawba Valley CC	65.8%	68.1%	31.9%	78.6%	42.0%	86.3%	82.9%	2	2	3	0
Central Carolina CC	72.9%	41.6%	34.9%	75.8%	41.4%	80.4%	80.9%	3	1	3	0
Central Piedmont CC	54.3%	65.6%	41.2%	69.2%	44.5%	86.4%	80.2%	2	2	3	0
Cleveland CC	76.8%	36.0%	43.1%	81.1%	44.1%	79.6%	88.9%	4	1	2	0
Coastal Carolina CC	61.9%	70.3%	36.0%	71.3%	52.0%	95.4%	86.5%	4	3	0	0
College of The Albemarle	61.1%	55.0%	30.5%	76.7%	48.4%	75.7%	84.4%	1	4	2	0
Craven CC	59.4%	64.0%	31.7%	74.2%	42.7%	74.3%	82.2%	1	1	5	0
Davidson County CC	69.3%	64.4%	42.7%	75.5%	50.8%	76.6%	79.9%	4	1	2	0
Durham TCC	51.1%	55.9%	35.9%	65.1%	44.6%	88.9%	84.5%	2	3	2	0
Edgecombe CC	72.1%	61.8%	23.7%	72.3%	30.7%	80.9%	79.5%	2	2	2	1
Fayetteville TCC	55.0%	43.7%	21.8%	65.1%	41.3%	87.0%	83.9%	0	2	5	0
Forsyth TCC	52.0%	61.0%	32.4%	72.6%	42.1%	86.7%	86.1%	1	3	3	0
Gaston College	57.6%	52.1%	27.1%	67.2%	42.9%	90.8%	79.8%	0	1	6	0
Guilford TCC	41.5%	51.0%	27.5%	56.6%	41.2%	83.1%	80.4%	0	1	6	0
Halifax CC	55.4%	67.3%	24.8%	66.7%	33.2%	70.9%	72.0%	1	0	5	1
Haywood CC	88.0%	51.9%	25.0%	76.5%	46.6%	87.7%	90.0%	3	2	2	0
Isothermal CC	54.1%	63.8%	17.7%	80.6%	43.7%	76.2%	90.0%	3	1	3	0
James Sprunt CC	60.6%	46.6%	31.4%	80.4%	53.9%	65.1%	88.4%	3	1	2	1
Johnston CC	78.3%	57.6%	44.4%	72.4%	49.1%	84.7%	87.6%	3	4	0	0
Lenoir CC	63.6%	50.8%	31.8%	64.5%	41.9%	70.6%	82.0%	0	1	6	0
Martin CC	55.2%	32.7%	32.0%	64.1%	35.7%	61.7%	81.0%	0	0	5	2
Mayland CC	65.4%	28.8%	22.5%	73.6%	46.3%	82.0%	70.6%	0	4	3	0
McDowell TCC	63.8%	66.7%	37.6%	76.5%	42.1%	87.3%	93.1%	4	2	1	0
Mitchell CC	54.1%	50.7%	29.8%	71.2%	52.1%	75.5%	83.3%	1	1	5	0
Montgomery CC	51.4%	53.8%	18.8%	68.2%	47.5%	86.8%	70.0%	0	3	4	0
Nash CC	54.3%	35.7%	37.8%	67.0%	44.0%	73.9%	91.5%	2	1	4	0
Pamlico CC	83.1%	40.4%	50.0%	75.3%	54.1%	54.5%	88.9%	5	0	1	1
Piedmont CC	55.1%	63.0%	35.5%	75.3%	38.9%	69.2%	76.5%	3	0	3	1
Pitt CC	60.8%	49.1%	28.3%	62.1%	42.6%	78.1%	74.7%	0	1	6	0
Randolph CC	59.8%	61.9%	33.6%	76.2%	44.3%	86.3%	79.0%	3	2	2	0
Richmond CC	48.4%	52.3%	46.4%	64.9%	48.2%	87.5%	81.3%	1	2	4	0
Roanoke-Chowan CC	38.0%	41.6%	7.9%	66.7%	40.9%	75.0%	71.4%	0	0	6	1
Robeson CC	52.6%	46.6%	40.1%	56.1%	28.9%	74.7%	86.6%	1	1	4	1
Rockingham CC	66.9%	54.9%	29.9%	68.5%	44.9%	70.1%	86.2%	0	4	3	0
Rowan-Cabarrus CC	54.0%	59.7%	24.8%	65.3%	41.6%	73.1%	85.9%	1	1	5	0
Sampson CC	56.6%	48.3%	25.5%	73.2%	46.7%	71.4%	87.9%	1	2	4	0
Sandhills CC	54.8%	56.5%	29.6%	66.7%	42.2%	85.6%	83.2%	1	1	5	0
South Piedmont CC	57.0%	44.3%	30.5%	70.0%	39.4%	79.0%	81.3%	0	0	7	0
Southeastern CC	67.1%	47.7%	28.9%	70.0%	35.4%	79.0%	81.9%	0	1	5	1
Southwestern CC	55.4%	60.3%	40.5%	69.6%	45.5%	85.0%	93.7%	3	2	2	0
Stanly CC	49.3%	44.6%	30.8%	75.1%	43.2%	78.8%	89.7%	2	0	5	0
Surry CC	49.4%	47.0%	20.9%	77.9%	41.2%	93.9%	85.0%	2	1	4	0
Tri-County CC	67.7%	72.4%	25.2%	84.8%	44.7%	63.2%	93.0%	3	2	1	1
Vance-Granville CC	58.7%	48.0%	23.7%	66.6%	43.4%	84.3%	85.9%	0	2	5	0
Wake TCC	66.5%	55.6%	37.1%	67.7%	48.2%	92.4%	85.2%	2	4	1	0
Wayne CC	74.5%	63.0%	30.3%	69.9%	49.4%	88.6%	80.1%	2	2	3	0
Western Piedmont CC	82.9%	65.0%	46.0%	79.2%	42.4%	81.5%	84.1%	4	2	1	0
Wilkes CC	65.0%	52.8%	48.9%	80.9%	51.2%	66.3%	87.5%	2	3	1	1
Wilson CC	51.8%	37.8%	29.8%	53.9%	45.1%	81.8%	85.9%	0	3	3	1

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed

APPENDIX B
Proposed ROARR Implementation Plan
Action Items, Personnel, and Budget with Timeline

ROARR implementation/action item	Implementation Personnel or Resources	Budget/Monetary Commitment
Prior to SACSCOC visit		
QEP Director Salary	VP for Learning & Student Services	\$50,000
Meeting supplies	QEP Director	\$100
SACSCOC 2019 Summer Institute	Four faculty members (included QEP director)	\$10000
National Academic Advising Association (NACADA) 2019 Conference	Four faculty members (included QEP director)	\$6820
SACSCOC 2019 Annual Meeting	QEP director and Director of Institutional Effectiveness	\$3410
SACSCOC 2020 Summer Institute (Registered but canceled due to COVID-19 pandemic)	QEP director and Director of Institutional Effectiveness	\$2,050 (Funds applied to 2021)
ROARR promotion and marketing (billboard, banners, signs, bookmarks, etc.)	Director of External Relations, VP of Finance & Administration, QEP Team	\$5000
QEP Team meetings	QEP director and 13 staff/faculty – monthly meetings (23 meetings, 2 to 3 hours each)	\$0
ROARR RAT Patrol meetings	Approximately 25 staff/faculty for three meetings each	\$0
Fall 2020		
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary	VP for Learning & Student Services	\$20,833.33
Develop the MTCC onboarding advising folders	Advising work team, QEP Orientation work team, Director of Enrollment Management	\$4300/5000 folders (one time cost)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
Onboarding advising folders inserts	Advising work team, QEP Orientation work team, Director of Enrollment Management	\$45/year
Develop simple, consistent <i>Program Course Requirements</i> documents for all programs	Advising work team	\$30 for copies/year
Research advisor training – visit other campuses	Advising work team	\$500
Institutional membership to NACADA	QEP Director, VP of Finance & Administration	\$175
Implement New Student Orientation (NSO) & Program Specific Orientation (PSO) – provide “Welcome Bag” and	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library	\$1500

refreshments	Services, Academic Resource Center assistant, Financial Aid staff, all faculty	
Create Advising Team from across curriculum programs	QEP Director, Advising QEP faculty, VP for Learning & Student Services, Director of Enrollment Management	\$0
Create Early Alert/Retention Core Team (EARCT)	QEP Director, Retention QEP Team members	\$0
Create VOICES Team to highlight student success stories	Registration QEP Team, QEP Director	\$0
Assist program faculty in strengthening the PSO	Orientation RAT Patrol, QEP Director	\$0
Initiate work on Student Success Plan (checklist for new students)	Director of Enrollment Management, VOICES Team, Student Services staff	\$0
Develop an <i>Advising Syllabus</i>	Advising work team	\$0
Develop advising modules for ACA 115/122	Advising work team, ACA 115/122 instructors	\$0
Determine functions required to implement the One-Stop Center	VP for Learning & Student Services, QEP Director, Advising work team	\$0
Identify professional and faculty (full/part-time) advisors	VP for Learning & Student Services, QEP Director	\$0
Determine advising caseloads (who advises whom, # of advisees, etc.)	Advising work team, Dean of Arts & Sciences, Dean of CTE Programs	\$0
Spring 2021		
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Hire two professional advisors/success coaches (part-time, may be additional duties for existing personnel)	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
Program Webpage design/creation (stipend for up to four staff/faculty)	VP for Learning & Student Services, VP of Finance & Administration	\$4,000
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
National Organization for Student Success (NOSS) conference (Feb. 24-27, two attendees)	QEP Director, VP for Learning & Student Services	\$5,000
National Academic Advising Association (NACADA) Region Conference (spring 2021, four attendees)	QEP Director, VP for Learning & Student Services,	\$4,000
Onboarding Advisor/Success Coaches training	VP for Learning & Student Services, QEP Director	\$3,000
Implement faculty advising training	Advising work team	\$250
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) – provide “Welcome Bag” and refreshments	Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, Academic Resource Center assistant, Financial Aid staff, all faculty	\$750

Make NSO and PSO mandatory – promote and flag students who not complete (promotional items)	Director of Enrollment Management, Student Services Staff, Registrar, Director of External Relations	\$750
Implement advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Incorporate One-Stop Center duties into job descriptions for staff	VP for Learning & Student Services, Advising work team, QEP Director	\$0
Pilot Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students be required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Initiate work on program webpages	Program Webpage designers, Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations	\$0
Add advising modules to ACA 115/122 courses	Advising work team, ACA 115/122 faculty	\$0
Add ACA 220 course to all vocational/technical diploma and degree programs – update catalog and class schedule	VP for Learning & Student Services, Curriculum Committee, Catalog Committee, Dean of CTE Programs, Dean of Arts & Sciences, Support Technician for Learning & Student Services, Director of External Relations	\$0
Evaluate student advising program	Advising work team	\$0
Summer 2021		
QEP Director Salary	VP for Learning & Student Services	\$8,333.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$8,333.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$8,333.33
Program Webpage design/creation (stipend for up to four staff/faculty)	VP for Learning & Student Services, VP of Finance & Administration	\$4,000
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
SACSCOC Summer Institute (July 18-21, LA – two attendees) * Registration already paid	QEP Director, Director of Planning, Research & Institutional Effectiveness	\$2,950
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Follow up with prospective students who started the application/registration process and did not complete it	Director of Enrollment Management, Student Services staff	\$0
Students be required to speak to	Professional and faculty advisors,	\$0

Success Coach before withdrawing from class/college	Success Coaches, Registrar	
Continue pilot Early Alerts for all students	EARCT, faculty, Registrar, Student Services staff, success coaches	\$0
Finalize ACA 220 curriculum and assign instructors	QEP Director, Dean of CTE Programs, Department Chairs, QEP Referral Team members, HRD faculty	\$0
Continue work on program webpages	Program Webpage designers, Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations	\$0
Evaluate student advising program	Advising work team	\$0
Fall 2021		
Hire a Webmaster	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
Program Webpage design/creation (stipend for up to four staff/faculty)	VP for Learning & Student Services, VP of Finance & Administration	\$4,000
Pilot teaching ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
Print inserts for onboarding advising folder	Director of Enrollment Management, Print Shop staff	\$45/year
Print <i>Program Course Requirements</i> documents for all programs	Advising work team	\$30/year
National Academic Advising Association (NACADA) Conference (Oct. 6-9, Cincinnati, OH, two advisors)	QEP Director, VP for Learning & Student Services	\$5,000
Institutional membership to NACADA	QEP Director, VP of Finance & Administration	\$175
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$3000
Follow up with prospective students who started the application/registration process and did not complete it	Director of Enrollment Management, Student Services staff	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Early Alerts for all students	EARCT, faculty, Registrar, Student Services staff, success coaches	\$0
Students required to speak to Success Coach before withdrawing from	Professional advisors/Success Coaches, Registrar	\$0

class/college		
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students	\$0
Continue work on Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Student Services staff	\$0
Continue work on program webpages and post on website	Program Webpage designers, Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Webmaster	\$0
Evaluate student advising program	Advising work team	\$0
Spring 2022		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Fully implement teaching ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
National Organization for Student Success (NOSS) Conference – March, four attendees	VP for Learning & Student Services, QEP Director	\$10,000
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Develop and implement a plan to recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional	\$0

	advisors, Student Services staff, success coaches	
Students be required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Evaluate student advising program	Advising work team	\$0
Complete work on Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Student Services staff	\$0
Programs of study webpages are put onto website	Program Webpage Designers, Director of External Relations, Webmaster	\$0
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students	\$0
Summer 2022		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$10,000
QEP Director Salary	VP for Learning & Student Services	\$8,333.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$8,333.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$8,333.33
Teach ACA 220	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$1500
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
SACSCOC Summer Institute (July 17-20, FL – two attendees)	VP for Learning & Student Services	\$5,000
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0

Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students be required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Evaluate student advising program	Advising work team	\$0
Develop an evaluation process for annual review of Admission/registration page on website including Path to Success and Program webpages	Webmaster, Director of Enrollment Management, Registration QEP Team members, Education technology expert, Student Services staff	\$0
Fall 2022		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Teach ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
Print inserts for onboarding advising folder	Director of Enrollment Management, Print Shop staff	\$45/year
Print <i>Program Course Requirements</i> documents for all programs	Advising work team	\$30/year
National Academic Advising Association (NACADA) Conference (Oct. 23-26, Portland, OR, two advisors)	QEP Director, VP for Learning & Student Services	\$5,000
Institutional membership to NACADA	QEP Director, VP of Finance & Administration	\$175
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$3000
Recognize students as they progress	Registrar, Director of Enrollment	\$1000

through their program	Management, Director of External Affairs, VOICES team, EARCT team	
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Determine One-Stop Center location	President of MTCC, VP for Learning & Student Services, VP of Finance & Administration	\$0
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students, Webmaster	\$0
Review and update Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Education technology expert, Student Services staff	\$0
Review and update Programs of study webpages on website	Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations, Webmaster	\$0
Evaluate student advising program	Advising work team	\$0
Spring 2023		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Teach ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
National Organization for Student	VP for Learning & Student Services,	\$5,000

Success (NOSS) Conference – March, two attendees	QEP Director	
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students, Webmaster	\$0
Review and update Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Student Services staff	\$0
Review and update Programs of study webpages on website	Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations, Program Webpage designers, Webmaster	\$0
Evaluate student advising program	Advising work team	\$0
Identify core staff for One-Stop Center	VP for Learning & Student Services, VP of Finance & Administration, QEP Director	\$0
Summer 2023		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$10,000
QEP Director Salary	VP for Learning & Student Services	\$8,333.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$8,333.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$8,333.33
Teach ACA 220	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
HRD will be on main campus to assist	HRD Director, Dean of CTE	\$150/week = \$1500

students in preparing for the workplace	Programs	
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
SACSCOC Summer Institute (July – two attendees)	QEP Director, VP for Learning & Student Services	\$5,000
Train core staff for One-Stop Center	VP for Learning & Student Services, QEP Director, Success Coaches, Professional Advisors, Student Services staff, Director of Enrollment Management, Registrar	\$500
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students be required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Evaluate student advising program	Advising work team	\$0
Fall 2023		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Teach ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @

		\$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
Print inserts for onboarding advising folder	Director of Enrollment Management, Print Shop staff	\$45/year
Print <i>Program Course Requirements</i> documents for all programs	Advising work team	\$30/year
National Academic Advising Association (NACADA) Conference (Oct. 23-26, Portland, OR, two advisors)	QEP Director, VP for Learning & Student Services	\$5,000
Institutional membership to NACADA	QEP Director, VP of Finance & Administration	\$175
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$3000
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
One-Stop Center in full operation	VP for Learning & Student Services, Director of Enrollment Management, Student Services staff, Registrar, Success Coaches, Professional Advisors, HRD faculty	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students, Webmaster	\$0
Review and update Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Education technology expert, Student Services staff	\$0
Review and update Programs of study webpages on website	Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External	\$0

	Relations, Webmaster	
Evaluate student advising program	Advising work team	\$0
Evaluate One-Stop Center effectiveness and make necessary changes	VP for Learning & Student Services, QEP Director, QEP Team, Student Services staff, Success Coaches, Professional Advisors,	\$0
Spring 2024, 2025 & 2026		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Teach ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
National Organization for Student Success (NOSS) Conference – March, two attendees	VP for Learning & Student Services, QEP Director	\$5,000
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0
Students required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Collect and publish Student Success	VOICES team, Director of External	\$0

Stories for website, building TVs, newspaper, and bulletin boards	Affairs, IT staff, Advertising & Graphics Design students, Webmaster	
Review and update Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Student Services staff	\$0
Review and update Programs of study webpages on website	Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations, Program Webpage designers, Webmaster	\$0
Evaluate student advising program	Advising work team	\$0
Evaluate One-Stop Center effectiveness and make necessary changes	VP for Learning & Student Services, QEP Director, QEP Team, Student Services staff, Success Coaches, Professional Advisors,	\$0
Summer 2024, 2025 & 2026		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$10,000
QEP Director Salary	VP for Learning & Student Services	\$8,333.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$8,333.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$8,333.33
Teach ACA 220	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$1500
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
SACSCOC Summer Institute (July – two attendees)	QEP Director, VP for Learning & Student Services	\$5,000
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$1500
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff, success coaches	\$0

Students be required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Evaluate student advising program	Advising work team	\$0
Evaluate One-Stop Center effectiveness and make necessary changes	VP for Learning & Student Services, QEP Director, QEP Team, Student Services staff, Success Coaches, Professional Advisors,	\$0
Fall 2024 & 2025		
Webmaster Salary	VP for Learning & Student Services, VP of Finance & Administration	\$25,000
QEP Director Salary	VP for Learning & Student Services	\$20,833.33
Onboarding advisor/Success Coach Salary (one full-time)	VP for Learning & Student Services	\$20,833.33
Two professional advisors/success coaches (part-time) salaries	VP for Learning & Student Services, VP of Finance & Administration	\$20,833.33
HRD will be on main campus to assist students in preparing for the workplace	HRD Director, Dean of CTE Programs	\$150/week = \$2400
Teach ACA 220 (3 sections)	ACA 220 faculty, HRD faculty	3 faculty - \$600/each = \$1800
Workshops on completing college/scholarship applications and résumé writing	Success coaches, professional advisors, HRD staff, College Transfer faculty	\$240 (2 workshops 4 hours each @ \$120/workshop)
Publicity & Signage for registration, preregistration, workshops, etc.	Director of Enrollment Management, QEP Director, Print Shop staff	\$200
Print inserts for onboarding advising folder	Director of Enrollment Management, Print Shop staff	\$45/year
Print <i>Program Course Requirements</i> documents for all programs	Advising work team	\$30/year
Institutional membership to NACADA	QEP Director, VP of Finance & Administration	\$175
Provide New Student Orientation (NSO) & Program Specific Orientation (PSO) (MTCC swag, food, promotion)	QEP Orientation work team, Director of Enrollment Management, Registrar, Director of Library Services, all faculty, Student Services Staff, Director of External Relations	\$3000
Recognize students as they progress through their program	Registrar, Director of Enrollment Management, Director of External Affairs, VOICES team, EARCT team	\$1000
College fair will be offered on campus to College Transfer students	Director of Enrollment Management, College Transfer faculty	\$250
Follow up with prospective students who started the application/registration process and did not complete it (phone calls)	Director of Enrollment Management, Student Services staff	\$0
Early Alerts for all students	EARCT, faculty, professional advisors, Student Services staff,	\$0

	success coaches	
Students required to speak to Success Coach before withdrawing from class/college	Professional and faculty advisors, Success Coaches, Registrar	\$0
Continue advising hybrid model – new students will go to onboarding advisor	Professional and faculty advisors	\$0
Collect and publish Student Success Stories for website, building TVs, newspaper, and bulletin boards	VOICES team, Director of External Affairs, IT staff, Advertising & Graphics Design students, Webmaster	\$0
Review and update Admission/registration page on website including Path to Success	Webmaster, Director of Enrollment Management, Registration QEP Team members, Education technology expert, Student Services staff	\$0
Review and update Programs of study webpages on website	Dean of Arts & Sciences, Dean of CTE, Department Chairs, program faculty, Director of External Relations, Webmaster	\$0
Evaluate student advising program	Advising work team	\$0
Evaluate One-Stop Center effectiveness and make necessary changes	VP for Learning & Student Services, QEP Director, QEP Team, Student Services staff, Success Coaches, Professional Advisors	\$0

APPENDIX C
Program-Level Student Success Outcomes
QUALITY ENHANCEMENT PLAN

Department: Quality Enhancement Plan (QEP)

Term: 2020-2021

Program Coordinators: Dr. Beverly Watts

Institutional Mission: McDowell Technical Community College is a member of the North Carolina Community College System, dedicated to providing student-centered accessible, high-quality educational opportunities and services which fulfill the personal development, training and employment needs of the residents, businesses, and industries of McDowell County and the surrounding areas through an open-door policy.

The college recognizes each person’s right to an education and seeks to contribute to the maximum development of a globally and culturally diverse workforce and improve the quality of life of the individuals in our community.

Unit Mission Statement: The mission of McDowell Technical Community College’s Quality Enhancement Plan is to improve the registration process to eliminate barriers, improve orientation so that all students will have a sound basic knowledge about MTCC and its processes, improve advising by using the hybrid model with both professional and faculty advisors, improve retention using early alerts, and prepare graduating students for transition to the workplace or four-year institution. The goals of the QEP are: 1) Student retention rates will increase, 2) Completion rates will increase, and 3) MTCC graduating students will be better prepared for the transition to the workplace and/or senior institutions.

Strategic Objective	Student Success Outcome	Requested Resource Allocation	Assessments	Results	Evidence of Improvement and/or Evaluation
MSG 1,2,3,4 GC 1,2,4,6,7 KI 1,2	1 All new students will successfully navigate the admission/registration process.	Salaries: \$137,167 Supplies: \$4,975 Travel & Trainings: \$15,700 Other: \$4,500 Refer to Budget Hearing Worksheets	1. 55 % of students who begin the admission/registration process will successfully complete it for the current semester and meet the 10% enrollment as verified by Colleague. 2. 85 % of students who complete the admission/registration process will express satisfaction with Enrollment Management offices support.		
MSG 1,2,3,4 GC 1,2,4,6,7 KI 1,2	2. Students will discover information about college personnel and resources that will prepare them to start classes and help support their educational and	Salaries: \$137,167 Supplies: \$4,975 Travel & Trainings: \$15,700	1. 75% of students who attend NSO will be able to access and navigate the WebAdvisor student portal. 2. 75% of students will increase their knowledge of and be able to identify		

	personal goals.	Other: \$4,500 Refer to Budget Hearing Worksheets	important campus resources and/or services after orientation 3. 75% of students will demonstrate their ability to communicate with their program advisor.		
MSG 1,2,3,4 GC 1,2,4,6,7 KI 1,2	3. Students will develop productive relationships with their advisors.	Salaries: \$137,167 Supplies: \$4,975 Travel & Trainings: \$15,700 Other: \$4,500 Refer to Budget Hearing Worksheets	1. 90% of students will develop and file an educational plan with their advisor by the end of their first semester of enrollment. 2. 85% of students will meet with their faculty advisor a minimum of three times by the end of the second semester of enrollment. 3. 85% of students will confirm their educational plan is appropriate to meet their goals at the end of the second semester of enrollment.		
MSG 1,2,3,4 GC 1,2,3,4,6,7 KI 1,2	4. Students will take personal responsibility of the educational process.	Salaries: \$137,167 Supplies: \$4,975 Travel & Trainings: \$15,700 Other: \$4,500 Refer to Budget Hearing Worksheets	1. 90% of students will research careers or transfer majors within their program of study (through ACA 115/ACA 122). 2. 90% of students will use WebAdvisor to register for second semester classes (through advisor checklist). 3. 90% of students will complete the application for degree completion by the end of their final semester.		
MSG 1,2,3,4 GC 1,2,3,4,6,7 KI 1,2	5. Students will persist at MTCC and complete their educational goal.	Salaries: \$137,167 Supplies: \$4,975 Travel &	1. 90% of graduates will reflect that their goals for MTCC were accomplished on the Graduate Survey.		

		<p>Trainings: \$15,700</p> <p>Other: \$4,500</p> <p>Refer to Budget Hearing Worksheets</p>	<p>2. MTCC will rate 75% or higher on the First Year Progression measure on the NCCCS Performance Measure.</p> <p>3. MTCC will rate 60% or higher on the Curriculum Completion measure on the NCCCS Performance Measure.</p>		
<p>MSG 1,2,3,4 GC 1,2,3,4,6,7 KI 1,2</p>	<p>6. Students will demonstrate transfer and/or job readiness skills.</p>	<p>Salaries: \$137,167</p> <p>Supplies: \$4,975</p> <p>Travel & Trainings: \$15,700</p> <p>Other: \$4,500</p> <p>Refer to Budget Hearing Worksheets</p>	<p>1. 80% of students in ACA 220 will earn 70% or higher on a mock interview rubric.</p> <p>2. 85% of students in ACA 220 will assemble a job application portfolio, earning a 70% or higher as determined by instructors using a common rubric, which includes a résumé and cover letter in response to a job advertisement appropriate to their program of study.</p> <p>3. 85% of college transfer students in ACA 122 will attend a college fair or complete a college exploration activity with a score of 70% or higher on a rubric.</p> <p>4. MTCC will earn a weighted index score of 1.07 or higher on the Licensure and Certification Passing Rate Performance Measure.</p> <p>5. MTCC's total percentage of students meeting the proficiency or marginal proficiency benchmark in writing (3 levels) on the ETS Proficiency Profile will meet or exceed the regional cohort's (16 colleges in SC, TN, GA, and NC) total percentage in writing.</p>		

			<p>6. MTCC's mean score for writing on the ETS Proficiency Profile will meet or exceed the writing mean of the regional cohort (16 colleges in SC, TN, GA, and NC).</p> <p>7. MTCC's mean score for math on the ETS Proficiency Profile will meet or exceed the math mean of the regional cohort (16 colleges in SC, TN, GA, and NC).</p> <p>8. MTCC Graduates will perform at the national median skill levels in the areas of Applied Mathematics, Reading for Information and Locating Information based upon ACT Career Readiness Certification testing and Assessment for MTCC vocational and technical programs (all but College Transfer).</p>	
--	--	--	---	--

Mission Statement Goals (MSG):

1. Offering comprehensive academic transfer, professional/technical, developmental, basic skills and continuing education programs through traditional and non-traditional delivery methods;
2. Providing comprehensive student support services;
3. Interacting and assisting with others to encourage, promote and facilitate economic growth and community development;
4. Recruiting, retaining and developing a highly qualified and diverse faculty and staff who are dedicated to quality education and service to the college and the community;
5. Enhancing student life by sponsoring a variety of educational, cultural, and community services and activities.

Graduate Competencies (GC):

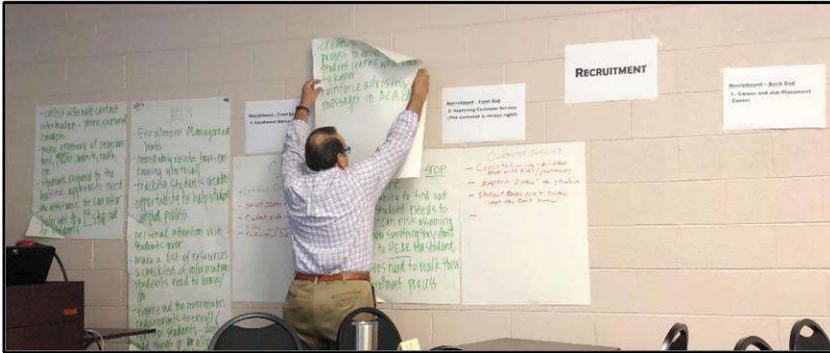
1. Listen and communicate effectively, orally and in writing.
2. Demonstrate competence in reading.
3. Perform effectively in their chosen occupations.
4. Demonstrate positive interpersonal life skills.
5. Demonstrate quantitative competencies.
6. Demonstrate skills in using a personal computer.
7. Use information to analyze problems and make logical decisions.

Key Implications of Long Range Plan (KI):

1. Address Low Education levels of McDowell County citizens.
2. Address the Critical Skills Gap and Workforce Development to meet current and future employment demand.
3. Address the projected shortage of teachers and teacher assistants in McDowell County.
4. Address critical shortages and demands of Health Care Industry.

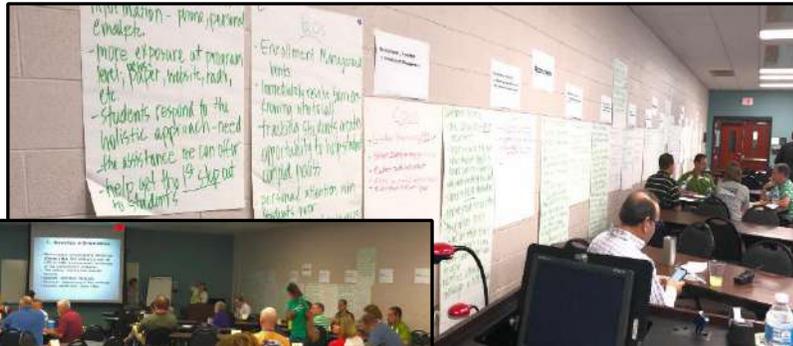
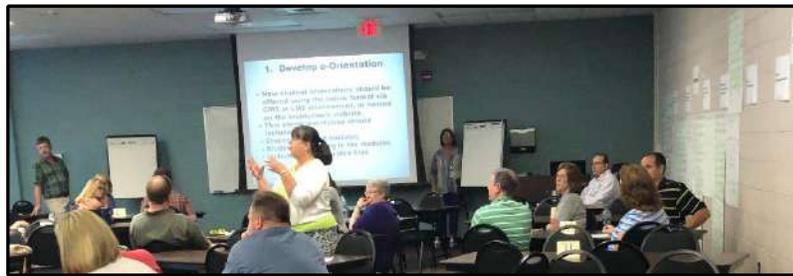
APPENDIX D

QEP Brainstorming Session



Hear

Our



ROARR

